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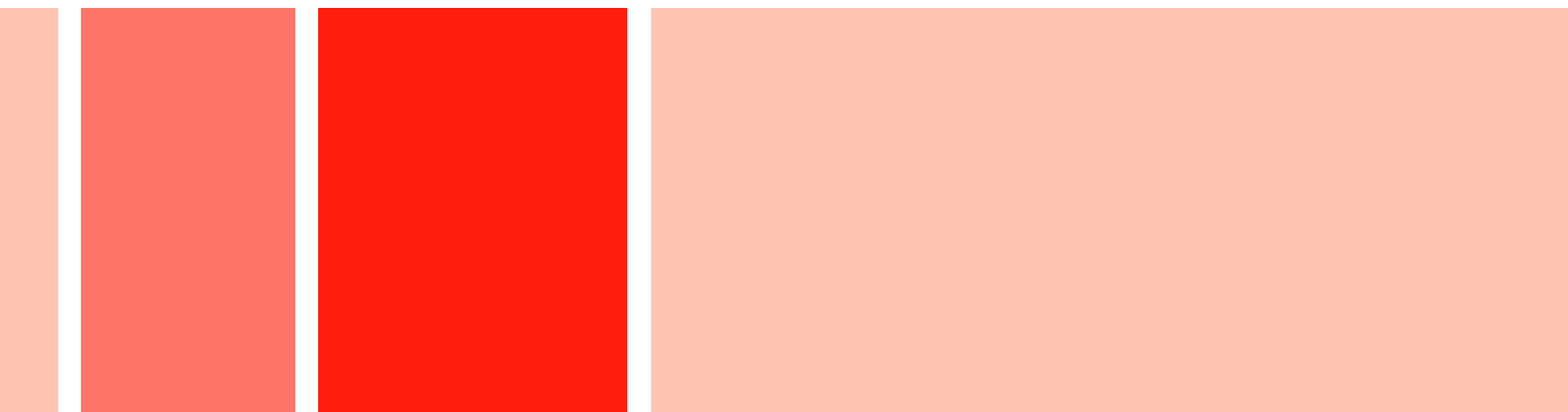
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Minority Ethnic Language and Achievement Project Evaluation



Minority Ethnic Language and Achievement Project Evaluation

ICF GHK in association with Arad Consulting

Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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Glossary of acronyms

AWEMA:	All Wales Ethnic Minority Association
BME:	Black and Minority Ethnic
EAL:	English as an Additional Language
EMAS:	Ethnic Minority Achievement Service
ESF:	European Social Fund
EW&M:	English, Welsh and mathematics
FTE:	Full Time Equivalent
GCSE:	General Certificate of Secondary Education
GRT:	Gypsy, Roma and Traveller
LA:	Local Authority
MEAG:	Minority Ethnic Achievement Grant
MELAP:	Minority Ethnic Language and Achievement Project
NEET:	Not in Employment, Education or Training
PAR:	Pupil Achievement Record
PASS:	Pupil Attitudes to Self and School
PLASC:	Pupil Level Annual School Census
UN:	United Nations
WEFO:	Welsh European Funding Office

Executive Summary

Background to the study

1. The Minority Ethnic Language and Achievement Project (MELAP) ran for three school years from September 2010 to July 2013. It had three main aims¹. These were to:
 - Raise attainment and tackle the risk of underachievement among black and minority ethnic (BME) groups of young people;
 - Improve equality of opportunity to future employment and employability for BME young people through improved engagement in education and training; and
 - Build on existing monitoring and evaluation systems to effectively measure achievement and engagement levels of the targeted pupils assisted.
2. MELAP was expected to:
 - Address the additional support needs of BME pupils aged 11 to 19 to eliminate the gap in achievement;
 - Provide a flexible, tailored approach to English as an Additional Language (EAL) support both in the classroom and outside school;
 - Help to prevent young people from not entering education, employment or training (NEET), by improving literacy and attainment in school and raising aspirations for further education or training and future jobs; and
 - Help to ensure all pupils aged 14 to 19 were offered a learning pathway that meets the needs of each individual, including formal, non-formal and informal strands of education, and access to personal support – to help overcome any personal barriers to learning.²
3. In September 2012 the Welsh Government commissioned ICF GHK and Arad Research to undertake an independent evaluation of the Minority

¹ Original MELAP Business Plan (2010)

² <http://wales.gov.uk/topics/educationandskills/pathways/?lang=en>

Ethnic Language and Achievement Project (MELAP). This report presents the summative evaluation of the project. As such it:

- Meets the requirements of the European Social Fund (ESF) by providing an account and assessment of the programme;
- Assesses the effectiveness of MELAP in meeting its aims, objectives and targets, in improving the achievement of children whose first language is not English and supporting capacity building in schools and local authorities (LAs);
- Identifies examples of good practice in providing assistance to pupils aged 11 to 19 whose first language is not English, setting out where approaches have been successful and where they have not had the planned effect, and exploring the reasons behind this;
- Enables the Welsh Government to consider the most appropriate methods to implement any continuation or potential expansion of the programme.

Method

4. The following information was drawn on to evaluate MELAP:
 - Telephone interviews with LA Ethnic Minority Achievement Service (EMAS) leads in the nine areas participating in MELAP at various stages of the evaluation;
 - Case studies of one school in each of the nine LA areas based on interviews with EMAS staff working in the school, senior managers and subject teachers and focus groups with pupils assisted (35 EMAS staff, 21 subject teachers, 9 members of school management, 47 pupils and two parents);
 - Surveys of EAL pupils receiving support (466 responses, 24 percent of those being assisted in 2012/13 and broadly representative in terms of age and gender) and of EMAS staff delivering activities from project funding (51 responses, 58 percent response rate of those funded);
 - Management information which included outcome and beneficiary data collected for ESF reporting against ESF targets, the

characteristics of participants and their location, the Pupil Achievement Record (PAR) data provided by seven LAs³ (which enabled analysis of the progress made by the pupils assisted in terms of their competence in English against other characteristics); and data on the number of pupils assisted and staff employed before the project started in 2010 (supported by the Minority Ethnic Achievement Grant (MEAG)) in each area;

- Pupil Attitudes to Self and School (PASS) survey data for pupils assisted by the project to discern any changes in attitudes to attendance, preparedness for learning and response to the curriculum over the time they have participated⁴;
 - Achievement and pupil data collected by the Welsh Government from schools (Pupil Level Annual School Census (PLASC)) to compare EAL pupils in the areas participating in MELAP over the period 2010-12 with EAL and non EAL pupils in areas in Wales not participating in the project;
 - A literature review to identify best practice promoted for services and schools to support EAL learners and the research evidence on which this is based;
 - Project documentation (business case, expenditure) and Estyn inspection reports of schools receiving support through MELAP where EAL provision has been highlighted in the inspection report; and
 - Data from individual LAs about training provided to EMAS staff and subject teachers in schools during the programme, and the staff employed.
5. The baseline data and the PLASC data has enabled an assessment of the programme's additionality because it has been possible to measure what the additional funding in MELAP areas (compared to areas only supported through MEAG) was able to provide in terms of learners assisted. It also enables a comparison of what EAL learners in the

³ Blaenau Gwent, Conwy, Denbighshire, Merthyr Tydfil, Neath Port Talbot, Pembrokeshire and Swansea.

⁴ This is a 20 minute computer based survey which addresses nine factors linked to key educational goals, including attitude to attendance, preparedness for learning and response to the curriculum. It is licensed and administered by the Granada Learning Group, who provide the results to the Welsh Government.

MELAP areas have achieved at the end of Key Stage 4 compared to non-EAL learners (has MELAP support narrowed the gap?) and EAL learners in other areas (have they done any better?).

6. There are some limitations to what the study has been able to do to respond to the aims of the evaluation. In particular:
 - The PLASC data identifies EAL pupils (not all of whom would have necessarily been assisted through MELAP) though the data on participants and activities indicates that most would have benefited from MELAP. As a consequence the comparisons of EAL pupils to non-EAL pupils can be used to *consider* the impact of MELAP;
 - The data on staff training is incomplete and the outcomes reported in relation to practice and performance are of a qualitative nature (i.e. not representative of the whole staff population) and were not systematically collected from the staff who participated in the training;
 - No data on EAL learners' progression to further learning or training was collected. So it is unclear if MELAP has prevented EAL pupils becoming NEETs, although higher achievements in General Certificates of Secondary Education (GCSEs), including English and mathematics, should enable progression to A levels and other learning pathways; and
 - The identification of successful approaches has to be drawn from the overall achievement data and the qualitative responses of participants which make it difficult to narrow down good practice, although different approaches to training can be compared.
7. In considering the findings it should be borne in mind that the LAs have very different numbers of EAL learners and different sizes of EMAS teams. In terms of pupils this ranges from Swansea with over 2,900 EAL pupils (2011/12) to Blaenau Gwent with 185. There are also different levels of EAL pupils per secondary school which would affect the delivery of activities. Swansea has on average 68 EAL learners per secondary school while Blaenau Gwent has only four pupils per secondary school.

Findings

Managing and delivering MELAP

8. At the outset LAs had some difficulties estimating and setting targets. There were some misunderstandings of the ESF outcomes defined and difficulties making forecasts. In part this arose from inexperience with grant programmes and ESF in particular and, in many cases, not having central systems in place to monitor EAL pupils. Through the programme, all the LAs have adopted and/or adapted the PAR which Swansea was already using to record and monitor EAL pupils' language ability and assistance given. The participating LAs also engaged schools in arranging for most EAL pupils to complete the PASS surveys at regular intervals and to use the results. Although EMAS staff found the additional administrative requirements difficult at first, they saw the benefit of the PAR and PASS data for monitoring pupils. Unfortunately the participating LAs did not collect data systematically to monitor the achievement of other outcomes (progression, capacity building).
9. Extending activities was also dependent on redeploying and recruiting additional staff in all the LAs. Most had difficulties achieving this because of the timing of the start of the programme just before the beginning of the school year and the need to recruit new staff who could not be recruited from pools of staff facing redundancy. Those recruiting bilingual teaching assistants found that they had to change their essential requirements and offer training in teaching assistance.

Re-shaping EMAS activities within MELAP

10. The participating LAs were aware of the Welsh Government's guidance on teaching EAL pupils when they developed their plans for implementing MELAP and had taken account of it in their current services where these were well established. None felt that they needed radically different approaches. Most believed that with the additional funding they could provide assistance to more pupils and/or additional assistance having

been under-resourced to meet growing demand in secondary schools and so needed to recruit more bilingual teaching assistants and/or EAL specialist teachers. However:

- Swansea decided to use the opportunity to establish a programme of increasing the capacity of classroom teachers to teach pupils with EAL needs rather than significantly increasing classroom support. This meant increasing the number of specialist EAL teachers;
- Some decided to expand the activities which EAL specialist teachers and bilingual teaching assistants could provide to benefit EAL learners and their teachers to fill gaps, such as in depth training for teachers and building better home-school links with EAL pupils' parents; and
- Seven decided to increase their support to enable some pupils to gain a qualification in their home language (in response to the target set for MELAP) while two established this for the first time.

11. As a consequence, most LAs continued with the same activities they were providing under MEAG, but offered an increased breadth of support with the additional staff they could fund, and extended the services they provided. This was confirmed by pupils responding to the survey and interviews of staff in schools. Few started any innovative activities which were not already provided by at least one other EMAS. Small scale innovative activities were introduced by one LA including trialling distance learning, offering reading courses out of class, and providing some EAL learners with tablets.

Pupils benefiting from MELAP

12. MELAP supported 1,943 pupils in 74 different schools. Most of the pupils who were assisted were in Swansea (57 percent) and nearly all were aged between 11 and 16 (93 percent). This is in line with the programme's expectations of assisting secondary school pupils. Pupils represented 81 different BME groups with the top six only accounting for 53 percent of the total. The most common group in eight LAs was Polish. In Swansea the largest group were Bangladeshi.

13. Although the project did not achieve its original targets, it did achieve the final revised target for pupils to be supported, with all LAs achieving at least 90 percent of their target. The project also achieved 93 percent of the final revised target for the number of home language qualifications to be achieved, with four LAs achieving 100 percent or more of their target; and 82 percent of the final revised target for an improvement of at least one stage on the Welsh Government scale in English language ability. Two LAs achieved more than their target while two LAs achieved around half of their target.
14. In most of the LAs 55 to 65 percent of pupils who received support improved their English language ability by at least one stage on the Welsh Government's scale. The exceptions to this were Blaenau Gwent and Neath Port Talbot which achieved higher proportions (97 percent and 75 percent respectively), and Swansea where only 36 percent achieved this. The number of years of support a pupil received and the level of English ability when a pupil started receiving support both seemed to have a relationship with the proportion of pupils achieving at least a one stage improvement in English. Those with a lower initial level of English language ability were more likely to achieve a one stage improvement as were those who had received support for the entire period.
15. Pupils and staff responding to the surveys and participating in interviews were largely positive about the impacts of the assistance given and how this had helped pupils to integrate in education and school life. Eighty-two percent of pupils interviewed felt that the support they received had helped them to improve their English language; 76 percent felt it had helped them achieve better results in class and in tests; and 74 percent felt it had helped them to understand their teachers. Most of the staff felt that the activities they delivered had improved pupils' levels of English and their achievement in class.

Staff benefiting from MELAP

16. MELAP provided training for at least 756 staff. These were mainly teaching staff in schools (710); the rest were EMAS staff, who were given

help to gain qualifications relevant to their role. Six LAs accounted for most of the teacher training with the largest numbers in Carmarthenshire and Swansea. Eight LAs assisted staff to train for qualifications, with most in Carmarthenshire and Swansea. Training to teachers varied from sessions in inset days to small group training over a day and a 10 to 12 week course of training, in Swansea, for subject teachers (history, mathematics, and science) which included formal training, observation and mentoring. Several LAs intended to do more in depth training but faced difficulties engaging schools in such programmes.

17. EMAS staff were generally positive about the training they had received and the impact of this on their work in school. School teaching staff had more mixed views of the training they had received. Those who had received shorter periods of training often reported that it was not very useful as it did not provide enough practical examples to be applied afterwards or it took place on a busy inset day. Teachers in Swansea were much more positive about the training and support they had received, the knowledge and skills gained and the impact these had on their teaching of EAL learners.

Added value of MELAP

18. The additional MELAP funding allowed all LAs to increase the number of staff providing support in secondary schools compared to the situation before MELAP. This in turn allowed more EAL pupils to receive support in all areas. This is estimated to be a net increase of 386 pupils receiving support across all LAs⁵. Six LAs also increased the average hours of direct support EAL pupils receive per week and six LAs increased the number of secondary school staff receiving training for EAL.
19. In addition, the PLASC data analysis suggests that MELAP funding has provided activities which have helped to improve the achievement of EAL learners in GCSE examinations. While the number of EAL learners achieving level 1 at Key Stage 4 has not changed in the MELAP LAs over

⁵ This is based on comparing the total supported in July 2013 with the estimated total supported in July 2010 provided by the project leads for each LA.

the lifetime of the project, their attainment at level 2 improved by 15.8 percentage points and at level 2 English, Welsh and mathematics (EW&M) by 13.4 percentage points. One of the aims of the project was to narrow the gap between the attainment of EAL pupils and other pupils. The PLASC data suggests that this has happened, with the difference between the achievement of EAL and non-EAL learners narrowing by 5.8 percentage points at level 2 and by nine percentage points at level 2 EW&M.

20. Compared with the areas that did not have MELAP funding, there has not been such a narrowing of the gap between EAL and non-EAL learners. While at level 2 the gap reduced by nine percentage points in the MELAP areas, it rose by four percentage points in the Competitiveness area. This suggests that MELAP has contributed, along with other funding to improve achievement in the Convergence area, to improve the achievement of EAL learners and narrow the achievement gap.

Conclusions

21. MELAP has provided additional resourcing to LAs to assist schools and their pupils with EAL needs. It is clear that the resourcing has enabled more pupils to be assisted, a greater amount of assistance to be provided and for additional means of assistance to be provided. While the project has fallen short of its original targets, it has met its revised target for assisting pupils with EAL needs and come close to achieving its revised targets for achieving improvements in English language competences and achieving recognition for home language competences.
22. In relation to its aims to raise attainment and reduce the risk of underachievement, provide equal opportunities for progression and put in place systems for measuring achievement and engagement MELAP has:
 - Contributed to the educational attainment of pupils with EAL needs. While it has helped to raise competences in English for most pupils and provided assistance to gain GCSEs and A levels in foreign languages, it has also helped to raise the achievement of EAL pupils in GSCEs, including the attainment of Grade C and above in English

and mathematics and narrowing the gap with non-EAL pupils. This should enhance such learners' prospects of moving into further and higher education, employment or training although there is no data to support this;

- Built the capacity of the specialist workforce in EMAS teams and the capacity of classroom subject teachers to teach pupils with EAL needs effectively and introduced systems for monitoring achievement. Teachers who have had in depth training and support generally believe this has helped their engagement of pupils and their ability to learn.

23. In relation to its **design and development**, the programme continued to meet the needs of pupils and generally gave LAs the flexibility to shape their response and actions. However, many (if not all) of the LAs faced difficulties in expanding or adapting their activities with the additional funding. Issues around recruiting additional staff with appropriate skills might well have been anticipated although the flexibility in the programme enabled some to respond positively. Issues around target setting suggest inadequate management information systems and poorly costed plans.
24. In relation to **delivery and performance**, the programme broadly achieved its revised outputs and contributed to improving EAL learners' attainment of GCSEs and narrowing the gap. This supports the value of the assistance given towards giving all learners the opportunity to match their achievements to their abilities through acquiring competence in English and assistance to learn other subjects. However, it remains difficult to discern what aspects of additional support to pupils have made this difference.
25. And in relation to **added value**, the programme provided additionality by contributing to narrowing the gap in achievement and doing so more significantly than in the Competitiveness area. While it has also provided some foundation for improved performance from building capacity and systems to manage assistance to EAL learners more effectively, it is of concern that with the end of the programme resources for EMAS teams directly from the Welsh Government will reduce. More could have been made of the opportunity to improve the ability of classroom specialist

subject teachers to integrate EAL learners with training on the way they teach such learners and the way they work with specialists providing assistance. The Swansea experience suggests that this is good practice.

What can be learnt from the project?

26. The assessment above leads to some lessons for policy and practice surrounding EAL for the LA service providers, WEFO and the Welsh Government.

Lessons for the local authority providers

27. The following may have made a difference:

- Recognising that potential staff would be in short supply and adapting essential requirements accordingly (as some did later). For those pupils with better English, bilingual support may be less necessary so an experienced teaching assistant without the home language skills may be of benefit to pupils;
- Considering potential redundant staff as priority candidates alongside other applicants for EAL teachers and bilingual teaching assistants;
- Adapting and adopting Swansea's PAR system more quickly in all the LAs could have assisted monitoring of the programme and future management of EAL activities. Having additional administrative resources in the project teams would have helped;
- Using baseline data and a simple model of the programme's expected impact to set ESF targets (numbers currently supported, unsupported, trends, allocations of staff to activities and costs). The logic model could have been provided by the Welsh Government from the business case; and
- Using the logic model to set out expectations of the wider range of achievements so that other targets and outcomes could be agreed for each LA in relation to their planned activities and the evidence requirements agreed for monitoring and evaluation at the outset.

Lessons for the Welsh Government and WEFO

28. The following would have made a difference:

- Establishing a logic model for the programme as part of its business case to guide monitoring and evaluation;
- Having a start date at the beginning of the summer term for a programme needing additional staff in place by the beginning of a school year;
- Establishing a consistent means to estimate targets given the funding offered; and
- Providing guidance on service plans, baseline data and management information to evidence all the programme's objectives.

29. There are two key lessons from the programme's outcomes which need wider consideration.

30. First, the programme has contributed to increasing attainment and narrowing the gap in attainment. This is alongside other ESF Priority 1 initiatives in schools in the Convergence area⁶ but the work of EMAS teams funded under MELAP must be a significant factor. The value of direct and indirect assistance must be acknowledged in advice to schools about how they can reduce the gaps in attainment which are being tackled currently through other programmes.

31. Second, the programme has enabled more in depth training to classroom teachers to teach EAL learners, adapt their teaching practices and learn how they can work effectively with bilingual teaching assistants and specialist teachers. In Swansea this has been perceived as a positive benefit. This helps sustainability and efficiency. This ought to be reflected in updated guidance to schools and LAs' EMAS provision and should be more widely adopted.

⁶ These included Engage and Pre-vent, Reach the Heights, Ll;wyddo'n Lleol, STEM Cymru and AWEMA. See WEFO report on Thematic evaluation of ESF Convergence area Priority 1 in West Wales and the Valleys, January 2012

Recommendations

32. LAs and the Welsh Government should take account of the lessons above and take appropriate action to implement them including dissemination.

1 Introduction

1.1 In September 2012 the Welsh Government commissioned ICF GHK and Arad Research to undertake an independent evaluation of the Minority Ethnic Language and Achievement Project (MELAP). This report presents the summative evaluation of the project. As such it:

- Meets the requirements of the European Social Fund (ESF) by providing an account and assessment of the programme;
- Assesses the effectiveness of MELAP in meeting its aims, objectives and targets, in improving the achievement of children whose first language is not English and supporting capacity building in schools and local authorities;
- Identifies examples of good practice in providing assistance to pupils aged 11 to 19 whose first language is not English, setting out where approaches have been successful and where they have not had the planned effect, and exploring the reasons behind this;
- Enables the Welsh Government to consider the most appropriate methods to implement any continuation or potential expansion of the programme.

Context of the programme

Needs

1.2 Research and analysis of pupil performance data shows that black and minority ethnic (BME) pupils in Wales have lower core subject attainment at Key Stages 1 to 4 compared with the national averages⁷. A comprehensive study demonstrated that attainment is on average between six and 21 percentage points lower among BME pupils than White pupils with the gap in attainment more pronounced at secondary school than primary school.⁸ Minority ethnic pupils are not, though, a

⁷ Welsh Assembly Government (2003) The achievement of ethnic minority pupils in Wales

⁸ Welsh Assembly Government (2003) The achievement of ethnic minority pupils in Wales

homogenous group; there are wide variations in attainment between ethnic groups. For example, pupils of Indian and Chinese ethnicity in Wales have relatively high achievement rates as do those from mixed or Eastern European White backgrounds, although attainment varies between Key Stages, while pupils of Pakistani and Bangladeshi backgrounds have achievement levels below the national average.⁹ The children of more recent migrants are recognised to be often disadvantaged in school because of their relatively poor grasp of English and the use of a first language at home which is not English¹⁰.

Strategies

- 1.3 The Welsh Government is firmly committed to the principle of ensuring all pupils achieve their full potential regardless of their background and to enabling the growing population of BME pupils to achieve proficiency in English or Welsh as a foundation for learning other subjects and skills.
- 1.4 Equality of opportunity and non-discrimination is central to the UN Convention on the Rights of the Child, which has been adopted by the Welsh Government as the basis for all its policies for children and young people. Parity of outcomes for different groups is also a key theme in the Programme for Government¹¹ and this is reflected in a clear focus on reducing the gap in attainment between different groups. 'Improving Schools' sets out current policy which highlights the need to improve literacy and numeracy and reduce the impact of deprivation on educational outcomes. It contains actions to improve the teaching of literacy and numeracy, increase the professional development of teachers and support pupils from deprived background to achieve their potential¹².

⁹ Welsh Assembly Government (2003) The achievement of ethnic minority pupils in Wales; Welsh Assembly Government (2010) Review of the Minority Ethnic Achievement Grant, CRG Research Ltd, and Analysis of Academic Achievement by Pupil Characteristics data, 2011 released by Welsh Government on March 2012: <http://wales.gov.uk/statistics-and-research/8593891/?lang=en>

¹⁰ W Knapp Language and learning disadvantage for learners with a migrant background, Council of Europe, International Conference on Languages at school, October 2006

¹¹ Welsh Government (2011) Programme for Government

¹² <http://learning.wales.gov.uk/docs/learningwales/news/121025improvingschoolsen.pdf>

1.5 The Welsh Government's guidance to schools and LAs on Inclusion and Pupil Support highlights the need to strive for an inclusive education system in which schools adapt to the needs of different learner groups. The guidance identifies groups of pupils that require additional support and among these are BME, English as an Additional Language (EAL) learners, asylum seekers and refugees, Gypsy, Roma and Traveller (GRT), and the children of migrant workers. The Welsh Government's Youth Engagement and Employment Action Plan 2011-15¹³, which has been superseded by the Youth Engagement and Progression Framework implementation plan¹⁴, highlights actions to identify and support those at risk of not being in employment, education or training (NEET), a group which tends to have relatively poor levels of literacy.

Funding to assist pupils

- 1.6 MELAP was developed to help schools and LAs in the Convergence Area of Wales (west Wales and the valleys) to enhance what activities they were doing to address the differences in achievement between BME pupils with EAL needs and those without. The focus was therefore on pupils whose first language is not English and those who may be recent migrants.
- 1.7 The Welsh Government has offered additional funds to LAs for these activities for some considerable time. In 2007, the Ethnic Minority Achievement Grant and the Asylum Seeker Grant were combined to establish the Minority Ethnic Achievement Grant (MEAG). In the academic year 2012/13, the MEAG provided approximately £10 million to LAs across Wales. It is aimed at providing support for pupils where English is an additional language and also pupils from certain BME groups identified as being at risk of underachieving (this has been interpreted as pupils 'not achieving their potential', as no definition was

¹³ <http://wales.gov.uk/topics/educationandskills/publications/guidance/yeeap/?lang=en>

¹⁴ <http://wales.gov.uk/topics/educationandskills/skillsandtraining/youthengagement>

provided in the sourced document).¹⁵ The funds can be used by LAs to fund specialist EAL teachers and bilingual teaching assistants, as well as teaching resources, training for mainstream staff and specific projects. In many local authorities (LAs), MEAG has been used to fund an Ethnic Minority Achievement Service (EMAS)¹⁶ that works with pupils across the LA area in different schools¹⁷.

- 1.8 MELAP provided an opportunity to extend and increase the existing grant aided activities to increase the achievement of minority ethnic pupils aged 11 to 19 at risk of underperforming or not working towards further education or employment in the Convergence area of Wales by drawing on the ESF. MEAG funding for secondary age pupils is used as match funding for MELAP.

Minority Ethnic Language and Achievement Project

- 1.9 MELAP has three main aims¹⁸. These are to
- Raise attainment and tackle the risk of underachievement among BME groups of young people;
 - Improve equality of opportunity to future employment and employability for BME young people through improved engagement in education and training; and
 - Build on existing monitoring and evaluation systems to effectively measure achievement and engagement levels of the targeted pupils assisted.

- 1.10 Underpinning these aims MELAP had the following original objectives and targets:

Objective 1: Overcome barriers to learning for BME groups for an estimated 3,000 young people aged 11 to 19;

¹⁵ Welsh Assembly Government (2010) *Review of the Minority Ethnic Achievement Grant*, CRG Research Ltd, and *Analysis of Academic Achievement by Pupil Characteristics data, 2011* released by Welsh Government on March 2012: <http://wales.gov.uk/statistics-and-research/8593891/?lang=en>

¹⁶ The EMAS has different names in each of the Local Authority areas. For ease, we will refer to all these services as EMAS in this report.

¹⁷ In a few areas where the small number of EAL pupils and the corresponding low level of additional resources mean that a central support team is not viable, funds are devolved to particular schools.

¹⁸ Original MELAP Business Plan (2010)

Objective 2: Improve levels of educational attainment among 3,000 BME young people and therefore enhance their prospects of moving into further or higher education, employment or training;

Objective 3: Build capacity and share good practice among specialist practitioners in services to improve levels of engagement with BME groups of young people throughout West Wales and the Valleys.

1.11 MELAP is expected to:

- Address the additional support needs of BME pupils aged 11 to 19 to eliminate the gap in achievement;
- Provide a flexible, tailored approach to EAL support both in the classroom and outside school;
- Help to prevent young people from becoming NEET, by improving literacy and attainment in school and raising aspirations for further education or training and future jobs; and
- Help to ensure all pupils aged 14 to 19 are offered a learning pathway that meets the needs of each individual, including formal, non-formal and informal strands of education, and access to personal support – to help overcome any personal barriers to learning.¹⁹

1.12 The project has been managed by the Ethnic Minority and Child Protection Branch of the Support for Learners Division of the Welsh Government's Department for Education and Skills. Management systems were already in place for the administration of the MEAG scheme. In the LAs, the project is managed by the team leader of the EMAS with some assistance from LA European Officers when making claims to the Welsh European Funding Office (WEFO). The team leaders in each LA liaise with schools and staff (both mainstream school staff and EMAS staff) to establish the level and type of provision required for each pupil referred to them, assess new pupils to establish their EAL needs, and their ability in their home language (to establish if any Special Educational Needs are being masked by EAL needs), line

¹⁹ <http://wales.gov.uk/topics/educationandskills/pathways/?lang=en>

manage EMAS staff, and provide management information to the Welsh Government.

Aims of the evaluation and key research questions

1.13 The summative evaluation has to:

- Meet the requirements of the ESF by providing an account and assessment of the programme;
- Assess the effectiveness of MELAP in meeting its aims, objectives and targets, in improving the achievement of children whose first language is not English and supporting capacity building in schools and LAs;
- Identify examples of good practice in providing assistance to pupils aged 11 to 19 whose first language is not English, setting out where approaches have been successful and where they have not had the planned effect, and exploring the reasons behind this;
- Enable the Welsh Government to consider the most appropriate methods to implement any continuation or potential expansion of the programme.
- In the **interim phase** of the evaluation specific requirements were to:

Box 1: Aims of the interim evaluation phase

- 1. Provide an initial assessment of the progress of the MELAP programme:**
 - Is the project on track to meet its aims, objectives and targets?
 - What was the starting point for each LA and how have they progressed from there?
 - What factors have affected progress?
- 2. Explore the different delivery approaches across the LAs, by identifying:**
 - What is the rationale of different LA approaches? How was local need assessed?
 - What types of activities and service have been delivered the most by LAs?
 - Are there examples of innovative delivery?
- 3. Begin to identify examples of emerging good practice, gauging:**
 - Which activities and methods of service delivery are working well and which are working less well? What have been the enablers and barriers?
 - Are there examples of good practice that should inform services in the future?
- 4. How effectively are the underpinning processes and structures being administered? Most notably:**
 - Are the management processes and structures that are in place working effectively?
 - How effectively are joint working arrangements proving to be for each LA area?

- What data collection arrangements are in place? What MI is collected (beyond mandatory ESF requirements)? How will this be used in the final evaluation stage? Does it allow for analysis of improvements in achievement?
- Is the soft outcomes tool being used appropriately? How do LAs differ in their use of it?

1.14 In the final phase of the evaluation specific objectives were to:

Box 2: Aims of the final evaluation phase

5. Conduct a comprehensive evaluation of the effectiveness of MELAP funding at programme level:

- Assess how far the programme has met the requirements detailed in the initial business plan and is the initial rationale valid;
- Identify changes in process which have improved the service provided, and how these changes have affected service delivery service in the regions involved in the project?

6. Assess the impacts of the MELAP programme on participants, LAs and practitioners, in relation to attainment, aspiration, activities, service delivery and capacity:

- Through research methods capturing the 'learner voice' undertake analysis of the perceptions of beneficiaries in relation to their: self-confidence, aspirations, achievements, and feeling of integration within their community as a result of participating;
- What impact did the MELAP support have on the participants and their levels of achievement relating to the 5 stages of EAL?
- How did the programme impact on practitioners in schools and youth services, as well as identified contacts in LAs?

7. Explore the legacy of the MELAP programme:

- Focus on capacity building as an outcome, assessing whether and how far the increase in capacity afforded by MELAP funding has generated: improved support provided by LAs; sustainable staff training and strategies for teaching English as an additional language to be embedded into schools; or a change in approaches to teaching Ethnic Minority Children?
- Has the additional training provided to staff employed by MELAP improved the amount of teachers who can support children with English as an additional language?
- How far and in what ways have LAs made changes to their services in response to any monitoring information or other data gathered?
- What problems did LAs and practitioners face and how were these overcome?
- What are practitioners and service providers views of the programme, including its administration, operation, effectiveness and the impacts on participants?

8. Review design and delivery of the programme, capturing good practice with a focus on improving MELAP provision in the future:

- How did LAs identify local needs and tailor their approaches to meet this demand?
- How well did the management and governance structure of the programme work, including an examination of WG input into this?
- What could be done to improve the way that the programme worked – including a comprehensive review of service delivery and programme management?
- What are the implications for future resources needed, in light of the identified impacts and legacy of MELAP support? How far does the additional MELAP funding provide support attainment and achievement amongst minority ethnic young people? Review the issues around continuation of funding.

1.15 This report brings all the material together to respond to these aims and questions.

Method

1.16 The evaluation is framed by the logic model in Figure 1.1 below. This sets out the inputs, activities, outputs and outcomes (medium and long term) expected of MELAP drawing on the project documentation review and discussions which took place in the scoping phase. The following information has been drawn on to carry out the evaluation:

- **Interviews with LA EMAS leads** – telephone interviews²⁰ of the LA staff responsible for the delivery of the project in each area at two stages (one hour at each stage): Autumn 2012 and late Spring 2013 before the end of the project. This represents all the areas where the project is provided (Conwy and Denbighshire provide the project in partnership). These interviews explored the rationale and expectations LAs had for the project, the shape of provision in their area using the funding, the data they collect and how they use the data, the benefits of the project, and the needs met by the activities and level of support offered;
- **Interviews and focus groups** in one school in each of the nine LA areas with MELAP delivery staff, including interviews with a member of the school management team, subject teachers and focus groups with pupils assisted. In total these included 35 delivery staff, 21 subject teachers, 9 members of school management, 47 pupils and two parents. These provided case studies of how the funding is used on the ground. Summaries of each can be found in Annex 1;
- **Survey of EAL pupils** receiving support, which asked them about the assistance they had received and their perception of the impact on their education and integration. The survey had 466 responses, which is around 24 percent of those being assisted in 2012/13. The pupil survey was conducted as both an on-line and paper based survey

²⁰ Three first stage interviews were carried out face to face.

(308 responses were online response, 66 percent; and 158 responses were paper based, 34 percent), to allow pupils who could not access a computer to complete the survey. It was available in 13 languages²¹. Responses were received from eight LAs:

- Blaenau Gwent (20, 4.3 percent of the total number of respondents);
- Carmarthenshire (44, 9.4 percent);
- Ceredigion (53, 11.4 percent);
- Denbighshire (3, 0.6 percent);
- Merthyr Tydfil (106, 22.7 percent);
- Neath Port Talbot (17, 3.6 percent);
- Pembrokeshire (45, 9.7 percent); and
- Swansea (171, 36.7 percent)²².

This under-represents pupils in Conwy, Denbighshire and Swansea and over over-represents pupils in Carmarthenshire and Merthyr Tydfil. Just over half of the pupils who responded to the survey were male, which is in line with the characteristics of the pupils who received support through MELAP (53 percent male). The age profile of the pupils responding to the survey was broadly in line with the age profile of those being assisted with 50 percent of responses coming from pupils aged 11-13 (compared to 54 percent of those assisted in total), 45 percent from pupils aged 14 to 16 (compared to 38 percent of pupils assisted in total) and the remainder from those aged 17 or over. Because of the timing of the survey in the summer term, the survey did not capture pupils who had left school since they had been assisted or were doing examinations at the time which reduced the response from older pupils. The largest ethnic group responding to the survey was Polish, representing 27 percent of all responses (18 percent of those assisted). Bangladeshi pupils were under represented in the survey, with four percent of responses (17 percent);

²¹ The languages the survey was available in were: English, Polish, Portuguese, Lithuanian, Japanese, Korean, Arabic, Urdu, Dari, Kurdish (Bahdini script), Punjabi (Gurmukhi script), Tigrinya, and Bengali

²² There were seven responses (1.5%) where the LA area could not be identified.

- **On-line survey** of MELAP staff delivering activities from project funding, which asked them about the activities, their training and the effect of the activities on pupils and the school. There were 51 responses, a 58 percent response rate. Responses were received from six LA areas (Carmarthenshire, Denbighshire, Merthyr Tydfil, Neath Port Talbot and Swansea). Over half of the staff were EAL teachers (29, 57 percent), with 37 percent (19) being Teaching Assistants (three responses were “other”).
- **Analysis of management information collected** - this has included:
 - Outcome and beneficiary data collected for ESF reporting. This has enabled analysis of project achievements against ESF targets, the characteristics of participants and their location;
 - Pupil Achievement Record (PAR) data kept by LAs or participating schools. See the box below which describes the PAR. This has enabled analysis of the progress made by the pupils assisted in terms of their competence in English. Although this data is kept by all of the LAs, it is often just kept as individual records instead of a complete electronic dataset to enable information from all pupils assisted to be analysed. As a consequence, PAR data for seven LA areas²³ has been used for analysis which covers around 1,781 (92 percent) of the pupils assisted;

Box 3: PAR data source

A fully completed PAR provides:

- **Pupil information;** age, gender, language, ethnicity, year group, family information, pupil needs (for example dietary or disability), length of time in the UK and start date on the project.
- **Initial assessment outcomes;** the results from the initial assessment the pupil takes, including level of EAL ability and home language ability.
- **Record of support;** the amount and type of support the pupil receives, and which member of staff delivered the support.
- **Pupil achievement;** the achievement data for the pupil, which National Curriculum level they are at, post-16 destination, examination results, attendance and attendance at parents evenings.
- **Additional information and comments;** a space for teachers and support staff to enter any additional information or comments about the pupils learning, behaviour and

²³ The LA areas where PAR data has been analysed are: Blaenau Gwent, Conwy, Denbighshire, Merthyr Tydfil, Neath Port Talbot, Pembrokeshire and Swansea.

progress.

- **EAL progress record and toolkit**; the level of EAL ability of the pupil, the progress over the course of the project.
- **Progress and achievement charts**; a chart of the progress made in EAL ability and National Curriculum core subjects, and a comparison to anticipated progress.

The PAR was developed by Swansea where EAL staff have used it for several years to record and measure progress and adapted to meet the specific requirements of MELAP. All other LAs began using it at the start of the project although its completion and its storage has varied between LAs. Ideally, the PARs would be completed after each session of support to provide monitoring data for the teaching staff. The LA project leads used information from the PAR forms to report on the positive outcomes of the programme.

– Data on the number of pupils assisted and staff employed before the project started in 2010 (supported by MEAG) in each area. This has enabled identification of the additional support provided to pupils through MELAP;

- **Pupil Attitudes to Self and School (PASS) survey data** for pupils supported by the project. See the box below which describes PASS. This 20 minute computer based survey addresses nine factors linked to key educational goals, including attitude to attendance, preparedness for learning and response to the curriculum. A low score in any factor can pinpoint negative attitudes that might not otherwise be apparent. The PASS survey is an on-line survey completed by pupils at school. It is administered by the Granada Learning Group, who provide the results to the Welsh Government. It was completed initially by participants in the Autumn term of 2011 (not at the beginning of their participation) once the licence for the tool was acquired. There have since been four waves²⁴ of the survey carried out by pupils receiving support through MELAP. Different numbers of pupils completed the survey in each wave (1,135; 1,219; 1,182; and 1,276 responses respectively)²⁵, and 390 pupils completed the survey in all four waves. Data from all four waves has been analysed, and

²⁴ The four waves of the survey were carried out in: Autumn 2011; Summer 2012; Spring 2013; and Summer 2013.

²⁵ This represents 58percent, 63percent, 61percent and 66percent of the total number of pupils supported by MELAP respectively. However, not all the pupils will have been in school and receiving support in all years. For example, some pupils who received support at the start of the project will have left school before the end of the project, and other pupils receiving support at the end of the project will not have been receiving support in autumn 2011, as they would not have been at secondary school yet.

this has enabled comparative analysis of changes in attitudes over the time they have participated;

Box 4: Pass data source

PASS is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school. The 20 minute computer based survey covers nine factors linked to key educational goals, including attitude to attendance, preparedness for learning and response to the curriculum. A low score in any factor can pinpoint negative attitudes that might not otherwise be apparent. The resulting report is RAG rated (red, amber, green) which enables practitioners to identify support needs where pupils appear to be at risk of becoming disengaged or failing to achieve their potential. The PASS survey was completed initially by participants in the Autumn term of 2011 (not at the beginning of their participation) once the licence for the tool was acquired. There have been a further three waves of the PASS survey, in Summer 2012, Spring 2013 and Summer 2013.

- **Analysis of achievement data** collected by the Welsh Government from schools (Pupil Level Annual School Census (PLASC)) to examine the achievements of EAL pupils over the periods 2010-12 and compare the outcomes for pupils receiving EAL support in the areas covered by MELAP with those pupils in areas in Wales not participating in the project;
- **A literature review to identify best practice to support EAL learners** – desk based research to identify what is advised as good practice and what the research literature has evidenced about what works to support EAL learners, and comparing this with the provision of MELAP. No geographical limit was placed on the literature review, as EAL is found in many countries around the world. The focus of the literature review was on research carried out in the last 20 years;
- **A review of Estyn inspection reports** – desk based research to identify schools receiving support through MELAP where EAL provision has been highlighted in the inspection report; and
- **A review of project documentation** – the business case for ESF support and funding information supplemented with oral information about the development of the project from Welsh Government and LA staff who have worked on the project.

1.17 In addition the Welsh Government's project manager was interviewed and Swansea LA provided information on the results of their capacity building training.

1.18 In order to evaluate the impact of a project, a usual approach would be to identify the gross outcomes of the project (in this case the number of pupils receiving support, gaining a qualification in their home language, improve their EAL learning stage), and then assessing the additionality of the project (calculating the deadweight, leakage, substitution and displacement, and any multiplier effects) to estimate the net impacts of the project. In the absence of a suitable control group to compare outcomes with MELAP participants, we have not tried to estimate deadweight (i.e. what would have happened anyway) in the study area. Alternatively, we compared outcomes of EAL learners in the areas that participated in MELAP to outcomes of EAL learners in the rest of the Convergence area and the Competitiveness area of Wales, which did not participate in MELAP. This has been possible from the use of PLASC data for EAL and non-EAL learners in Wales over the period 2010-12 (part of the duration of the programme) and their achievements at the end of key stage 4. Comparisons of cohorts over time from 2010 (before MELAP) can then provide evidence of the added value of the programme.

Limitations

1.19 The following are limitations in the research completed to address the evaluation's aims and objectives set out above.

- The PLASC data identifies EAL pupils (not all of whom would have necessarily been assisted through MELAP) though the data on participants and activities indicates that most would have benefited from MELAP. As a consequence the comparisons of EAL pupils to non-EAL pupils can be used to consider the impact of MELAP on supported EAL learners;
- Data on support for staff such as training was incomplete. LAs have provided data on the number of secondary school staff trained, and the number of EAL support staff gaining qualifications. However, it has not been possible to establish the duration or specific content for all the training for secondary school staff, or how many EAL support

workers received training other than qualification training through MELAP;

- In order to contribute to the assessment of the additionality of the project, the level of provision before the project started (funded from MEAG) in 2009/10 has been compared to the level of provision at the end of the project (2012/13). This provides some evidence of the additional support, which the project has provided, although this will also be a reflection of changes to demand during the period which have not necessarily been the same in all the LA areas or constant;
- No quantitative data on some medium and long term outcomes for participants (for example integration and progression routes) was collected by LAs. We have assessed these qualitatively instead. PASS data provides some insights into some of the softer outcomes (for example integration and attitudes towards school); and
- Data on the extent that training has influenced teaching practice and EAL assistance is largely qualitative drawing on case study interviews and survey responses.

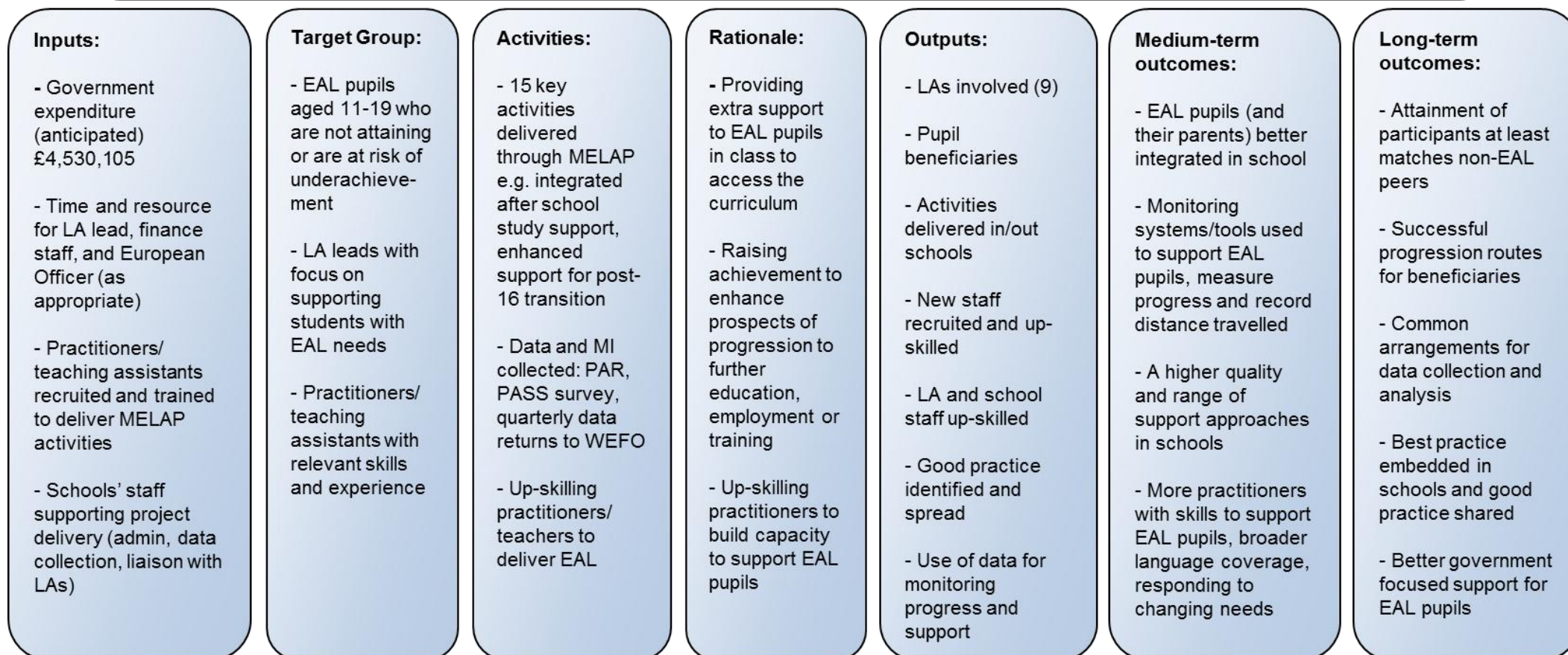
1.20 As a consequence in relation to the evaluation framework this evaluation has been able to assess most of the outputs and outcomes achieved by the project (as set out in Figure 1.1) through a mixture of quantitative and qualitative research. The outputs and outcomes which have been assessed are:

- Number of pupil beneficiaries;
- Activities delivered, and whether a wider variety and better quality range of activities has been provided;
- Additional Teaching Assistants recruited and upskilled;
- Other LA staff and teaching staff upskilled;
- Identification and dissemination of good practice;
- The extent to which data collection and monitoring systems have been used to support progress;
- The attainment of EAL pupils, and a comparison to non-EAL pupils; and
- Whether better provision of support for young EAL pupils has been provided.

1.21 However, it has not been possible to capture all the up-skilling activities and the number of beneficiaries of these nor to capture outcomes in relation to pupil beneficiaries' progression after completing compulsory education or their integration into the school community.

Figure 1.1 Minority Ethnic Language and Achievement Project Evaluation Logic Model

MELAP context: The overarching policy context is framed by the UN Convention on the Rights of the Child (UNCRC), the flagship Welsh policy for educational reform, the Improving Schools policy, and the Children Act 2004 *Stronger Partnerships for Better Outcomes*. MELAP supports LAs to raise attainment and tackle risk of underachievement among EAL pupils. Black and minority ethnic children represent 7.4% of the school population in Wales. Research has established that attainment is on average between 6 and 21 percentage points lower among BME pupils than non-BME pupils. Nine of the 15 LAs in the Convergence area are participating. The Project runs from 1 August 2010 to 31 December 2013.



Structure of the report

1.22 The remainder of this report covers:

- Understanding support for ethnic minority pupils: this chapter covers the guidance which has been given to teachers and EMAS providers about the provision of EAL support; the evidence base on what works well to support EAL learners; and the views of the LA EMAS providers of what works well in their experience;
- Delivery of MELAP activities: this chapter includes a description of where the project is being delivered; who has benefitted from the activities; a description of the activities which have been delivered; a profile of who is delivering the activities; and how the project was managed;
- Outputs and outcomes: this chapter describes the outputs and outcomes achieved by MELAP in each LA area against the ESF targets; and the views of pupils, subject staff and EAL delivery staff about the outcomes achieved;
- Added value: this chapter describes the additionality that the project has provided to the LA EMAS services, the schools and the pupils; and the legacy of the project;
- Conclusions and recommendations; this chapter draws together the findings to address the evaluation requirements and to consider how well MELAP compares with what works; the lessons learned from MELAP; and what these findings mean for future funding and support by the Welsh Government for EAL support.

2 Understanding support for EAL pupils

2.1 In this chapter we set out what support should be given to pupils with EAL needs and how this should be done; what the wider literature suggests is good practice in providing EAL support and the evidence it draws on; and what has influenced the implementation of the project in the LAs participating in MELAP.

Guidance

2.2 The Welsh Government provided guidance on best practice in the form of the '**Many Voices, One Wales**' DVD in teaching EAL learners in both primary and secondary school settings in 2010. The DVD provides guidance and best practice for both teachers and EAL specialists, including:

- Identifying that learners are not a homogeneous group;
- Assessing learners' ability in both English and their home language, to discover if there are special educational needs that are being disguised by EAL needs;
- Obtaining good quality information when the pupil first starts at school;
- Providing written information in a variety of languages;
- Providing bilingual teaching assistants, who can also communicate with parents;
- Using a 'buddy system' – where other school pupils are assigned a new starter so that they can show them how to get around the school, and help out in class;
- Providing an inclusive service, so that pupils from BME backgrounds are taught in the same class as English and Welsh speaking pupils;
- Providing home language qualifications for pupils;
- Offering collaborative teaching between subject and EAL specialist teachers, to ensure EAL pupils can understand the curriculum;
- Providing information with visual guidance, so that learners can work out the meaning of words and concepts. The learners can then use these visual aids at home so that parents/carers/guardians can help them with homework; and
- Providing mentors for learners.

2.3 Arising from a study of the Ethnic Minority Achievement Grant (EMAG – the grant LAs received prior to the creation of MEAG) resources²⁶, Estyn required that all school inspections should include a section on the context of the school (detailing languages spoken, and the number of pupils learning EAL from 2010). The topics which Estyn cover in an inspection of a school's approach to EAL are:²⁷

- Is there a whole school policy for supporting pupils who learn English as an additional language and, if so, is it implemented consistently?
- Is the environment welcoming for EAL pupils?
- Do teachers use information about the languages spoken by the pupils?
- Do pupils who speak EAL have full access to the curriculum? Have any mainstream teachers undertaken training to help them understand the learning needs of pupils with EAL needs?
- How close is the liaison between EAL teachers and mainstream teachers?
- How are lessons in mainstream classes and, where relevant, during any withdrawal sessions, structured to meet the specific needs of EAL pupils?
- Does the school track the success of its EAL provision by evaluating pupils' attainments and is it using the information to identify targets for improvement?
- Does the school use the first language to support learning?
- How does the school meet the needs of EAL pupils when no support teaching is available?
- Does the school provide translations of school letters and documents in community languages? If not, how does it communicate with parents who have little or no English/Welsh?
- Does the school fully understand that a lack of competence in English alone is not to be equated with learning difficulties?
- How does the school assess the needs of EAL pupils when they are suspected of also having special educational needs?

2.4 Ofsted, the body responsible for inspecting schools in England, has produced case studies of good practice of EAL provision. These are for both primary and

²⁶ This found that few mainstream teachers had the training or skills to meet the needs of EAL pupils effectively, and that there was not enough cooperation between mainstream and support teachers in planning such pupils' support.

²⁷ Estyn, (2010), Supplementary guidance on the inspection of racial equality, the promotion of good relationships and English as an additional language

secondary education. There are three case studies of good practice in secondary schools, which highlight the following aspects of effective practice:²⁸

- Home language qualifications available in the standard curriculum as part of the modern language offer;
- Complete assessment in the languages offered at the school when they enrol;
- Trips and visits to allow pupils to practice their home language;
- Personal induction programme, carried out bilingually;
- Provision of a buddy, who ideally speaks the same language;
- Dual language books and visual aids;
- Involve parents in the community, and provide classes in English language;
- Raise aspirations of staff for such pupils;
- Continually review progress through tracking;
- Employ EAL specialist teachers;
- Train classroom teachers to meet EAL pupils' needs and introduce good practice;
- Offer an alternative curriculum (for example International General Certificate of Secondary Education (GCSE) course for higher achievers, or BTEC qualifications for those who struggle); and
- Maintain a flexible approach.

2.5 The Department for Education (DfE) published a summary of Government policy in England towards EAL learners in 2012. This stated that:²⁹

- The Coalition Government's priority for children learning EAL is to promote rapid language acquisition and include them in mainstream education as quickly as possible;
- Pupils learning EAL should generally be taught in the mainstream class alongside their peers. Newly arrived pupils are usually given additional help in learning English by specialist teachers or by bilingual classroom assistants. At both primary and secondary level, EAL teachers or advisers work in collaboration with classroom teachers to plan lessons and teaching

²⁸ <http://www.ofsted.gov.uk/resources/good-practice-resource-raising-achievement-of-students-for-whom-english-additional-language-belle-vu>, <http://www.ofsted.gov.uk/resources/good-practice-resource-provision-for-new-arrivals-learning-english-additional-language>, and <http://www.ofsted.gov.uk/resources/good-practice-resource-raising-achievement-of-students-learning-english-additional-language>

²⁹ Department for Education (2012) A brief summary of Government policy in relation to EAL learners – available at http://www.naldic.org.uk/Resources/NALDIC/Research%20and%20Information/Documents/Brief_summary_of_Government_policy_for_EAL_Learners.pdf

materials. Classroom teachers have responsibility for ensuring that pupils can participate in lessons. Where appropriate, schools may also set up small group withdrawal classes to provide more intensive or specialist support;

- Learners of EAL make the best progress within a whole-school context where pupils are educated with their peers. Children and young people learn best when they feel secure and valued. Schools should focus on the positive contributions made by new arrivals and mobile pupils. Provision needs to be based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills;
- Bilingualism confers intellectual advantages - once children have developed cognitive and academic language, they can transfer much of this learning to additional languages. Children benefit enormously if they are given opportunities to continue to develop their first language alongside English. Children learning EAL are as able as any other children, and the learning experiences planned for them should be no less cognitively challenging. Developing partnerships with parents, carers and communities is essential if children are to achieve their potential; and
- Schools have the freedom to decide what kind of support EAL learners receive.

2.6 These policies and inspection guides around the teaching of EAL pupils are broadly coherent with each other in terms of assessment, home language learning, classroom integration and support to enable integration into the school community and access to the curriculum with support to and training for classroom teachers as well as the pupils themselves.

Evidence of what works effectively

2.7 A small scale literature review identified studies of key aspects of supporting learners with EAL needs. These included integrating EAL learners into mainstream classes and the curriculum for their age group, group learning, and supplementary non-formal and informal learning through buddying and the use of digital resources.

2.8 There are two different approaches for integrating EAL learners into the mainstream curriculum. These are actively making the English-medium lessons

inclusive and beneficial for EAL learners; or making the lessons accessible to EAL learners by actively using their home language (Lueng, 2003).³⁰

Inclusive approaches

2.9 Inclusive approaches are often achieved through integrated teaching and class based support. One way to ensure that English-medium lessons are inclusive is through content- based language instruction. This is where subject specific language or vocabulary is identified (and it is ensured EAL learners know what this vocabulary means), and lessons and strategies are built around this vocabulary, which will lead to improved English language skills. For example:

“... it is pointed out that mathematics uses English language vocabulary and structures in particular ways, e.g. the notion of subtraction can be expressed by ‘subtract from’, ‘decreased by’, ‘less’, ‘take away’ and so on, and language expressions such as ‘If A is a positive number, then $-A$ is a negative number ...’ to represent the axioms of opposites.”³¹

2.10 Empirical research has shown that this form of teaching EAL pupils to be effective in helping pupils access the curriculum.³²

2.11 A study from 2010 examined the practice of subject teachers working in partnership with EAL specialist teachers while EAL learners simultaneously study the national curriculum and learn English (Creese, 2010). The research study concluded that although the partnership between subject teachers and EAL specialist teachers leads to an improvement in access to the subject curriculum, it does not create better opportunities for their lessons to provide more general English language learning.³³

2.12 Bilingual teaching assistants are widely used in many countries providing support for pupils in class to enable their transition to, using English more competently and acting as cultural mediators, mentoring pupils in the culture in and out of schools.^{34 35 36} These three studies all find that bilingual teaching

³⁰ Lueng, C. (2003) Integrating School-Aged ESL Learners into the Mainstream Curriculum

³¹ Dale & Cuevas, (1987), cited in Lueng, C. (2003) Integrating School-Aged ESL Learners into the Mainstream Curriculum

³² Tsai, Y. & Shang, H. (2010) The Impact of Content-Based Language Instruction on EFL Students' Reading Performance

³³ Creese A. (2010), Content-Focused Classrooms and Learning English: How Teachers Collaborate, Theory Into Practice

³⁴ Fang Gao, and Shum, M. (2010) Investigating the role of bilingual teaching assistants in Hong Kong: an exploratory study.

assistants work effectively in assisting pupils through qualitative research although in many countries teaching settings teaching assistants will not be bilingual³⁷.

- 2.13 It is also thought that pupils, particularly those with lower levels of English, perform better when learning English through context-embedded language (wherever the curriculum level language is inaccessible, they learn better through visual aids or activities, rather than reverting to social language).³⁸
- 2.14 Research in Australia suggests that using a multimodal approach to EAL teaching can be successful. For example, much of EAL provision has been focussed on text based teaching, whether written or with visual aids. However, teaching of EAL has not kept pace with technological advances in teaching, for example using digital materials to help pupils learn English. These can also help to connect pupils with youth culture outside the classroom, which will help them to learn.³⁹ Video or audio assistance has also been found to improve English language learners' engagement with a story when compared to reading alone.⁴⁰
- 2.15 Pupil orientation and group work in mixed ability sets have been found to be good ways for EAL learners to develop English language skills because it requires conversations with their native speaking peers.⁴¹ The evidence suggests that this approach works both in developing an EAL learner's English language ability, but also their understanding of appropriate behaviour.⁴² A study from Malaysia surveyed pupils taking part in group work. The participants reported that it had helped to develop their English language skills. There was no difference between the views of pupils with different levels of English language ability.⁴³ However, a study of Chinese pupils found that this approach may not work as well because of cultural behavioural differences.⁴⁴
- 2.16 Buddying, particularly for reading English, has been found to be successful worldwide. A buddy is selected for an EAL learner, who can be a pupil with the

³⁵ Cable, C (2004) 'I'm going to bring my sense of identity to this': the role and contribution of bilingual teaching assistants.

³⁶ Cable, C. et al (2006) Bilingualism and inclusion: more than just rhetoric?

³⁷ Institute of Education, Training and Development Agency for Schools (2009) English as an Additional Language (EAL) provision in schools – 10 case studies

³⁸ Lueng, C. (2003) Integrating School-Aged ESL Learners into the Mainstream Curriculum

³⁹ Alford, J. & Jetnikoff, A. (2011) High-challenge Teaching for Senior English as an Additional Language Learners in Times of Change

⁴⁰ Whiting, J. & Granoff, S. (2010) The Effects of Multimedia Input on Comprehension of a Short Story

⁴¹ Lueng, C. (2003) Integrating School-Aged ESL Learners into the Mainstream Curriculum

⁴² Qi, S. & Steen, S. (2010) Group Work With English as Second Language (ESL) Students: Integrating Academic and Behavior Considerations

⁴³ Nair, G. et al. (2012) Group Work in the Secondary ESL Classroom

⁴⁴ Runyi Chen & Hird, B. (2006) How do Chinese students collaborate in EFL group work?

same home language but better English language ability, or a native speaker. An additional benefit of using a buddy is that it is not resource intensive. Where the buddy is another learner with the same home language, the system has been found to improve the English language ability of both participants.^{45 46}

Exclusive approaches

2.17 However, integration can also be achieved through providing the curriculum in a pupil's home language, and gradually introducing the English language to the pupil. The pupil can then be fully integrated into mainstream classes when their English language has reached a level to manage. The advantages of this approach are that it encourages bilingualism, and promotes high academic achievement, as the EAL pupil does not lose out on being taught the curriculum through an inability to understand the language. This approach is not common in the UK. Since the 1980s the focus has been on ensuring EAL learners attend classes with their peers, but studies have found the approach to be successful in the USA.⁴⁷ A longitudinal study from the USA found that "*EAL pupils schooled in bilingual programmes outperformed EAL pupils schooled only in English*".⁴⁸ This was a five-year research study (1996-2001) covering five large urban and suburban school districts in various regions of the USA where large numbers of BME pupils attend state schools. The study assessed the attainment of over 700,000 such pupils, and compared pupils who remained in long-term language support programs (five to six years) with those in short-term programmes (one to three years), and those who were taught in mainstream English-only classes. The study also found that pupils taught on bilingual programmes were less likely to drop out of school.

⁴⁵ Alfalasi, H. (2008) Big Sisters: A Buddy Reading Project; Mak, B. et al. (2008) A buddy reading programme in Hong Kong schools

⁴⁶ Cianca, S. (2012) Cross-Age Reading Buddies and Cultural-Sensitive Literature: Student-Centered English Language Instruction in an Ethiopian Budget School

⁴⁷ Lueng, C. (2003) Integrating School-Aged ESL Learners into the Mainstream Curriculum

⁴⁸ <http://www.naldic.org.uk/research-and-information/research+summaries/collier-thomas> - based on research by Thomas, W. and Collier, V (2002) A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement Final Report: Project 1.1

Rationales for local authority implementation of MELAP

- 2.18 All of the LAs were aware of the Welsh Government's advice on what works well in providing support to EAL learners, in terms of being aware that EAL support should be inclusive, and provided in-class, and that EAL pupils can learn from their peers. This already happened in most of the LA areas, with EAL pupils placed in classes with their peers and support largely being provided in-class. However, the LA project leads were also guided by what worked well in their area, the existing resources they had available particularly within schools to support pupils with EAL needs, and their understanding of unmet need. For many, demand was outstripping the supply of classroom support they could make available because of the growing numbers of pupils with EAL needs entering or transferring to secondary schools.
- 2.19 As a consequence, eight of the LAs decided that their current delivery model with bilingual teaching assistant support both in and outside of the classroom and EMAS activity was working effectively and the priority having examined the number of pupils who needed support and their projections of future need was to increase the service offered⁴⁹. Four of these LAs already provided some EAL training and information and guidance to subject teachers so they decided to grow this service. The other four were able to establish training for classroom teachers.
- 2.20 Swansea took a different approach to the other LAs with their plans for the MELAP funding. In Swansea there were and continue to be a lot more EAL learners than in any of the other LAs taking part in MELAP (over three times more than the next highest LA, Neath Port Talbot)⁵⁰. All LA EMAS leads stated that they expected the number of EAL learners to either remain constant or increase, with most thinking that the number of EAL learners would increase. The project manager in Swansea reported that the number of EAL pupils was also growing at a faster rate than other LA areas (owing to the UK Government's dispersal plan for asylum seekers (Swansea is a settlement area for asylum seekers, along with Cardiff, Newport and Wrexham)⁵¹, and they

⁴⁹ These were no formal projections of future need, but an examination of the number of EAL pupils in primary schools, and previous experience of the number of new EAL arrivals in the area each year.

⁵⁰ MELAP pupil database, October 2013

⁵¹ http://www.cardiffhealthalliance.org/attributes/HSCWB_11-14/consultation/S1d_HSCWB-consult_%20AsylumSeekers+Refugees.pdf

believed that the model of support they had using bilingual teaching assistants would become unsustainable, because of the large number of pupils. Therefore the EMAS service in this LA decided to use the funding to reorganise their provision. The focus was therefore on building up the capacity of subject teachers and not increasing the amount of classroom support from teaching assistants, so that the lessons taught by subject teachers would be more accessible to EAL learners without the need for so much in-class support.

2.21 In addition most of the LAs decided to use the additional funding they received to offer some new activities in schools, which they did not have the resources to provide from MEAG. In the main, these were intended to be opportunities for non-formal language learning for EAL pupils (for example an after school club), activities to help the EAL pupils more fully integrate into the school community; and to use bilingual teaching assistants to bring EAL learners' parents into the school and the local community. In the event, only three LAs did this because it proved difficult to provide activities outside school hours.

2.22 Table 2.1 shows the budgets allocated to each LA and the actual amounts spent up to October 2013. The majority of the budget (60 percent) was allocated to Swansea and Pembrokeshire. This is because of the number of EAL learners they proposed to assist, and the approach Swansea proposed to take. The table also shows that six LAs had substantial reductions in budget (Carmarthenshire, Ceredigion, Conwy, Denbighshire, Neath Port Talbot, and Pembrokeshire) because of reduced levels of activity. Most are on target for spending their re-profiled budgets.

Table 2.1 Funding allocated and spent by Local Authority area at 10/2013 (£)

Local Authority	Original budget allocated	Re-profiled budget allocated (expected spend)	Budget spent	Percentage of re-profiled budget spent (at 10/2013)
Blaenau Gwent	73,500	76,037	75,534	99%
Carmarthenshire	504,384	441,373	437,507	99%
Ceredigion	398,901	311,804	299,854	96%
Conwy	331,840	246,773	212,369	86%
Denbighshire				

Local Authority	Original budget allocated	Re-profiled budget allocated (expected spend)	Budget spent	Percentage of re-profiled budget spent (at 10/2013)
Merthyr Tydfil	188,287	195,201	184,559	95%
Neath Port Talbot	497,898	327,111	312,755	96%
Pembrokeshire	1,460,354	840,561	821,194	98%
Swansea	2,623,166	1,743,690	1,733,226	99%
Central costs	675,369	347,555	264,159	76%
Total	6,753,699	4,530,105	4,341,157	96%

Source: MELAP Central team Management Information, October 2013, and Original Business Plan.

Key summary points

2.23 The Welsh Government has provided guidance on meeting the needs of EAL learners. This covers the approaches to assist learners to be integrated into class teaching and the school community as well as to learn and improve their English and gain home language qualifications. Other guidance is broadly similar and reflects research evidence that has been sourced which demonstrates that classroom support is the gateway to accessing the curriculum and progressing in learning (supported by bilingual teaching assistance and classroom teachers who are aware of vocabulary and visual aids to enable understanding in English); buddying by other pupils; and group work, and out of class activities to improve English language abilities (listening and speaking).

2.24 The participating LAs were aware of the Welsh Government's guidance when they developed their plans for local implementation of MELAP and had taken account of it in their current services where these were well established. None felt that they needed radically different approaches. However Swansea alone decided to use the opportunity to establish a programme of increasing the capacity of classroom teachers to teach pupils with EAL needs rather than significantly increasing classroom support. All identified at least a constant level of EAL learners in the future, with most identifying an increase in the number of learners in secondary schools.

3 Implementation of MELAP

3.1 This chapter describes where the MELAP funding is spent, what is being delivered, the profile of the pupils who are receiving the support, the staff who are providing support and the activities they are delivering. A description of how the activities are delivered and how the project is being managed in each LA follows. The information in this chapter is drawn from the project’s management information and information provided by the LA leads on MELAP.

Where was the project delivered

Where are the beneficiaries

3.2 MELAP is being delivered in the Convergence area but only within the following nine LA areas: Blaenau Gwent, Carmarthenshire, Ceredigion, Conwy, Denbighshire, Merthyr Tydfil, Neath Port Talbot, Pembrokeshire and Swansea. MELAP has provided support in a total of 74 schools⁵², as shown in Table 3.1 (a complete list of the schools where support has been provided under MELAP is given in Annex 2). Swansea has the highest number of pupils supported per school, whereas in Neath Port Talbot provides support to relatively few pupils in a large number of schools (Blaenau Gwent also has a low average number of pupils supported per school, but this is because of the small number of pupils in total, rather than a large number of schools).

Table 3.1 Schools providing support through MELAP

Local Authority	No. of schools	Number of pupils supported	Average number of pupils per school
Blaenau Gwent	5	37	7.4
Carmarthenshire	6	101	16.8
Ceredigion	4	135	33.8
Conwy	6	76	12.7
Denbighshire	7	75	10.7

⁵² This is the total number of schools support has been provided in; it is not known how many additional schools (schools where no support was previously provided) MELAP has provided support in.

Local Authority	No. of schools	Number of pupils supported	Average number of pupils per school
Merthyr Tydfil	4	142	35.5
Neath Port Talbot	18	70	3.9
Pembrokeshire	8	207	25.9
Swansea	16	1,100	68.8
Total	74	1,943	26.3

Source: MELAP pupil database, October 2013⁵³

3.3 In total 1,943 pupils have been assisted through MELAP. However, the number of pupils supported varies greatly between LAs (see Table 3.2). This broadly reflects the relative sizes of the pupil population and the distribution of ethnic minority pupils and migrants. Over half of the pupils assisted are in Swansea (57 percent of the total). This is to be expected, for three reasons. Swansea is the most populous area where MELAP is being provided and it is one of four areas in Wales designated as part of the UK Government's dispersal plan for asylum seekers (along with Cardiff, Newport and Wrexham)⁵⁴.

3.4 Nearly 30 percent of all EAL learners in the areas that received funding were supported through MELAP (although this includes EAL learners in nursery and primary school education, who cannot receive support through MELAP). However, the percentage of total EAL pupils supported through MELAP varies considerably between LAs (Table 3.2). In Pembrokeshire, over half of all EAL learners were supported through MELAP, whereas in Neath Port Talbot, fewer than ten percent of all EAL pupils were supported through MELAP. This may reflect the age structure of the EAL learners in their areas (more recent migrants are more likely to have younger aged children). Another reason that may contribute to the differences could be the LAs' decisions about support and their use of the funding.

⁵³ The figures for the number of pupils in tables 3.1, 3.2, 3.3 and 3.4 differ from the number of pupils in Table 4.1. This is because the two numbers come from different sources – the numbers in tables 3.1, 3.2, 3.3 and 3.4 are taken from the MELAP central teams pupil database (October 2013), whereas the figures in Table 4.1 are taken from LA EMAS leads final claim of outcomes achieved to WEFO. Differences in the two data sources are due to the data being provided by Local Authorities not coinciding with pupils names which were provided to the Welsh Government as part of the quarterly claim process. This data was being scrutinised and reconciled at the time this report was written.

⁵⁴ http://www.cardiffhealthalliance.org/attributes/HSCWB_11-14/consultation/S1d_HSCWB-consult_%20AsylumSeekers+Refugees.pdf

3.5 Table 3.2 also shows the relative concentrations of EAL pupils supported with Swansea as expected having the highest proportions among young people because of its larger BME population.

Table 3.2 Number of EAL pupils supported through MELAP

Local Authority	Total number of EAL learners in schools ⁵⁵	Number of EAL pupils aged 11-19 supported through MELAP	Percentage of EAL pupils supported through MELAP	EAL Pupils supported per 1,000 population (age 10-24) ⁵⁶
Blaenau Gwent	185	37	20.0%	2.9
Carmarthenshire	814	101	12.4%	3.1
Ceredigion	329	135	41.0%	7.1
Conwy	410	76	18.5%	4.1
Denbighshire	453	75	16.6%	4.6
Merthyr Tydfil	441	142	32.2%	13.0
Neath Port Talbot	886	70	7.9%	2.9
Pembrokeshire	393	207	52.7%	9.7
Swansea	2,929	1,100	37.6%	22.0
Total	6,840	1,943	28.4%	9.4

Source: MELAP pupil database, October 2013; Population estimates by age and year (2012 data used); Pupils in nursery, primary and secondary schools acquiring English as an additional language, 2011/12, Schools Census 2012, StatsWales.

What was spent on the beneficiaries

3.6 The number of pupils receiving support through MELAP has been compared to the budget spent in each LA area. This does not provide a “unit cost” per participant, but compares how each LA has spent the money allocated. The average spend per pupil is just over £2,000; however this varies from around £1,500 in Swansea and Conwy and Denbighshire, to over £4,000 in Carmarthenshire and Neath Port Talbot. This reflects both the number of pupils supported, and the approach taken. In Swansea, there has been a focus on providing training for subject teachers to ensure EAL learners can fully access

⁵⁵ These figures include pupils at nursery and primary schools as well as pupils in secondary schools.

⁵⁶ Based on the total population aged 10-24 in the LA area.

the curriculum, which has enabled them to support more pupils than was the case before MELAP. In Conwy and Denbighshire, there has also been a focus on employing a higher proportion of EAL teachers. In Neath Port Talbot, the EAL service is relatively new and it has had to establish relations with schools. It may, though, point to significantly higher allocations of hours of individual classroom support in some authorities compared to others.

Table 3.3 Average spend per participant receiving support

Local Authority	Number of pupils receiving support	Spend to date (£)	Spend per participant (£)
Blaenau Gwent	37	75,534	2,041
Carmarthenshire	101	437,507	4,332
Ceredigion	135	299,854	2,221
Conwy	151	212,369	1,406
Denbighshire			
Merthyr Tydfil	142	188,287	1,326
Neath Port Talbot	70	312,755	4,468
Pembrokeshire	207	821,194	3,967
Swansea	1,100	1,733,226	1,576
Total	1,943	4,080,726	2,100

Source: MELAP pupil database and MELAP Central team Management Information for financial information, both October 2013

Who were the beneficiaries

Pupils

3.7 MELAP participants are all pupils studying in a secondary school who have been supported by MELAP funded staff between August 2010 and July 2013. This includes pupils who were receiving support from MEAG before August 2010 who continued to do so during the project. There is no distinction between pupils receiving support through MEAG or through MELAP; all pupils receiving EAL support are MELAP participants, as they are receiving support which has been enhanced by MELAP funding.

- 3.8 The gender of the MELAP beneficiaries is slightly biased towards males, with over half of the beneficiaries being male (53 percent). The age profile of the MELAP beneficiaries is shown in Table 3.4. The majority were aged 11 to 16 when they were entered on to the system (93 percent) with the highest proportion in the younger age group, 11 to 13 (54 percent of all beneficiaries)⁵⁷. All LAs supported pupils who were aged over 16 when support began, with seven percent of pupils aged over 16 when support began. More pupils at older ages have been supported since because many have continued being assisted for the duration of the programme as they progressed through school.
- 3.9 The age distributions differ between the LAs. While in five LAs more than half of the pupils supported were aged 11 to 13 when support began, the majority of pupils supported in the other four LAs was aged 14 or over when support began, with more than 60 percent of the pupils in Conwy and Merthyr Tydfil being aged 14 or over when support began.

Table 3.4 Age of beneficiary when entered on the MELAP management information database

Local Authority	11-13		>14		Total
	No.	Percent	No.	Percent	
Blaenau Gwent	18	48.6%	19	51.4%	37
Carmarthenshire	44	43.6%	57	56.4%	101
Ceredigion	73	54.1%	62	45.9%	135
Conwy	30	39.5%	46	60.5%	76
Denbighshire	38	50.7%	37	49.3%	75
Merthyr Tydfil	54	38.0%	88	62.0%	142
Neath Port Talbot	37	52.9%	33	47.1%	70
Pembrokeshire	106	51.2%	101	48.8%	207
Swansea	653	59.4%	447	40.6%	1,100
Total	1,053	54.2%	890	45.8%	1,943

Source: MELAP pupil database, October 2013

⁵⁷ The date the pupils were entered on to the system has been taken as an estimate of the date they started to receive support.

- 3.10 Pupils with 81 different reported ethnicities were assisted by MELAP (see Annex 2 for a complete list). The largest groups are White European and South Asian. Table 3.5 shows the most common ethnic groups reported and the percentage of the total beneficiaries this represents. The most common group is Polish followed by Bangladeshi which account for over a third of the pupils (35 percent), and the top six ethnic groups represent just over half of all pupils (53 percent).⁵⁸
- 3.11 There are differences between areas in the ethnicity of pupils assisted. In eight of the nine LAs Polish pupils were the most common group⁵⁹, although this varied from 16 percent in Pembrokeshire to 77 percent in Carmarthenshire. In Swansea the most common group was Bangladeshi pupils by a considerable margin. Of the 310 Bangladeshi pupils assisted by MELAP, 288 (93 percent) were supported in Swansea. Although Bangladeshi is the second most common group, there are no Bangladeshi pupils in four of the LA areas.⁶⁰ Some other ethnic groups are also concentrated in one or more of the LAs. For example, over half (37 pupils, 58 percent) of the Portuguese pupils are in Merthyr Tydfil, and over 70 percent of the German pupils are in Pembrokeshire.

Table 3.5 Most common ethnic groups supported through MELAP

Ethnic group	Number of pupils supported through MELAP	Percentage of beneficiaries based total number of beneficiaries whose ethnicity was recorded
Polish	332	18.3%
Bangladeshi	310	17.1%
Filipino	100	5.5%
Indian	77	4.2%
Arab	68	3.7%
Portuguese	67	3.7%

Source: MELAP pupil database, October 2013

⁵⁸ Pupils who have not provided an ethnic group have been excluded from the percentage calculations. There are 129 records for pupils where the information about the ethnic group of pupils was either not provided or the pupil refused to provide the information.

⁵⁹ In Blaenau Gwent, Carmarthenshire, Conwy, Denbighshire, Merthyr Tydfil, Neath Port Talbot and Pembrokeshire they were the most common group; in Ceredigion more had 'no response' or other ethnic group recorded.

⁶⁰ There were no Bangladeshi pupils supported in Blaenau Gwent, Carmarthenshire, Conwy or Merthyr Tydfil.

3.12 The results from the pupil survey suggest that the majority of pupils (70 percent) do not speak English as their first language at home. The most commonly spoken languages were Polish, Arabic and Tagalog.

Staff

3.13 Teaching staff at secondary schools, teaching assistants and EAL teachers paid for by MELAP were also beneficiaries of the project funding. This is through training and guidance provided by project staff, external training, and qualification courses. Table 3.6 indicates that 756 staff had training, mainly in six of the LAs. This is largely training to teaching staff, particularly in Swansea and Carmarthenshire, which account for around two thirds of the total (65 percent). All but Ceredigion supported some staff to gain qualifications but most were provided by Carmarthenshire and Swansea. The qualifications included:

3.14 For Teaching Assistants

- Teaching English as a Foreign Language (TEFL) certificates;
- National Vocational Qualifications in Teaching Support; and
- Interpreting for Education certificates.

3.15 For EAL teachers:

- Masters in Bilingualism in Education;
- Post Graduate Certificate in Teaching English as an Additional Language; and
- Language and Literacy Post graduate diploma;

3.16 The training that teaching staff received varied between LAs. In most of them, EMAS staff provided whole school training on inset days, explaining to teaching staff about the needs of EAL pupils and providing strategies to help EAL learners. The case studies indicate that in some schools EAL staff based in the schools provided sessions for groups of staff and one to one guidance.

3.17 In Swansea, teachers in three subject areas (maths, history and science) were provided with intensive, capacity building training over an extended period of time, to alter their teaching practices so that EAL learners can fully understand their lessons with minimal need for additional support.

3.18 The capacity building training involved subject teachers completing a questionnaire at the start of their training, to set a baseline for their confidence and ability in teaching EAL learners. Aims and objectives were agreed with an

EAL specialist teacher about how they were going to teach their classes to include the EAL learners. The EAL teacher then observed the subject teacher over a period of 10 to 12 weeks, and provided feedback to the subject teacher. At the end of the period, a report was produced to show the teaching practices used and how they have had an impact on EAL pupils, and a second questionnaire was undertaken with the subject teacher.

Table 3.6 Staff who have received training and achieved qualifications through MELAP

Local Authority	Number of teaching staff at secondary schools receiving training without qualifications	Number of teaching assistants and EAL teachers receiving training and gaining qualifications
Blaenau Gwent	0	5
Carmarthenshire	207	11
Ceredigion	2	0
Conwy	90	2
Denbighshire		
Merthyr Tydfil	0	2
Neath Port Talbot	75	6
Pembrokeshire	85	3
Swansea	251	17
Total	710	46

Source: Data from LA project managers

What activities were delivered and why

3.19 The LAs had the flexibility to decide which activities to support to tailor their provision towards the needs of pupils in their area. The summary below in 0 shows that eight activities were provided by all of the LAs, namely:

- Effective integration of new arrivals into the school environment;
- Home/school links;
- Enhanced bilingual support services;
- Enhanced EAL;
- Training and awareness raising for teaching staff;

- Mentoring and support around transition;
- Enhanced translation and interpreting services; and
- Assistance with home language exams (GCSE, AS and A2).

3.20 All but the last of these activities appeared in the menu of activities listed in the business case.

3.21 Around half of the LAs provided at least one of the other activities listed in the business case, such as after school study support or enhanced careers guidance. Only one (Neath Port Talbot) has provided activity classed as strengthening youth information and citizenship education (in this case citizenship education). Enhancing out of school activities is not supported by any LA⁶¹ and learning for EAL parents has been provided by three LAs.

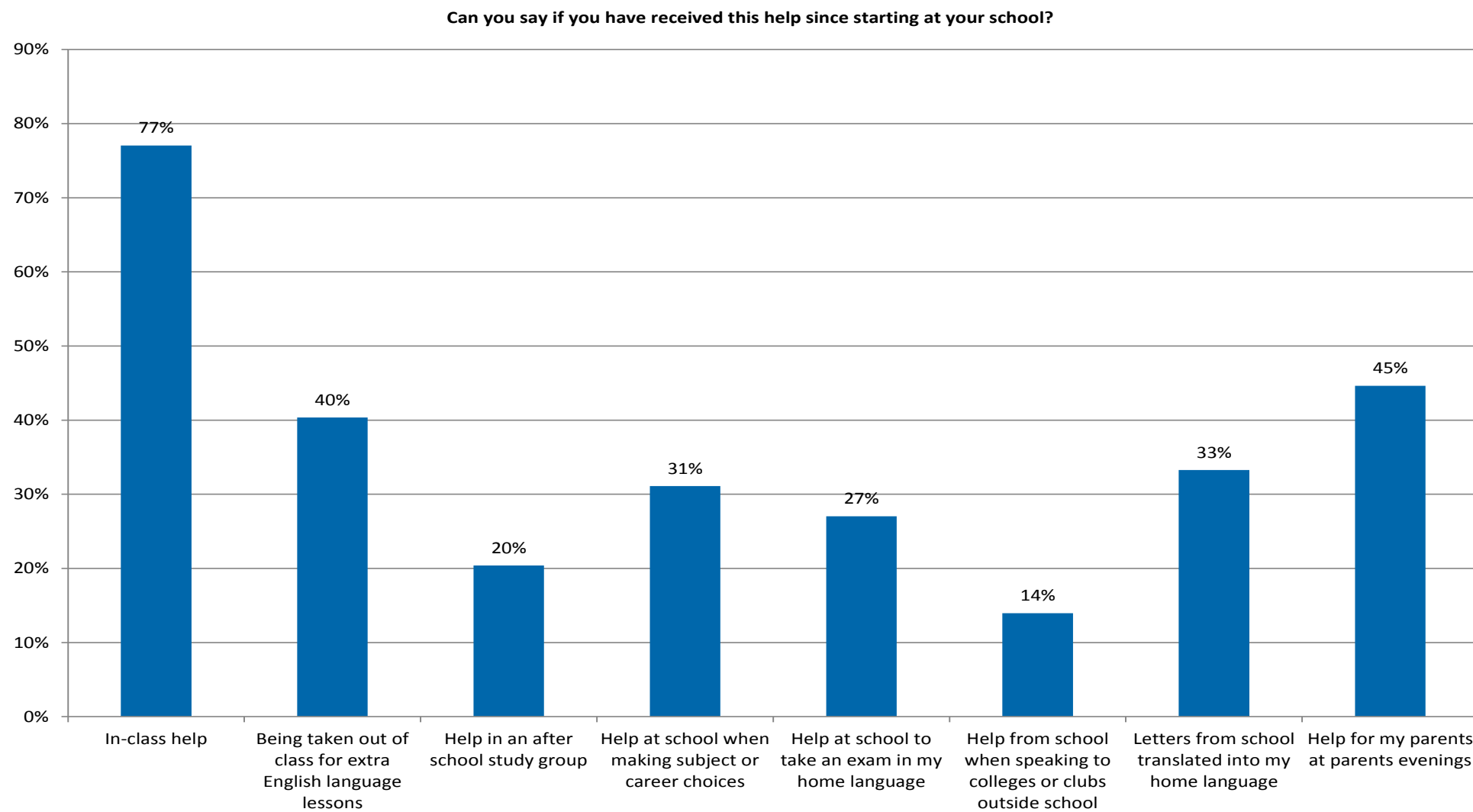
3.22 What has been reported by the LA project leads is supported by the pupil survey. Figure 3.1 shows the number of pupils reporting the type of activities they could remember receiving. The most frequently reported activity was in-class support, with over three quarters of respondents (77 percent, 359 pupils) saying they had received this support. Fewer than half of the respondents indicated that they had been taken out of lessons to receive extra English language lessons. This corresponds to both Welsh Government best practice and feedback from LA leads, who reported that in most cases pupils were supported in class, but some pupils at the early stages of learning English would be withdrawn from certain classes to help improve their English language. This is supported by the case studies which indicate that withdrawal is generally only used for newly arrived pupils with low levels of English competence and poor reading skills.

3.23 The survey results also suggest that pupils are receiving activities aimed at improving home school links. One third of pupils (33 percent, 155 pupils) said that they had received letters from school that had been translated into their home language, and nearly half (45 percent, 208 pupils) said that help had been provided for their parents at parents' evenings. The case studies report examples of language assistance to parents at parents' evenings and when their children start at the school.

⁶¹ It was not the intention of the project to provide any out of school activities. This was because, at the same time as MELAP was commissioned, a separate project 'Young BME people Aiming High' was also commissioned by WEFO in the Convergence area. This project was run by the All Wales Ethnic Minority Association (AWEMA). It was decided that to avoid duplication the AWEMA project would provide out of school support and MELAP would provide support in school (and in after school and school related activities).

3.24 While fewer pupils said they had help after school (20 percent, 93 pupils), the case studies include examples where they have had after school clubs to help with homework and special sessions and support to help with GCSE examination preparation.

Figure 3.1 Number of pupils reporting the type of activities received



Source: MELAP pupil survey, base 466 pupils, Summer 2013. This is a multiple response question.

3.25 A full list of activities in each LA supported by MELAP and a general description of these activities can be found in Annex 3.

3.26 LA EMAS leads explained the reasons for their packages of support and changes to them:

- All have indicated that the most widely offered activities were generally provided from MEAG but MELAP has allowed them to increase their capacity and depth. This is particularly the case with increasing the level of EAL support and the number of pupils receiving the support; most of the project leads indicated that they thought the support they offered worked well, and they wanted to expand the number of people they could support (for more information on the additional number of pupils supported, see Table 5.1). Some of the LAs indicated that they restricted themselves to 'support in learning' activities because this was their main area of expertise and the staff employed lacked the knowledge to assist in providing advocacy support or enhanced careers guidance, for example, although they could be expected to mentor the pupils in their roles;
- Many have enhanced bilingual support and assistance with home language examinations which two of them did not have the capacity to provide before (they prioritised other forms of support above providing assistance for home language qualifications), and all other LAs have expanded the support they provide for home language qualifications (this is through time and support of staff, and having staff who speak the same home language as the pupils). This was in response to the project setting targets for such qualifications being achieved so that pupils could certify their competence in reading, writing and speaking, and demand from pupils wanting to take home language qualifications;
- Three LAs aimed to start to provide training to small groups of classroom teachers to make their classes more accessible to EAL pupils. This was provided previously in Swansea and Carmarthenshire, while Merthyr Tydfil and Neath Port Talbot aimed to provide this training too. However, in Carmarthenshire and Merthyr Tydfil this did not happen because the schools could not agree to participate in such training. Neath Port Talbot was able to provide small group training to teachers. Swansea decided to increase this because the number of EAL pupils in high schools in Swansea has increased to such an extent that it would not be sustainable to provide in-class support

to all EAL pupils, so they needed to ensure that all EAL pupils could access the curriculum;

- Six LAs have begun to provide other support which had been provided by at least one other LA; and
- Some LAs reported that it had been difficult to build links with other agencies, for example youth services, in their area, and as a result had not pursued activities to involve EAL pupils in out of school activities, such as youth services. This was explored in the case studies, with most schools stating they did not help pupils outside of school, and that as youth service workers were also peripatetic workers, it had been difficult to build a relationship with them. The geographical dispersion of schools and EAL pupils in some areas makes it more difficult to work outside the school with either pupils or their parents. This makes it difficult for MELAP staff to visit pupils' homes to support home learning or investigate opportunities for non-formal learning in the community.

3.27 Although there has been a change in practice in all of the LA areas since the introduction of MELAP funding, there is less evidence of completely new and innovative practices. However, it is important to note that MELAP was not aiming to be innovative but to provide a better service to more secondary school pupils in need of EAL support. The list below is believed to be examples of innovative practice introduced as a result of MELAP funding:

- Distance support – In Ceredigion, where a single MELAP pupil is based in Cardigan, while the majority of MELAP pupils with the same EAL needs as well as the relevant bilingual teaching assistant are based in Lampeter, the service has trialled providing additional support using a secure video link;
- One school in Merthyr Tydfil used MELAP funding to introduce 'read write inc' (a reading programme for children with relatively low literacy) for EAL pupils, who were struggling with English language. The MELAP funding allowed them to purchase the materials and provide reading assistance outside class;
- Lessons for teachers – In Carmarthenshire, secondary school teachers were given lessons by MELAP pupils in their first language with the aim of raising the teachers' awareness of the needs of EAL pupils. In Denbighshire, a bilingual teaching assistant gave a presentation in their home language to secondary school teaching staff. The teachers in both areas have reportedly

appreciated what it is like being spoken to in a foreign language they did not understand;

- Co-teaching (English subject teacher and EAL teacher) of GCSE English to a class with all the EAL pupils in the year group (along with native English speakers). The teachers worked together to devise lesson plans and teach the curriculum throughout the year. The English teacher planned the lessons from an English-curriculum perspective, then the EAL teacher built on these plans to help EAL learners access the lessons. The teachers reported benefits from the experience and the GCSE results of the pupils were better than expected; and
- Visualisation technology - Using tablet computers as visualisation devices in classroom to help pupils understand words and concepts.

3.28 None of the LAs felt there were gaps in the range of activities they were now providing in their area to support EAL pupils' achievement and progression. If they had more funding available or continued funding, most LA project managers indicated that they would recruit more staff and provide additional support in learning activities in the schools in their area.

Table 3.7 Activities delivered through MELAP⁶²

	School	Extended school
Learning for EAL pupils	<ul style="list-style-type: none"> ■ Enhanced bilingual support services (8) ■ Effective participation of BME learners (8) ■ Enhanced English as an Additional Language (EAL) services (8) ■ Enhanced translation and interpreting services (8) ■ Provision of an alternative curriculum for those arriving too late to be able to access standard curriculum (0) ■ Provision of “home language” courses for all pupils (0) 	<ul style="list-style-type: none"> ■ Integrated after school study support (5)
Advice and guidance for EAL pupil	<ul style="list-style-type: none"> ■ Effective integration of new arrivals into the school (8) ■ Mentoring and support schemes particularly around transition (8) ■ Enhanced support for post 16 transition into chosen learning pathways (4) 	<ul style="list-style-type: none"> ■ Enhanced careers guidance and work experience placements (4) ■ Supported integration into the community via strengthening links with youth support services (4) ■ Advocacy support (3) ■ Enhancing and targeting the provision of youth information/citizenship education (1)
Learning for practitioners working with children and young people	<ul style="list-style-type: none"> ■ Training and awareness raising (8) 	
Learning for EAL parents		<ul style="list-style-type: none"> ■ Provision of ESOL training for parents (3)
Advice and guidance for EAL parents		<ul style="list-style-type: none"> ■ The provision of home/school links (8) ■ Enhanced translation and interpreting services (8) ■ Work with parents in enhancing educational support within the home and community (4)

Source: LA project manager interviews

⁶² Numbers in brackets show the number of LAs the activity is provided in.

Who is delivering activities and how

3.29 The activities in all LA areas were delivered by staff employed by the local EMAS service. The staff employed through MELAP funding fall into two main categories:

- **Specialist EAL teachers/development officers** (described as EAL teachers hereafter) - These were recruited to deliver activities in and around schools; they generally have teaching and EAL experience. Their main roles are raising awareness of EAL in schools and providing training to secondary school teachers around EAL. They carry out the initial assessments of English language ability of pupils who are to be supported by the project. In some LAs their role also includes providing classroom support to pupils, line managing bilingual teaching assistants, liaising with subject staff about which pupils need provision, timetabling staff and providing informal “drop in” sessions for MELAP participants.
- **Bilingual teaching assistants** - These were recruited to deliver activities in the classroom; they generally have classroom and EAL experience and a language competence in the language which is spoken by the EAL pupils in the area. Because teaching assistants generally do not have EAL experience, five LAs reported having to recruit staff, who spoke a second language and had experience of working in a school (either as a teaching assistant or as a teacher in their home country) and then trained them in supporting EAL. The bilingual teaching assistants provide classroom based support to EAL pupils and some help to schools in communications with parents.

3.30 Additional staff employed through MELAP who did not generally provide assistance to pupils directly were:

- **Project manager/team leader** - someone responsible for the overall delivery of the project in their area, often line managing the rest of the staff. They had responsibility for data collection and submissions to receive funding, how and where money is to be spent, recruiting staff, liaising with the European Officer in the LA area for claims, the MELAP programme team and schools in the area. They also decided

which pupils receive support and in which subjects, and in some LAs they timetabled the staff (in others this is left to the EAL teachers).

- **Administrators and finance officers** – The administration staff were largely seconded from other parts of the LA to provide part time help (usually one day a week⁶³) with collecting the data required from staff as part of the project, and ensuring that data was prepared and submitted to WEFO.
- **Translators/interpreters and European volunteers** – A European volunteer was used in one LA to provide similar support as the bilingual teaching assistants, providing classroom support and some communication with families. The interpreters and translators were employed on an ad hoc basis by schools in a couple of LAs when there was a particular need. These are not interpreters or translators hired from an agency, but rather people from the local community that are trusted by the team leader, and more importantly the pupils and families they are translating or interpreting for.

3.31 Table 3.8 shows that the number of staff employed on the project was broadly in line with the funding provided. While there are more bilingual teaching assistants than EAL teachers in most of the LAs, Swansea and Conwy/Denbighshire have employed more EAL teachers than bilingual teaching assistants. Pembrokeshire, in particular, as well as Ceredigion and Merthyr Tydfil have employed more bilingual teaching assistants than EAL teachers. This may partly explain the differences in funding used per fulltime equivalent (FTE) staff member which ranges from £24,454 in Merthyr Tydfil to £80,194 in Neath Port Talbot in addition to the types of activity funded.

⁶³ Swansea and Pembrokeshire were able to employ administrative staff for more than one day per week, as they are the local authorities with the highest number of participants.

Table 3.8 Full time equivalent (FTE) staff providing services through MELAP (total staff)

Local Authority	Number of FTE bilingual teaching assistants	Number of FTE EAL teachers	Number of other FTE roles (administration, team leading, finance etc.)	Total	Spend to date (£)	Spend per FTE (£)
Blaenau Gwent	0.5	1.1	0.1	1.7	75,534	44,432
Carmarthenshire	2.5	2.6	0.6	5.7	437,507	76,756
Ceredigion	4.2	1.6	0.6	6.4	299,854	46,852
Conwy	1.0	4.9	0.2	6.1	212,369	34,815
Denbighshire						
Merthyr Tydfil	5.1	1.6	1.0	7.7	188,287	24,454
Neath Port Talbot	1.6	1.6	0.7	3.9	312,755	80,194
Pembrokeshire	11.1	1.1	1.3	13.5	821,194	60,829
Swansea	9.6	13.9	1.0	24.5	1,733,226	70,744
Total	35.6	28.4	5.5	69.5	4,080,726	58,715

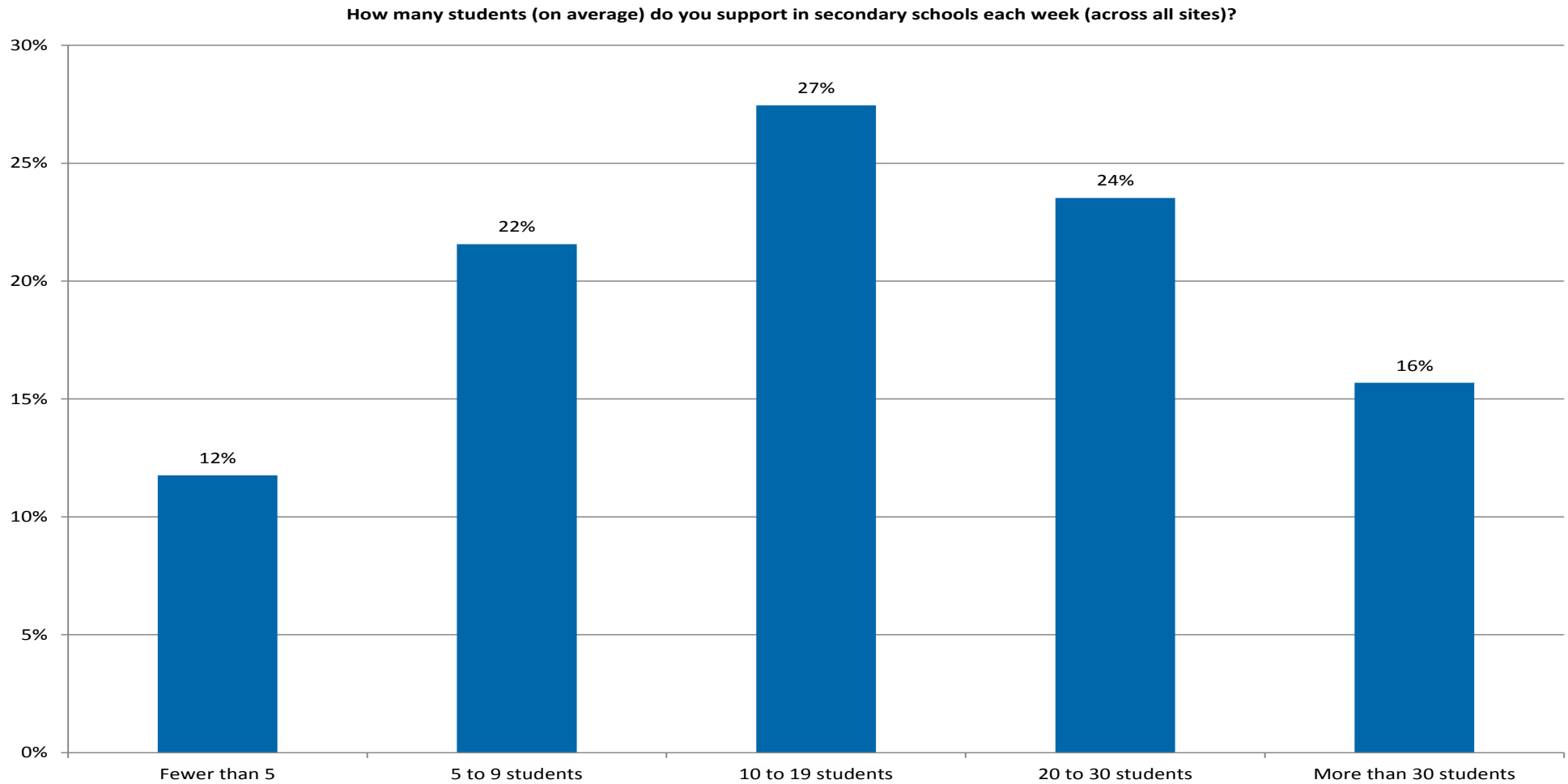
Source: LA project managers

3.32 The interviews of project managers have found that LAs took different approaches to staffing, with some (for example Pembrokeshire, Merthyr Tydfil, and Ceredigion) using primarily bilingual teaching assistants, while others decided to use the MELAP funds to provide more EAL teachers than bilingual teaching assistants (Conwy and Denbighshire and Swansea). This was driven by the types of task the staff were employed to carry out. For example, in Pembrokeshire, Ceredigion and Merthyr Tydfil, there was a focus on providing direct in-class support with EAL pupils, which was to be provided by teaching assistants. In Swansea, Carmarthenshire and Neath Port Talbot, the service aimed to provide training to secondary school teachers, which would have to be provided by EAL teachers, which helps to explain the more equal distribution of bilingual teaching assistants and EAL teachers (in Merthyr Tydfil, the majority of pupils were based at one school, so the planned

small group training could have been provided by a single EAL teacher). In Conwy and Denbighshire, there were more EAL teachers who were expected to carry out training and afterschool support.

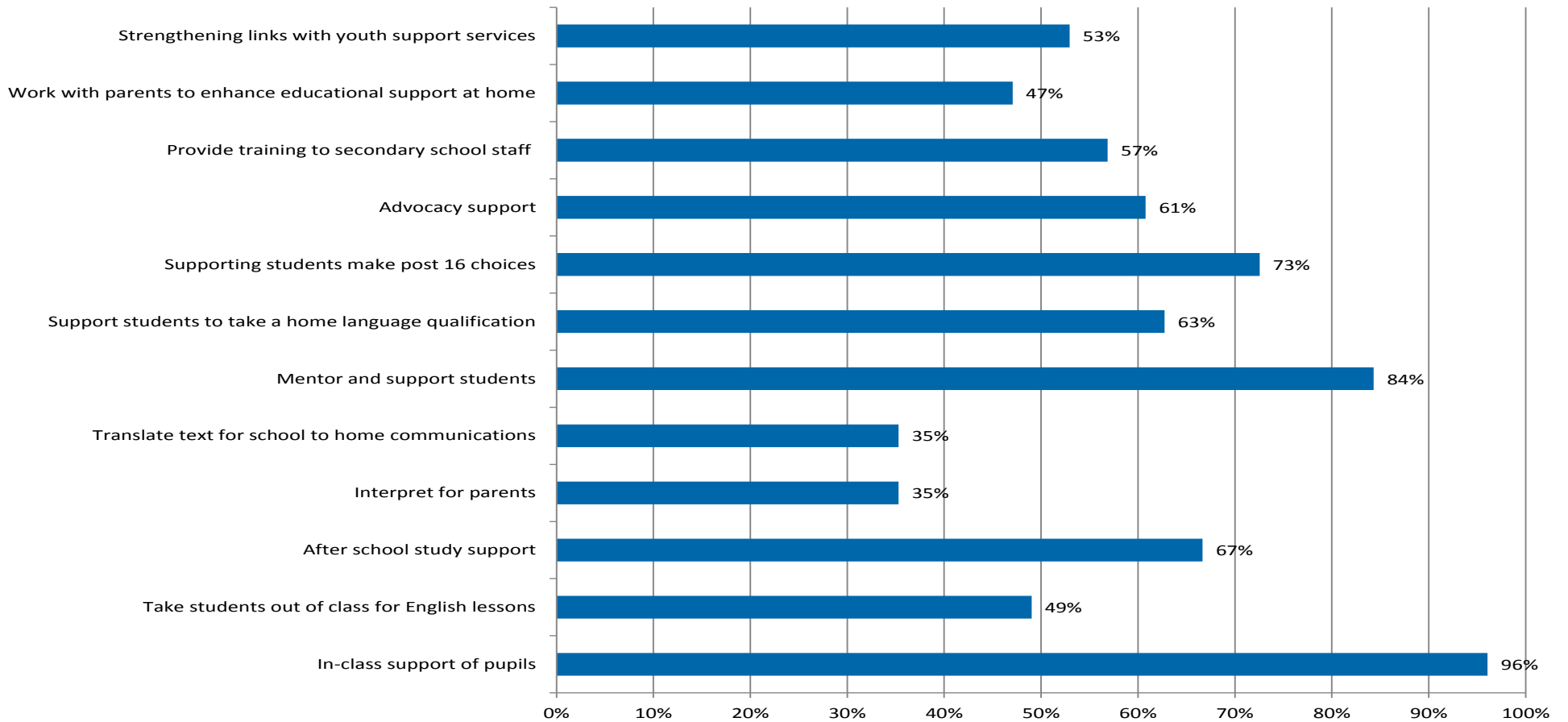
3.33 The delivery model for EMAS services in most of the areas is that the staff are peripatetic and provide support in more than one school. For more information on the way support is generally provided, see Annex 3. Nearly two thirds (65 percent, 33 members of staff) of the respondents to the staff survey indicated that they worked in multiple sites, rather than being based in a single school. EMAS staff also supported a lot of pupils each week, with two thirds of staff supporting more than 10 pupils a week (see Figure 3.2). The activities which the staff said that they carried out are shown in Figure 3.3. The most common activities were in-class support of pupils and mentoring of pupils. This corresponds to the findings from the staff spoken to during fieldwork research, who said that they primarily provided in-class support but also carried out a range of other activities to support pupils and assist teachers.

Figure 3.2 Number of staff reporting the number of pupils supported



Source: MELAP delivery staff survey, base 51, Summer 2013

Figure 3.3 Activities carried out by EAL staff



Source: MELAP delivery staff survey, base 51, Summer 2013. How often do you carry out the following activities: (Please select one response in each row). a) at least once a day; b) once every 2-3 days; c) once a week; d) Once a month; e) never. Figure represents all who answered a – d. This is a multiple response question.

How have the Local Authorities managed the project

3.34 In all of the LA areas involved in the project, the LA's EMAS and EAL services were responsible for managing and coordinating the project. This is because it was recognised that these services have the experience of delivering similar provision from MEAG funding to pupils who have EAL needs. Three LAs had slightly different management arrangements however. Denbighshire and Conwy EAL services are provided as one service managed by Denbighshire. Newport EAL service manages and delivers MELAP in Blaenau Gwent. These arrangements were in place for MEAG. Until recently there have been very few BME pupils in Blaenau Gwent and North Wales.

Meeting ESF requirements

3.35 Only one of the project leads had any previous experience of applying for and managing project funding, and none had any experience of ESF projects. This made the application process for MELAP funding very difficult and time consuming according to the project leads. All of the leads did receive support from their local Welsh European Funding Office (WEFO) officer and the Welsh Government's MELAP team. Although they said that this help was *'prompt and essential for them to put the bid together'*, there was still a lot of work for them to do. This included setting the targets for the number of pupils they would help. Most of the leads described the process of estimating the number of pupils they would help *'as an inexact science'*, which required considering the number of EAL pupils currently at primary and secondary schools, whether this number was increasing or decreasing, and using their experience and local knowledge to estimate the number of EAL learners they would need to help and how much. In one case, the person writing the bid did not realise that the number of participants was the number of people who received support, but rather thought it was the number of pupils they were tracking. This led to a large overestimate of the target in the area.

3.36 The LA European officer has offered continued support to the project leads. This comes in the form of checking claims when submitting the evidence to the central MELAP team and WEFO, to show that they are providing the activities they are receiving funding for. Again, as the majority of the project leads were inexperienced with bid funding, this help has been invaluable.

Recruiting additional staff

3.37 The recruitment of new staff to work as bilingual teaching assistants and EAL teachers was carried out by all the EMAS teams. In only one area did the project leader report a school head teacher becoming involved in the recruitment process (this was because the member of staff was going to be exclusively placed in the school, and the head teacher had become increasingly interested in the work the EMAS service provided). For the Bilingual teaching assistants, the project leaders were looking for candidates with a language competence in a language spoken by EAL pupils in the area and experience of working in an educational establishment. For the EAL teachers, the project leads were looking for candidates who were experienced teachers, who had also previously carried out EAL teaching in a secondary school setting. The recruitment process started in September 2010, immediately after funding was approved. One LA managed to second some teaching assistants who were already in post in secondary schools in the area to new posts, but all other roles had to be filled through internal and external recruitment.

3.38 All LA project managers reported that they struggled to fill posts quickly. They gave the following reasons:

- **Delay at the start of the project** – The business plan for MELAP was developed over a long period of time, starting in 2007 with funding being awarded in August 2010. Because plans and preparations for recruitment had not started before the award of funding, few could appoint new staff until early 2011. All teaching staff have to give one term's notice if they intend to leave their job.

- **Inabilities to recruit qualified staff** – Most LAs had difficulty recruiting staff with the qualifications and experience they were looking for. This was attributed to:
 - *The essential requirements for EAL teachers and bilingual teaching assistants.* The project managers wanted to recruit teachers and teaching assistants who were experienced in education and teaching, as well as EAL provision. Also, teaching assistants needed to be bilingual. As a consequence some LAs did not fill posts based on initial requirements, and subsequently had to change these. They refocused essential skills to recruit applicants with relevant ethnic backgrounds and language skills and to provide training to enable them to work in a classroom to support MELAP pupils;
 - *Small pool of existing expertise.* The project managers indicated that there was no pool of unemployed teachers with EAL expertise from which to recruit to new posts. This intensified the recruitment problems as some recruits came from other LAs and contributed to having unfilled positions.
 - *LA procedures making it difficult to recruit quickly.* Some of the LAs were faced with having to make efficiency savings through redundancies of teachers and other workers in the education sector. This meant that internal candidates had to be considered first for redeployment, which subsequently contributed to delays if no appointments could be made from existing staff facing redundancy.
 - *Project funding.* Additional staff could only be offered a fixed term contract which shortened as the project went on. Short term contracts could have deterred some applicants.
- **High levels of staff turnover** – Although the bilingual teaching assistants are not felt to be in such short supply as EAL teachers, some were experienced or were qualified teachers and have moved

to other jobs leaving short term vacancies to be filled⁶⁴.

Pembrokeshire, for example, reported that they lost several bilingual teaching assistants when teaching with higher pay came up.

- 3.39 Several of the EMAS leads found that having larger teams of staff and recruitment to carry out added considerably to their workload during the project although it was recognised that the MELAP funding allowed them the flexibility to adapt their teams and delegate work to new staff.

Assessing pupils' needs

- 3.40 The project lead in each area was responsible for planning where the bilingual teaching assistants and EAL teachers should be deployed. This is a dynamic process, and the allocation of staff to pupils and schools alters throughout the school year as pupils move or their needs are re-assessed.
- 3.41 At the beginning of each year, the project leaders examine the data for all existing EAL learners in the area. This will be done with input from the EAL teachers and bilingual teaching assistants, and in some cases from teaching staff and school management. This depends on how actively each school engages with the EMAS team, which varies between schools within the same area. The project leaders decide which pupils need support in which lessons, and deploy the staff to provide support in these.
- 3.42 In all the LAs, it is the school's responsibility to identify new arrivals who have particular EAL needs when they enrol with the school. At this point, the school will contact the LA's EMAS to make them aware that a pupil with potential need has joined the school, and they will also inform EMAS of any additional language support required for the enrolment process. An EAL teacher, the LA project manager or a bilingual teaching assistant will carry out an initial assessment of the pupil's EAL need, and their literacy in their home language, to ensure that any Special

⁶⁴ For example, some teaching assistants were qualified teachers in other countries, but their qualification was not recognised in the UK so they became teaching assistants until they could qualify as a teacher.

Educational Needs (SEN) are not disguised by their language needs. This consists of assessing the child's ability to read and write in English and their home language, and is carried out in an informal setting, to try to ensure the child feels at ease. Following this assessment, the project manager will decide the level of support required by the pupil and determine whether they can provide this support within their staff resources. If the pupil requires support, they will discuss with the pupil, the school and, if necessary, the parents as to where the support can best be provided, and how. The project manager or EAL teacher will then timetable support to be assigned to the pupil.

- 3.43 All LA project leads were confident about their ability to respond to the needs of the pupils. Although they would not be able to provide a member of staff with the same home language of every pupil or new pupil, the staff they have possess the skills to provide support to all pupils. The needs of all EAL pupils are reviewed regularly by the EAL teachers and the project lead, who can alter the support pupils received depending on need. Subject teachers and delivery staff provide feedback so that the support timetable can be reviewed.
- 3.44 EAL staff based in schools also reported that during the initial weeks of supporting new arrivals they have helped to assess EAL pupils' ability in other subjects to ensure they are put in the appropriate sets for their ability. Several EAL staff and teachers interviewed in the case studies reported that the EAL staff were more involved in decisions about setting and EAL pupils were not being automatically allocated to bottom sets.

Collection of data

- 3.45 The project staff in each LA area were responsible for completing three different data sources for the project. These were:
- The Pupil Achievement Record (PAR);
 - The Pupil Attitudes to Self and School (PASS) soft outcome tool; and
 - Activity sheets which recorded the time EAL staff spent on different activities.

- 3.46 Although concerns were raised by EMAS leads and project staff about the amount of time that was required to complete these additional data sources, all LAs have complied with the requirements of the project and completed them. There was particular concern about the amount of time taken to complete the PAR form, as it is a lengthy document, particularly at the start of the project. However, once the document had been “set up” (all the personal information for the pupil completed), staff saw the benefits of the document, and in most LA areas these were updated at regular intervals. The PASS survey was also considered useful by the EMAS leads. In some of the areas with lower numbers of pupils supported, the EMAS lead used the results to confirm what they already knew about the pupils as they knew most of the pupils (although it did occasionally provide some information they were not aware of). In the LA areas with larger numbers of EAL pupils, the EMAS leads used the PASS results to identify pupils who needed some support. In both cases, where worrying results were identified through PASS for a pupil, a member of staff would investigate the reasons (one example given was that a lack of self-regard was caused by a pupil falling out with their friends), and to help the pupil to address the issue.
- 3.47 The activity sheets were completed by staff in all LA areas. However, the activity sheets were seen as time consuming and irrelevant by staff and project leads, and they were only completed as a condition of receiving funding. The data from the activity sheets could not be used to identify how much support had been assigned to a particular pupil, as activities recorded on the sheet could not distinguish how many pupils received support during an individual activity (for example, a member of staff could provide support in a single lesson for several pupils, but this could only be recorded once on the activity sheet).
- 3.48 All the EMAS leads found that the administrative support that they were able to fund helped in implementing these changes and the ESF reporting.

Joint working arrangements

3.49 In two LA areas, provision is being carried out in partnership with or by another LA. In Conwy and Denbighshire, EAL services are provided as one service managed by Denbighshire. In Blaenau Gwent, Newport EAL service manages and delivers EAL services, and MELAP. These arrangements were in place prior to MELAP for MEAG. Overall, these arrangements have worked well in these areas, although there were some initial teething problems. In Conwy and Denbighshire, data access issues gave rise to some problems at the beginning of the project, with Denbighshire staff struggling to access data from the Conwy LA databases (as they were not officially employees of Conwy LA). The LA EMAS lead resolved this problem through meetings with Conwy LA staff. In Blaenau Gwent, there were delays to the start of the project because of problems in producing and agreeing a contract for the provision of the services between the LAs. There were also problems around the administration of the project in Blaenau Gwent, which resulted in delays in the Newport EMAS team receiving payment for the delivery of MELAP activities. The MELAP central team helped to resolve the initial problems in Blaenau Gwent.

Key summary points

- 3.50 Activities funded through MELAP are being delivered in 74 schools, and have supported 1,943 pupils. Most of the pupils who have been supported are from Swansea (57 percent). Most of the pupils were aged between 11 and 13 when they started receiving support (54 percent), and nearly all were aged between 11 and 16 (93 percent). This is as expected as the project aims to support secondary school pupils.
- 3.51 The average spend per pupil varies from £1,326 to £4,468 per pupil. Two out of the three areas with the lowest spend per pupil (Swansea and Conwy and Denbighshire) have more EAL teachers than teaching assistants. This may reflect the wider support provided by EAL teachers than bilingual teaching assistants and that the EAL teachers have

provided training, which has not required external resources. All the other LA areas employed either an equal amount of EAL teachers and teaching assistants or more teaching assistants.

3.52 Most LA EMAS leads decided to continue with the same core activities as they were providing under MEAG, but offering an increased breadth of support (more staff, more languages, and a wider offer of activities in schools). Only Swansea decided to use the MELAP funding to change their approach to support, introducing capacity building for secondary school teaching staff. The extent to which the LAs supported training of their EMAS teams and school staff, such as classroom teachers, varied considerably. This was carried out much more extensively in Swansea and Carmarthenshire.

3.53 At the outset LAs had some difficulties estimating and setting targets. There were some misunderstandings of the ESF outcomes defined and difficulties making forecasts. In part this arose from inexperience with grant programmes and ESF in particular and, in many cases, not having central systems in place to monitor EAL pupils. Through the programme, all the LAs have adopted and/or adapted the PAR which Swansea was already using to record and monitor EAL pupils' language ability and assistance given. The participating LAs also engaged schools in arranging for most EAL pupils to complete the PASS surveys at regular intervals and to use the results. Although EMAS staff found the additional administrative requirements difficult at first, they saw the benefit of the PAR and PASS data for monitoring pupils. Unfortunately the participating LAs did not collect data systematically to monitor the achievement of other outcomes (progression, capacity building).

3.54 Extending activities was also dependent on redeploying and recruiting additional staff in all the LAs. Most had difficulties achieving this because of the timing of the start of the programme just before the beginning of the school year and the need to recruit new staff who could not be recruited from pools of staff facing redundancy. Those recruiting bilingual teaching assistants found that they had to change their essential requirements and offer training in teaching assistance.

4 Outputs and outcomes

4.1 In this chapter we systematically review the evidence of the outputs and outcomes achieved by the project drawing on the learner and staff feedback (from survey responses, interviews and focus groups), the case studies which included delivery staff as well as other staff in schools, the interviews of project managers, the data collected by the LAs and schools, and the PASS survey results.

Pupils

4.2 Pupils provided with support were expected to improve their skills in reading, writing, speaking and listening in English and to enable them to participate fully in all subject lessons and the wider range of school activities. Some pupils were expected to study their home language so that they could gain a qualification to recognise their competences (GCSE or A level).

Measures of progress

- 4.3 The following outputs and outcomes were measured for ESF reporting:
- The number of participants MELAP has supported;
 - The number of home language qualifications achieved; and
 - The number of positive outcomes achieved (measured as an improvement of at least one level in the Welsh Government's stages of English language attainment).
- 4.4 Tables 4.1 to Table 4.3⁶⁵ show what was achieved in each LA area on these measures against the targets set. The targets were re-profiled twice from the original targets, once in Autumn 2011, and finally in

⁶⁵ It is noted that the number of pupils receiving support in these tables differ from the number in Table 3.2. This is because the two numbers come from different sources – the numbers Table 4.1 are taken from the MELAP central teams pupil database (October 2013), whereas the figures here are taken from LA EMAS leads final claim of outcomes achieved to WEFO. Differences are due to pupils' names not coinciding in both data sources in all instances. This data was being scrutinised and reconciled at the time this report was written.

Autumn 2012. The reasons behind the re-profiling exercises were that the original targets (and the targets set after the first re-profiling exercise) were agreed to be inaccurate and could not be achieved (see section 3.5).

- 4.5 All of the LAs achieved at least 90 percent of their revised participation target, and the project overall fully met its revised target total. Some LAs outperformed their revised target, in particular Merthyr Tydfil, where the number of participants supported through MELAP was nearly double the target (178 percent). Several fell a little short, particularly Swansea (94 percent) and Carmarthenshire (91 percent).
- 4.6 Overall, 487 pupils (93 percent of the target) achieved a home language qualification. These were achieved in all the LAs though the majority were achieved in Swansea and Conwy/Denbighshire. While Merthyr Tydfil achieved 60 percent of its targeted number of home language qualifications and Swansea achieved 85 percent of this target, in other areas more home language qualifications were achieved than was targeted (Neath Port Talbot, Conwy and Denbighshire, and Blaenau Gwent all significantly outperformed their targets).
- 4.7 The project did not achieve the target of 1,128 pupils achieving an improvement in at least one level in English language ability with only 928 pupils achieving this (82 percent of the target). Again, there were some differences between LAs. In Swansea and Merthyr Tydfil, more pupils achieved a positive outcome than they were targeted to achieve (119 percent and 128 percent respectively). Elsewhere, the targets were not met. Carmarthenshire, and Conwy/ Denbighshire achieved less than half of their targeted number of positive outcomes (44 percent and 41 percent respectively). The extent of this was not expected. When the LA project leads were interviewed about the expected achievement of positive outcomes, all except Neath Port Talbot were confident that they would achieve this target. The project lead in Neath Port Talbot felt they had been over ambitious.

4.8 All of the authorities except Swansea set positive outcome targets⁶⁶, which were a little lower than their target number of participants on the assumption that over all or part of the period most pupils would be expected to improve their level of English by at least one stage of the Welsh Government stages of EAL achievement. In terms of outcomes per 100 participants this ranges from 36 in Swansea and 41 in Carmarthenshire to 72 in Merthyr Tydfil and Ceredigion and 77 in Blaenau Gwent; overall 45 per 100 participants.

⁶⁶ All positive outcomes achieved for MELAP were improvements in EAL achievement.

Table 4.1 Number of pupils supported through MELAP compared to target⁶⁷

	Achieved	Original target	1st re-profile target	Final re-profiled target	Percentage of original target achieved	Percentage of 1st re-profiled target achieved	Percentage of final target achieved
Blaenau Gwent	45	230	309	45	20%	15%	100%
Carmarthenshire	119	0	156	131	-	76%	91%
Ceredigion	138	145	879	143	95%	16%	97%
Conwy	158	108	129	148	146%	122%	107%
Denbighshire							
Merthyr Tydfil	142	80	142	80	178%	100%	178%
Neath Port Talbot	70	200	188	60	35%	15%	117%
Pembrokeshire	217	305	221	205	71%	98%	106%
Swansea	1,174	1,250	1,250	1,250	94%	94%	94%
Total	2,063	2,318	3,274	2,062	89%	63%	100%

Source: Information provided by LA project managers to MELAP Central team, October 2013

⁶⁷ It is noted that the number of pupils receiving support in these tables differ from the number in Table 3.2. This is because the two numbers come from different sources – the numbers in Table 3.2 are taken from the MELAP central teams pupil database (October 2013), whereas the figures here are taken from LA EMAS leads final claim of outcomes achieved to WEFO. Differences are due to pupil's names not coinciding in both data sources in all instances. This data was being scrutinised and reconciled at the time this report was written.

Table 4.2 Number of pupils achieving a home language qualification through MELAP compared to targets

	Achieved	Original target	1st re-profile target	Final re-profiled target	Percentage of original target achieved	Percentage of 1st re-profiled target achieved	Percentage of final target achieved
Blaenau Gwent	18	24	78	14	75%	23%	129%
Carmarthenshire	37	20	49	40	185%	76%	93%
Ceredigion	27	5	48	27	540%	56%	100%
Conwy	88	84	67	68	105%	131%	129%
Denbighshire							
Merthyr Tydfil	30	50	30	50	60%	100%	60%
Neath Port Talbot	20	5	13	13	400%	154%	154%
Pembrokeshire	20	30	20	20	67%	100%	100%
Swansea	247	150	270	290	165%	91%	85%
Total	487	368	575	522	132%	85%	93%

Source: Information provided by LA project managers to MELAP central team, October 2013

Table 4.3 Number of pupils achieving a positive outcome through MELAP compared to target

	Achieved	Original target	1st re-profile target	Final re-profiled target	Percentage of original target achieved	Percentage of 1st re-profiled target achieved	Percentage of final target achieved
Blaenau Gwent	35	207	278	45	75%	23%	78%
Carmarthenshire	49	0	140	111	185%	76%	44%
Ceredigion	100	131	791	129	540%	56%	78%
Conwy	60	97	116	148	105%	131%	41%
Denbighshire							
Merthyr Tydfil	102	72	72	80	60%	100%	128%
Neath Port Talbot	45	180	169	60	400%	154%	75%
Pembrokeshire	110	275	275	195	67%	100%	56%
Swansea	427	1125	1125	360	165%	91%	119%
Total	928	2,086	2,947	1,037	132%	85%	82%

Source: Information provided by LA project managers to MELAP central team, October 2013

- 4.9 PAR data from seven LAs was analysed to assess the improvement in English language achieved by pupils. Records for 1,734 pupils were analysed (89 percent of the total number of participants) because there were some records where only one EAL level was included, so no change could be calculated. The final EAL stage recorded has been compared to the first EAL stage recorded. Table 4.4 below shows the changes in the stage of EAL learning for pupils between the beginning and end of MELAP. This shows that just over half of the pupils (54 percent, 940 pupils) receiving support did not progress a full stage. Of the pupils who progressed at least one stage, the majority progressed one stage (41 percent of all pupils, 705 pupils), and 74 pupils progressed more than one stage (4 percent). A small number of pupils were recorded as having an EAL stage at the end of MELAP lower than at the start (1 percent, 13 pupils).
- 4.10 When comparing between LA areas (see Table 4.4), Blaenau Gwent have the highest proportion of EAL learners improving by at least one stage of English (97 percent), with Neath Port Talbot having the next highest percentage of EAL learners improving their English by at least one stage (75 percent). Most of the other LAs have a broadly similar percentage of EAL learners improving by at least one stage of English (between 56 percent and 66 percent). Swansea had the least with 36 percent of EAL learners improving by at least one stage. This might reflect relatively less focus on increasing individual support and more on increasing classroom subject teacher capacity.
- 4.11 The characteristics of the pupils were examined, to see if there were any patterns in terms of improvement in English. These characteristics are gender, their initial stage of EAL ability, and the number of years they have been receiving support. **Error! Reference source not found.** to **Error! Reference source not found.** show the results of this analysis. They indicate that:
- The proportion of females improving by at least one stage of EAL ability is slightly higher than for males (45 percent for females and 42 percent for males);

- The initial stage of EAL language and whether a pupil improves a stage of EAL ability seem to be related. Pupils who were initially assessed to have an EAL ability at stage A or B are more likely to improve a stage of EAL language ability than those who have an initial higher level of ability at C or D (73 percent and 74 percent improved by at least one level from an initial stage of A or B, compared to 52 percent and 22 percent at stages C and D respectively). This suggests that more support is focussed on pupils with lower EAL language ability, in order to help the pupils access the curriculum;
- The number of years a pupil has been receiving assistance has influenced whether they have improved a stage of EAL ability. For pupils who have received one year of support, 28 percent had improved their EAL language stage (124 pupils), with no pupil having improved by more than one stage. For pupils who had received support for two years, the percentage of pupils improving their EAL language stage increased to 44 percent (157 pupils), with four percent of pupils improving by more than one stage (16 pupils). The percentage of pupils improving their EAL language stage who had received support for three years was higher still, with 53 percent of pupils improving their EAL stage (466 pupils), with 6 percent (54 pupils) having improved by more than one stage. It would be reasonable to expect that the longer someone receives assistance the better their English language becomes.

Table 4.4 Analysis of Change in EAL language stage by Local Authority

Local Authority		Change in EAL stage						Total	
		-3	-2	-1	0	+1	+2		+3
Blaenau Gwent	Number of pupils	0	0	0	1	33	1	0	35
	<i>Percentage of pupils</i>	0%	0%	0%	3%	94%	3%	0%	100%
Conwy	Number of pupils	0	0	0	31	36	8	0	75
	<i>Percentage of pupils</i>	0%	0%	0%	41%	48%	11%	0%	100%
Denbighshire	Number of pupils	0	0	0	34	36	7	1	78
	<i>Percentage of pupils</i>	0%	0%	0%	44%	46%	9%	1%	100%
Merthyr Tydfil	Number of pupils	0	0	0	78	83	16	2	179
	<i>Percentage of pupils</i>	0%	0%	0%	44%	46%	9%	1%	100%
Neath Port Talbot	Number of pupils	0	0	1	16	37	12	2	68
	<i>Percentage of pupils</i>	0%	0%	1%	24%	54%	18%	3%	100%
Pembrokeshire	Number of pupils	0	0	0	66	92	5	2	165
	<i>Percentage of pupils</i>	0%	0%	0%	40%	56%	3%	1%	100%
Swansea	Number of pupils	2	0	10	714	388	20	0	1,134
	<i>Percentage of pupils</i>	0%	0%	1%	63%	34%	2%	0%	100%
Total	Number of pupils	2	0	11	940	705	69	7	1,734
	<i>Percentage of pupils</i>	0%	0%	1%	54%	41%	4%	0%	100%

Source: PAR data from LA project managers

Table 4.5 Analysis of changes in EAL language stage by gender

Gender		Change in EAL stage						Total	
		-3	-2	-1	0	+1	+2		+3
Male	Number of pupils	1	0	4	538	351	33	4	931
	<i>Percentage of pupils</i>	0%	0%	0%	58%	38%	4%	0%	100%
Female	Number of pupils	1	0	7	400	350	36	3	797
	<i>Percentage of pupils</i>	0%	0%	1%	50%	44%	5%	0%	100%
Total	Number of pupils	2	0	11	938	701	69	7	1,728
	<i>Percentage of pupils</i>	0%	0%	1%	54%	41%	4%	0%	100%

Source: PAR data from LA project managers. Totals differ from Table 4.4 as gender information was missing for some pupils

Table 4.6 Analysis of changes in EAL language stage by EAL stage when MELAP support began

Initial EAL stage		Change in EAL stage						Total	
		-3	-2	-1	0	+1	+2		+3
EAL stage A	Number of pupils	0	0	0	48	88	38	5	179
	<i>Percentage of pupils</i>	0%	0%	0%	27%	49%	21%	3%	100%
EAL stage B	Number of pupils	0	0	1	69	173	22	2	267
	<i>Percentage of pupils</i>	0%	0%	0%	26%	65%	8%	1%	100%
EAL stage C	Number of pupils	0	0	2	308	324	9	0	643
	<i>Percentage of pupils</i>	0%	0%	0%	48%	50%	1%	0%	100%
EAL stage D	Number of pupils	1	0	7	415	120	0	0	543
	<i>Percentage of pupils</i>	0%	0%	1%	76%	22%	0%	0%	100%
EAL stage E	Number of pupils	1	0	1	100	0	0	0	102
	<i>Percentage of pupils</i>	1%	0%	1%	98%	0%	0%	0%	100%
Total	Number of pupils	2	0	11	940	705	69	7	1,734
	<i>Percentage of pupils</i>	0%	0%	1%	54%	41%	4%	0%	100%

Source: PAR data from LA project managers

Table 4.7 Analysis of changes in EAL language stage by number of years support

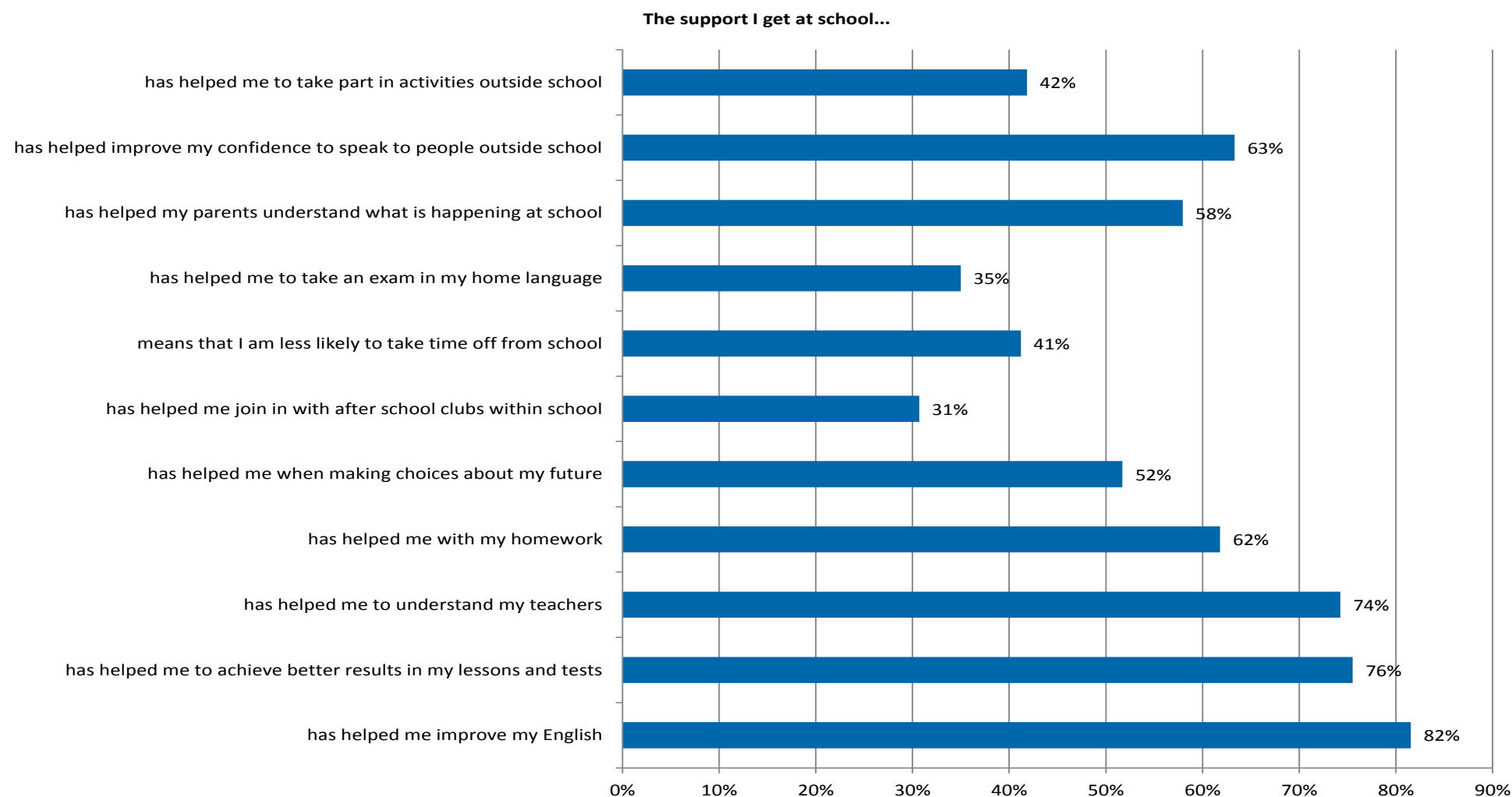
Years of support received		Change in EAL stage						Total	
		-3	-2	-1	0	+1	+2		+3
One year	Number of pupils	0	0	5	321	119	5	0	450
	Percentage of pupils	0%	0%	1%	71%	26%	1%	0%	100%
Two years	Number of pupils	1	0	1	202	141	14	2	361
	Percentage of pupils	0%	0%	0%	56%	39%	4%	1%	100%
Three years	Number of pupils	1	0	5	416	412	49	5	888
	Percentage of pupils	0%	0%	1%	47%	46%	6%	1%	100%
Total	Number of pupils	2	0	11	939	672	68	7	1,699
	Percentage of pupils	0%	0%	1%	55%	40%	4%	0%	100%

Source: PAR data from LA project managers. Totals differ from Table 4.4 as number of years of support information was missing for some pupils

Pupils' feedback

- 4.12 The results from the learner survey suggest that pupils themselves generally believe that the support they have received has had an impact. Most of them thought that the support they receive had helped them to improve their English language ability (82 percent), and that it helped them understand their teachers (74 percent) and achieve better results in class (76 percent).
- 4.13 Figure 4.1 also shows other impacts which pupils believe the support they receive in school has had. Other than improving their understanding in the classroom, nearly two thirds of respondents said they believed the support they receive has helped build their confidence to speak to people outside school (63 percent) and complete their homework (62 percent). Larger proportions also report that it had helped their parents, their ability to participate in other activities and their attendance.

Figure 4.1 Pupils' views of the impact of support



Source: MELAP pupil survey; Base 466 Summer 2013. Please say whether you agree with the statements below: (Please choose one answer in each row). This is a multiple response question.

4.14 There is a large difference between the responses of the impact of the support depending on if a pupil reported that their English language ability had improved. Pupils were far more likely to agree with the remaining impacts if they reported an improvement in English language ability. The most marked difference was for achieving better results in lessons, where 86 percent of those that had improved their English said the support helped them achieve better results in class, whereas only 33 percent of those that did not report an improvement in English language thought the support had helped them achieve better results in class.

4.15 These findings are reinforced by participants in the focus groups. Most pupils said that the support they had received had helped them to improve their English language ability and their achievement in class.

“(When) I first came to Wales to this school, I did three days in normal classes. I didn’t really understand anything. I was confused. Then I came here after three days and had classes only here. It was good, I learned English. Now it is ok when I go to classes. I understand.”

“The EAL support worker comes into class with me sometimes. I like (them). (They) explain to me what the lesson is, maybe if I don’t understand something I can ask (them), and (they) help me with my homework.”

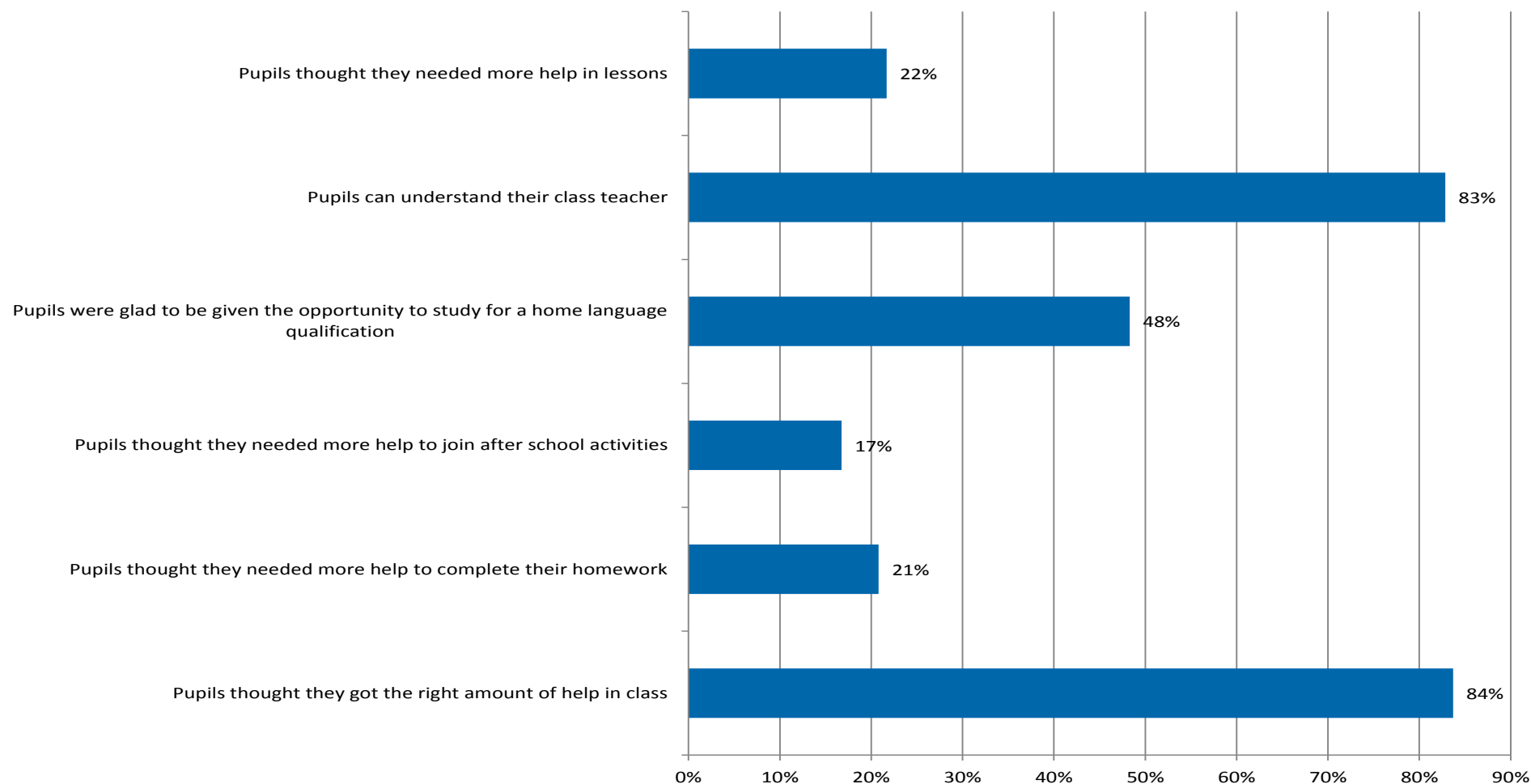
“I used to be the lowest person in the class and now I am above average.”

4.16 Two parents were interviewed as part of the fieldwork. They confirmed that the school has helped them, and they had received school letters translated into their home language and interpretation had been provided at parents evening. The support was appreciated by the parents, not just for the language support, but also because the education system is different to the system they were used to in their home country.

“The education system is different here – if I have an understanding of that then I can give (my child) more support at home.”

4.17 Figure 4.2 shows that 83 percent reported that they could understand their class teachers and 84 percent felt that the support they had in class was about right. The most common response from pupils who felt that they needed more help was that they would like in-class support. Fewer thought that they needed more help to complete their homework or to join in after school activities.

Figure 4.2 Pupils' views on the level of support they receive



Source: MELAP pupil survey, base 466, Summer 2013. Question: Please can you choose one answer in each row? a. Do you get the right amount of help to understand your lessons? b. Do you need more help in school to help you do your homework? c. Do you need more help in school to join out of school activities? d. Are you glad that you can take an exam in your home language at school? e. Can you understand your class teachers? f. Do you need more help to understand your lessons? This is a multiple response question.

4.18 These findings are reinforced by the participants in the focus groups. The majority of pupils appreciated the help they got, and thought the level of support they received was fine.

Yes, (the EAL support staff) are very helpful. They sometimes come to my class and help me. I don't want them to change anything."

"It was nice to have help."

4.19 However, a very small number of the pupils did not like the support they received, and felt that they did not want support. These pupils were in the minority though, and part of the reason they did not like the support was that it drew attention from other pupils:

"I don't always like them to be there. I don't think I need them. I am not a baby. And also, if I have a problem I can ask my mates."

"I was very surprised one day when I went to class and (the Teaching Assistant) was there because I don't think I need their help. I think that other kids will ask, why am I getting support and not them. I don't like that. I think they might be jealous. It's better for me to speak to my friends in class and ask them and then I learn English and my lesson too."

4.20 The school teachers spoken to in the case studies believed that support and assistance in and out of the class provided to EAL learners, and the teaching resources they provided, was very useful.

"EAL assistance is definitely helpful for those who need it. Sometimes it can help them follow a lesson – make sure they understand."

"... Utter relief, it's critical and I can't underestimate how good it is to have help for the EAL pupils in class." "I think the EAL team and the service they offer are phenomenal."

4.21 Subject teachers in three of the areas were aware that EMAS staff had ensured that EAL learners were in the correct set for their ability. Teachers interviewed were not generally aware of the other support and assistance provided outside the classroom additional services that the EMAS team provided, such as home language qualifications, after school study groups, careers advice or helping with home to school links.

Pupils' attitudes

- 4.22 The results of the PASS surveys completed by between 1,135 and 1,276⁶⁸ of the MELAP pupils are presented in Table 4.8 and Table 4.9. Table 4.8 shows the average score of all the participants who took part in each wave, while Table 4.9 shows the number of flags issued for all participants. Table 4.10 and Table 4.11 show the same information as Table 4.8 and Table 4.9 respectively, except they show the results for the 390 participants (20 percent of total pupils who received support through MELAP) who took part in all four waves.
- 4.23 Table 4.8 shows that since Autumn 2011, there has been an improvement in six of the nine topic areas that are captured by PASS for all pupils, particularly feelings about school, self-regard, preparedness for learning and general work ethic but with no change to attitudes to teachers and attendance. The improvement largely occurred between Autumn 2011 and Summer 2012 and has been sustained over the following two terms, although average scores decreased slightly in Summer 2013⁶⁹. However, there has been a decrease in the average score for learner confidence, again with the largest change happening between Autumn 2011 and Summer 2012. This was a somewhat surprising fall, as the evidence from the pupil and staff surveys and interviews with pupils and staff indicated that there had been an improvement in pupil confidence.
- 4.24 These findings are largely reflected in the data of those pupils who have taken part in all four waves (Table 4.10 and Table 4.11).
- 4.25 By observing the number of pupils with red or amber flags⁷⁰ in each category, the children whose responses are a cause for concern can be identified. The trends in the number of flags issued are slightly different to the trends of average score. While some of the changes in the number of flags are small, and could be explained by changes in sample size, the number of red and amber flags has decreased markedly. The topic area with the highest decrease is

⁶⁸ This represents 58 percent to 66 percent of the total number of pupils supported by MELAP. However, not all the pupils will have been in school and receiving support in all years. For example, some pupils who received support at the start of the project will have left school before the end of the project, and other pupils receiving support at the end of the project will not have been receiving support in autumn 2011, as they would not have been at secondary school yet.

⁶⁹ PASS data did not provide sufficient level of detail to explore any pattern in the decrease of scores in the last term.

⁷⁰ A red flag is issued when a learner has a score of below five percent for a category; and an amber flag is issued when a learner has a score of between five and 10 percent. Both of these flags are indicators of a pupil who is struggling in a particular category.

'responses to curriculum' with a decrease of 185 red flags and 223 amber flags between autumn 2011 and spring 2013. Other areas with high decreases in the number of red and amber flags were 'self-regard' and 'general work ethic'. The findings for improvements in 'responses to curriculum' are re-enforced by findings from interviews with pupils, staff and the pupil survey. Both subject teachers and support staff spoke of how different pupils achievement in class had improved, and findings from the pupil survey shows that pupils are more able to understand their teachers and achieve better results in class (see Figure 4.1)

- 4.26 When examining the results of pupils who took part in every wave (390 pupils), there is far less variability in the results. Although the number of red flags has increased in five categories, in three categories this is by two pupils or fewer. There has also been a decrease in the number of amber flags in seven out of the nine categories. There have been significant decreases in the number of flags in the self-regard, general work ethic and responses to curriculum categories.
- 4.27 Overall, these results suggest that the support pupils have received through MELAP has contributed to helping them to understand what is going on in class and participate in learning.

Table 4.8 Total PASS results, average scores⁷¹

	Autumn 2011	Summer 2012		Spring 2013		Summer 2013	
	Average score	Average score	Percentage change	Average score	Percentage change	Average score	Percentage change
Feelings about school	55.4	64.9	17%	66.5	2%	62.8	-6%
Perceived Learning Capabilities	57.1	61.6	8%	62.8	2%	60.1	-4%
Self-regard	40.0	62.1	55%	63.8	3%	61.1	-4%
Preparedness for Learning	58.1	67.1	15%	68.4	2%	66.1	-3%
Attitudes to teachers	70.6	67.9	-4%	69.9	3%	66.4	-5%
General Work Ethic	52.9	62.8	19%	63.2	1%	63.0	0%
Learner Confidence	75.3	65.5	-13%	66.6	2%	63.5	-5%
Attendance attitudes	65.7	67.4	3%	69.1	3%	64.9	-6%
Responses to curriculum	33.2	61.0	84%	63.8	5%	60.7	-5%

Source: PASS data, base 1,135 Autumn 2011; 1,219 Summer 2012; 1,182 Spring 2013, 1,276 Summer 2013

⁷¹ The score for each category is a number between 0 and 100, with 100 being the highest score. The average score is the mean score of all the pupils taking the survey in the wave.

Table 4.9 Total PASS results, number of flags issued

	Autumn 2011		Summer 2012				Spring 2013				Summer 2013			
	Red flags	Amber flags	Red flags	Change	Amber flags	Change	Red flags	Change	Amber flags	Change	Red flags	Change	Amber flags	Change
Feelings about school	13	122	24	85%	103	-16%	23	-4%	108	5%	35	52%	132	22%
Perceived Learning Capabilities	10	113	29	190%	101	-11%	23	-21%	106	5%	25	9%	130	23%
Self-regard	94	292	28	-70%	95	-67%	35	25%	77	-19%	48	37%	96	25%
Preparedness for Learning	11	89	25	127%	70	-21%	15	-40%	79	13%	19	27%	103	30%
Attitudes to teachers	14	49	18	29%	71	45%	15	-17%	62	-13%	23	53%	84	35%
General Work Ethic	54	154	16	-70%	98	-36%	15	-6%	107	9%	22	47%	108	1%
Learner Confidence	9	28	17	89%	79	182%	16	-6%	73	-8%	20	25%	105	44%
Attendance attitudes	12	80	17	42%	81	1%	21	24%	80	-1%	24	14%	121	51%
Responses to curriculum	228	378	32	-86%	139	-63%	33	3%	112	-19%	43	30%	155	38%

Source: PASS data, base 1,135 Autumn 2011; 1,219 Summer 2012; 1,182 Spring 2013, 1,276 Summer 2013

Table 4.10 Pupils taking part in every wave of PASS, average scores

	Autumn 2011	Summer 2012		Spring 2013		Summer 2013	
	Average score	Average score	Percentage change	Average score	Percentage change	Average score	Percentage change
Feelings about school	54.3	67.0	23%	66.9	0%	63.3	-5%
Perceived Learning Capabilities	56.2	64.2	14%	65.0	1%	62.1	-4%
Self-regard	39.6	65.0	64%	66.4	2%	65.3	-2%
Preparedness for Learning	57.0	69.0	21%	70.9	3%	67.5	-5%
Attitudes to teachers	69.0	66.1	-4%	69.5	5%	66.0	-5%
General Work Ethic	52.6	66.6	27%	65.0	-2%	65.7	1%
Learner Confidence	76.1	65.8	-14%	67.2	2%	64.4	-4%
Attendance attitudes	66.2	69.8	5%	70.7	1%	66.9	-5%
Responses to curriculum	33.3	63.3	90%	67.3	6%	65.8	-2%

Source: PASS data, base 390, Autumn2011 - Summer 2013

Table 4.11 Pupils taking part in every wave of PASS, number of flags issued

	Autumn 2011		Summer 2012				Spring 2013				Summer 2013			
	Red flags	Amber flags	Red flags	Change	Amber flags	Change	Red flags	Change	Amber flags	Change	Red flags	Change	Amber flags	Change
Feelings about school	3	44	7	133%	29	-34%	6	-14%	34	17%	8	33%	39	15%
Perceived Learning Capabilities	2	40	5	150%	24	-40%	8	60%	24	0%	7	-13%	27	13%
Self-regard	23	102	7	-70%	23	-77%	10	43%	19	-17%	10	0%	22	16%
Preparedness for Learning	2	28	6	200%	12	-57%	4	-33%	28	133%	3	-25%	23	-18%
Attitudes to teachers	5	18	8	60%	26	44%	5	-38%	18	-31%	7	40%	26	44%
General Work Ethic	20	56	3	-85%	23	-59%	6	100%	33	43%	5	-17%	31	-6%
Learner Confidence	4	6	7	75%	28	367%	6	-14%	18	-36%	4	-33%	32	78%
Attendance attitudes	4	29	6	50%	21	-28%	7	17%	20	-5%	6	-14%	26	30%
Responses to curriculum	61	145	8	-87%	45	-69%	10	25%	28	-38%	6	-40%	36	29%

Source: PASS data, base 390, Autumn2011 - Summer 2013

Schools and their staff

4.28 Teaching staff in schools were expected to be able to improve their ability to teach pupils with EAL needs and enable such pupils to participate in both formal and non-formal learning. Schools as a whole were expected to be able to benefit from more intensive support of pupils with EAL needs to ensure they can progress to their ability and to have a workforce more able to integrate such pupils and shorten/lessen the support required.

Teaching staff in schools

4.29 Most teachers who had received training received it as part of an inset day. This was either provided by the LA EMAS lead, EAL teachers, or a combination of both. In one of these training sessions, a bilingual teaching assistant presented a lesson in Tagalog⁷², to demonstrate to the teachers what it feels like not to understand what is being said to them. The teachers who experienced these training sessions said that this made them think about the situation of EAL learners in their class. In general teachers found the training interesting and useful, especially some of the information on how to teach EAL learners. However, most felt that it was not sufficient to have much impact on their practice. They said this is because not all teachers would have EAL learners in their classes to put anything into practice immediately after the training, there was no follow up or development around practice, one training session as part of an inset day was insufficient to cover in enough detail all the teaching strategies which could be used to teach EAL learners.

“(The EAL teacher) gave us an inset day presentation a few years ago. He put together a pack about “what we could do” if we had EAL pupils. You know, stuff that was practical and easy to incorporate into teaching like: use pictures when you are teaching, explain it on the blackboard, face the class when you are speaking. All this stuff is useful and I have changed my teaching class. In fact, I think it benefits all students.”

“It was good but no practical examples/tools given. (We) need practical tools that we can use straight away.”

⁷² Tagalog is the native language of the Philippines

“We don’t need to know the theory; we just need strategies that we can use right now”.

“Teachers get a lot of training about many things. We don’t always have time to take it on board. You take on board what is useful to you at the time, don’t you?”

4.30 For the teachers who had participated in Swansea’s programme of training and coaching, all reported that this had had positive effects on their teaching practice: how they explain, the words they use, and allowing pupils to speak in their own language, for example. Teachers report that they *‘now feel more able to cope with EAL learners in the class’*, and that they now *‘don’t think that having EAL learners in the class will lead to lots of additional work’*. The questionnaires completed before and after the training were reported to show that the teachers have more confidence in their ability to teach EAL learners and have a better relationship with EMAS staff.

“Before it seemed like a burden [to have EAL pupils in class] but it doesn’t scare me anymore; you feel more confident in your teaching ability.”

“I used to think that they [EAL pupils] mustn’t speak their home language. My attitude has changed and I now think it is important to have the home language alongside English. Teachers need to move away from thinking that silent classes are the only effective ones because it doesn’t allow EAL pupils to communicate which is key for building confidence”

Schools with EMAS support and assistance

4.31 Teaching staff in most schools believed that the training, alongside the increase in the number of EAL support staff presented at the school, had helped to raise the profile of EAL services and the needs of EAL pupils among staff. They were now more likely to seek out help when they had a problem with an EAL learner and knew who they had to speak to about EAL needs.

‘I have a better understanding of what the EMAS team do and the added value they provide’.

4.32 The school managers’ views on the additional provision from MELAP funding were positive. They were mainly focussed on the achievement and integration of pupils at their school, and they felt that this had improved since 2010.

“We definitely value the support the EAL team give us. We have 20 to 25 pupils that definitely need additional support – and the other staff would not be able to cope or teach effectively without the additional capacity.”

“Over the years, I actually think the Polish and the Welsh pupils have become less cliquey over the year. The Polish pupils are feeling happier, happy to push themselves outside their comfort zone”

4.33 As part of any Estyn inspection schools are being assessed on their ability to cater for the needs of all pupils, including those with EAL learning needs.

However, this is not always mentioned in Estyn reports.

4.34 Recent Estyn reports of schools where activities are provided through MELAP found no negative comments about how EAL pupils were provided for in any of the schools, or how schools failed to cater for all pupils’ needs. Some of the quotes from Estyn reports are shown below:

4.35 A school in Neath Port Talbot:

‘The school has valuable connections with a wide variety of specialist agencies to support pupils’ individual needs. Close links with the minority ethnic achievement service ensures early identification, appropriate information transfer and well-targeted provision for pupils with English as an additional language’.

4.36 A school in Merthyr Tydfil:

‘The progress of pupils with English as an additional language and ethnic minority pupils is carefully monitored’.

4.37 A school in Denbighshire:

‘A high proportion of pupils (12 percent) have English as an additional language and the school has pupils from 15 different nationalities other than British’ and ‘Pupils new to the school, including those who have English as an additional language, settle in well.’

4.38 A school in Carmarthenshire:

‘the school has highly effective partnerships to support pupils for whom English is an additional language’ and ‘Arrangements to support pupils, for whom English is an additional language are innovative and have influenced practice in other local schools. As a result, these pupils make excellent progress and achieve outstanding results.’

4.39 A school in Ceredigion:

'Pupils who need support with English as an additional language are provided with specialist support of good quality.'

4.40 A school in Swansea:

'Provision for pupils with additional learning needs, especially those learning English as an additional language, is a particular strength of the school. The procedures for identifying pupils' needs, supporting them well through inclusive mainstream provision, and monitoring their progress contribute significantly to the good standards these pupils achieve.' and *'Teaching assistants provide good support, particularly for those pupils with additional learning needs and those learning English as an additional language.'*

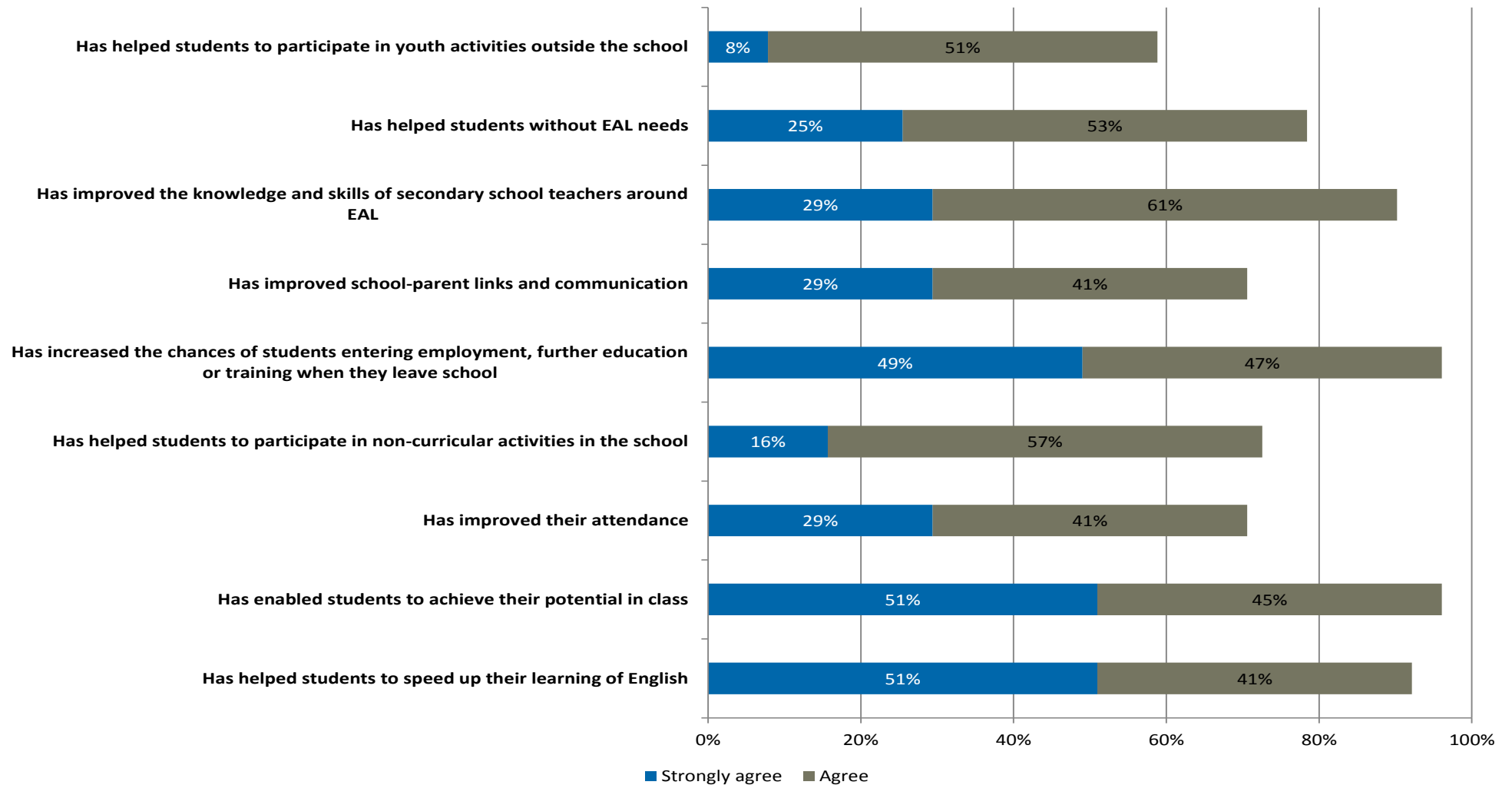
Delivery staff and LA teams

4.41 Staff in EMAS teams were expected to have expanded and developed their services and to have developed their ability to meet EAL pupils' needs.

Delivery staff

4.42 The delivery staff were very positive about the impacts of the support they were providing, both in the survey and in interviews (see Figure 4.3). Virtually all the respondents to the survey agreed that the support they provided had helped pupils to achieve their potential in their classes, had helped to speed up the pupils learning of English, and had increased the chances of pupils entering employment in the future. Many of the delivery staff also felt that the activities they deliver had helped improve the knowledge of secondary school teachers around EAL.

Figure 4.3 Impact of activities on pupils reported by delivery staff



Source: MELAP delivery staff survey; Base=51, Summer 2013. For each of the following statements, please indicate to what extent you perceive the impact of your work with EAL pupils has had. (Please select one response in each row)

4.43 The results from the survey are corroborated by the responses given by delivery staff in the case studies, particularly in terms of their learning of English and achievement in class.

“Overall I think what we do allow (pupils) to integrate and achieve things in school. Without our support outside the classroom, the new arrivals will not be able to cope.”

“Initially we were seen as people who supported the pupils but we are increasingly being seen as support for teachers and able to suggest and provide input for lessons.”

“I can really see that he is coming along. He is a lot more confident with his speaking compared to where he was in September.”

“One (pupil) has really come on so much. It is incremental progress. I remember the standard of their work before the support (being taken out of class for English language support) and now their work in other classes is significantly improved.”

4.44 Bilingual teaching assistants believed that home school links were improving as a result of translating letters and interpreting for parents, and having EMAS staff at parents’ evenings. The response to the survey on school parent links is lower than most other impacts though.

4.45 Most staff in all areas described an improved relationship with secondary school teaching staff since MELAP began. They put this down to there being more EMAS staff in the school (coupled with training), leading to an improved awareness of what the EAL staff could help teaching staff with. In some schools, the EMAS team has been able to acquire a room or office, where they can store all their resources and a base to work from.

‘This means we can help pupils and staff in private and can be easily tracked down when they need help’.

“Initially we were seen as people who supported the pupils but we are increasingly being seen as support for teachers and able to suggest and provide input for lessons.”

4.46 Respondents to the staff survey believed that the support and assistance provided is either at the right level or that more support is required (Table 4.12). A few respondents said that there was too much time spent on four activities. The only activity where more staff thought that more capacity was required than the right amount of support was provided was for home language qualifications.

Table 4.12 Views of MELAP staff on support provided

Type of support provided by MELAP staff	Number of respondents providing support	Number of staff providing support agreeing / strongly agreeing					
		<i>The amount of time spent on this activity is about right to meet the pupils' / parents' / teachers' needs</i>		<i>The activity is undervalued and requires more capacity</i>		<i>Too much time is spent on this activity, and resources would be better directed elsewhere</i>	
		Number	Percentage	Number	Percentage	Number	Percentage
In-class support of pupils	47	26	55%	24	51%	3	6%
Take pupils out of class for English lessons	22	12	55%	10	45%	1	5%
After school study support	19	8	42%	7	37%	0	0%
Interpret for parents	4	0	0%	1	25%	0	0%
Translate text for school to home communications	9	5	56%	4	44%	1	11%
Mentor and support pupils	30	15	50%	13	43%	1	3%
Support pupils to take a home language qualification	17	10	59%	12	71%	0	0%
Supporting pupils make post 16 choices	4	2	50%	1	25%	0	0%
Advocacy support	18	12	67%	3	17%	0	0%
Provide training to secondary school staff	11	6	55%	6	55%	0	0%
Work with parents to enhance educational support at home	2	0	0%	1	50%	0	0%
Strengthening links with youth support services	5	0	0%	2	40%	0	0%

Source: MELAP staff survey

4.47 Staff interviewed generally believed that the level of support they provided was sufficient, but that they would like to provide more support to many pupils. They understood the resource issues facing the services (there are only a certain number of staff to provide support), and that support had to be targeted at those that needed it. They also felt that the activities being provided were the priorities for their school or area.

4.48 There were mixed views about the approaches that work when providing EAL support, and whether the approaches reflect good practice. In some areas, there is a stronger focus on keeping pupils in mainstream classes while they are receiving support, as it helps the EAL learners to integrate them with their peers. However, in other areas, there was a belief that taking pupils out of class for English language support was necessary, to build their English language ability so that they could understand the classes they were in. In one school, where pupils were withdrawn to provide intensive English language support, the achievement of EAL learners at GCSE improved significantly, and the staff thought that this was due to the pupils being provided with out of class support.

“...So EAL pupils last year performed better than non-EAL. We believe that the out-of-class model of support works.”

4.49 In most areas, the staff believed that pupils should be in class with their peers and receive in-class support, but that targeted out of class support for pupils with low levels of English is beneficial.

Local authority project leads

4.50 The LA leads were universally very positive about the impact of MELAP. They were particularly positive about the new staff they had managed to recruit into the service and develop and the effect of the additional support they were able to provide the pupils and their families.

4.51 The particular successes that the LA leads feel that the project has had are:

- Increasing the number of pupils they were able to provide support to, because of the extra funding they received and the additional staff they employed;
- Increasing the number of pupils who were able to work towards a GCSE or A level in their home language, because of the support the additional staff can provide for this;

- Increasing support to individual pupils in the short term to enable their English language competences to improve to a level for them to cope;
- Improving the teaching resources (for example bilingual dictionaries, games, and vocabulary lists) which are available to pupils and teachers, which aid teaching and learning;
- Establishing an EAL room or area for pupils and teachers. This was previously available in a small number of schools, but the increase in funding and staff has led to more schools having a dedicated EAL area;
- Improving the quality of teaching to EAL pupils in schools. This has been achieved through raising awareness among other teachers about EAL pupils' needs but in some instances, particularly in Swansea through providing training to teachers to help them tailor their teaching to help EAL learners access the curriculum; and
- Improving home school links. This has been achieved through recruiting staff with the same home language as pupils, and using the staff to communicate with parents through letters and interpretation, and providing support at parents' evenings.

Cross cutting themes

4.52 The MELAP business plan sets out two cross cutting themes that the project would have an impact on. These were equal opportunities and environmental sustainability.

4.53 The project aimed to contribute to equal opportunities by providing support to pupils with EAL needs, working with parents to improve home school links and community relations, mentoring schemes around transition, supporting young people before and during work placements, helping young EAL learners overcome barriers to access the education system, share good practice of EAL provision between professionals, and improved attainment of EAL learners.

4.54 There is compelling evidence that MELAP has contributed to equal opportunities by enabling pupils who have received support in school to improve their English ability have done so, which is helping them to access the curriculum. Pupils have indicated that home school links are strong because of bilingual teaching assistants, who can translate school documents and communicate with parents who cannot speak English. The addition of bilingual

teaching assistants at parents' evenings has helped to improve attendance of parents of EAL learners.

- 4.55 There is little evidence that there has been support prior to and during work placements. Although staff providing support through MELAP offer advice and guidance to pupils around careers and future plans, they have not become involved in organising work placements. However, the staff employed through MELAP do offer support to pupils around transition, particularly around subject choices and what a pupil plans to do after they complete compulsory education.
- 4.56 The project aimed to contribute to the environmental sustainability theme by improving EAL learners' access to environmental education and minimising environmental impacts in delivery (for example, increasing the use of ICT for communication to reduce travel, using recycled materials, incorporating environmental management into induction and training procedures).
- 4.57 It is difficult to assess which of these aims has been achieved owing to the lack of data available on these aspects. Improving EAL learners' English ability should have helped them to access the curriculum. In Ceredigion, ICT was trialled to provide distance support to one pupil, which reduced travel for a teaching assistant.

Key summary points

- 4.58 In the original business case, MELAP was set targets for the number of pupils to be supported, number of home language qualifications to be achieved and the number of positive outcomes to be achieved (measured as pupils improving their English language ability by at least one stage). These targets were revised in two re-profiling exercises. The project as a whole managed to achieve 100 percent of the final target for pupils supported, with all LAs achieving at least 90 percent of their target. The project achieved 93 percent of the final target for home language qualifications achieved, with four LAs achieving 100 percent or more of their target; and 82 percent of the final target for positive outcomes was achieved, with two LAs achieving more than their target, and two LAs achieving around half of their target.
- 4.59 The percentage of supported pupils, whose English language ability improved by at least one stage on the Welsh Government's scale, was around 55 to 65 percent in most LAs. The exceptions to this were Blaenau Gwent and Neath

Port Talbot (with higher than average proportions of pupils achieving an improvement in English), and Swansea, with a lower than average proportion of pupils achieving a full stage improvement in English during the programme. Possible explanations for this are the large number of EAL pupils in Swansea (meaning they receive fewer hours of direct support on average), or the different approach taken in Swansea compared to the other LAs. The number of years support a pupil received, and the level of English ability when a pupil started receiving support both seemed to have a relationship with the proportion of pupils achieving at least a one stage improvement in English. The lower the initial level of English language ability meant a higher proportion of pupils achieving a one stage improvement in English language ability. Likewise, the longer the period a pupil had received support for, the higher the proportion of pupils who had achieved at least a one stage improvement in their English language ability.

- 4.60 The pupil and delivery staff surveys and the qualitative research indicated that pupils and staff are positive about the impacts of the activities provided through MELAP. Eighty-two percent of pupils felt that the support they receive had helped them to improve their English language; 76 percent felt it had helped them achieve better results in class and in tests; and 74 percent felt it had helped them to understand their teachers. This was re-enforced by the results of the delivery staff survey, with most of the staff feeling that the activities they deliver had improved pupils' levels of English, their achievement in class, and their future life chances. This was also the view of the secondary school teaching staff, with many noticing the difference in quality of work and attitude of the EAL pupils receiving support. The staff also felt that the activities they were delivering were improving the knowledge and skills of secondary school teaching staff.
- 4.61 However, this view was not universally shared by secondary school teachers. In all areas, EAL teachers, bilingual teaching assistants and teaching staff felt that the profile of EAL services had improved, and that there were more resources to draw on in secondary schools to support pupils with EAL needs. Some felt that although they had received training, the training was not very useful as it did not provide enough practical examples, or it took place on a busy inset day. If the teacher did not have classes with any EAL learners immediately they would forget the training they had received, and their practices would not

change. Teachers in Swansea were much more positive about the programmes of capacity building training and support they had received, and the impact it had on their teaching practices, which confirmed that the EAL knowledge and skills of secondary school teaching staff had improved in Swansea.

4.62 There is strong evidence that MELAP has addressed equal opportunities. It has enabled pupils to improve their English language ability in order to access the curriculum and participate more fully in other school activities and for parents to participate in their children's education. It has not supported pupils with work placements which was one of its ambitions nor is there evidence that it has contributed to environmental sustainability.

5 Added value of the project

5.1 This chapter explores the difference the project has made in terms of its additional resourcing to nine LAs and its legacy. This draws on data about the service before MELAP, comparative data for LAs in Wales participating and not participating, and the case study interviews.

Additionality

Additional activities

5.2 Table 5.1 shows the increase of resources through MELAP funding based on resources provided prior through MEAG only in each of the participating LAs. For most outcomes, this was done by comparing the situation in July 2010 with July 2013, and in the case of training courses a comparison with the situation before MELAP (without consideration of whether it was delivered through MEAG). Table 5.1 shows that:

- The number of staff providing EAL support activities has increased in all the LAs. This change can be observed for both types of staff (bilingual teaching assistants (BTA) and EAL teachers) except in Pembrokeshire which invested in increasing bilingual teaching assistants only;
- In all cases the additional staffing has allowed more pupils to be supported in all LA areas, with a total of 386 additional pupils receiving support in July 2013 compared to July 2010. As a proportion of those supported in 2010, this is a particularly large increase in Neath Port Talbot and Pembrokeshire (220 percent and 172 percent increase respectively). The increase in the number of pupils supported in all areas is due mainly to supporting pupils who were already at the school (or at a feeder primary school) and who were not receiving support, with a small amount of the increase due to new pupils arriving from their home country (causing an increase in the EAL population).
- The average number of hours of support provided to each EAL pupil per week has increased in all but two areas. In Blaenau Gwent and Merthyr Tydfil this is quite substantial. Where there has not been an increase in the hours of support per week: in Neath Port Talbot, the EMAS service is relatively new

so the additional staff time has been split between providing support for more pupils and establishing the service in schools in the area. In Pembrokeshire, the level of support per pupil per week was already relatively high (over three hours a week), so the additional staffing has allowed more pupils to access a high level of support as shown below;

- All but two areas have provided more training for teaching staff than they had done. An estimated additional 538 secondary school staff have received training although the duration of the training has varied.

Table 5.1 Additionality of MELAP

Local Authority	Change in number of BTA FTE		Change in EAL teacher numbers		Change in number of pupils supported ⁷³		Change in average support hours per pupil		Change in the number of staff being trained	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Blaenau Gwent ⁷⁴	0.5	-	1.1	-	31	-	1.2	-	0	-
Carmarthenshire	1.1	67%	2.1	420%	15	20%	0.2	26%	167	418%
Ceredigion	3.3	367%	1.0	150%	50	125%	0.7	54%	2	0%
Conwy	1.0	-	1.6	48%	28	49%	0.2	20%	50	125%
Denbighshire										
Merthyr Tydfil	1.8	55%	1.5	1500%	52	153%	1.5	238%	0	0%
Neath Port Talbot	1.6	-	0.4	33%	33	220%	0	0%	53	241%
Pembrokeshire	8.1	270%	0	0%	62	172%	0	0%	84	8400%
Swansea	5.1	111%	5.2	60%	115	14%	0.2	33%	182	264%
Total	22.4		12.9		386				538	

Source: LA project managers

⁷³ The changes reported here use a base value of the number of secondary school pupils being supported in July 2010 through MEAG funding.

⁷⁴ The project manager in Blaenau Gwent stated that no support was provided there in July 2013, therefore no percentage change can be calculated.

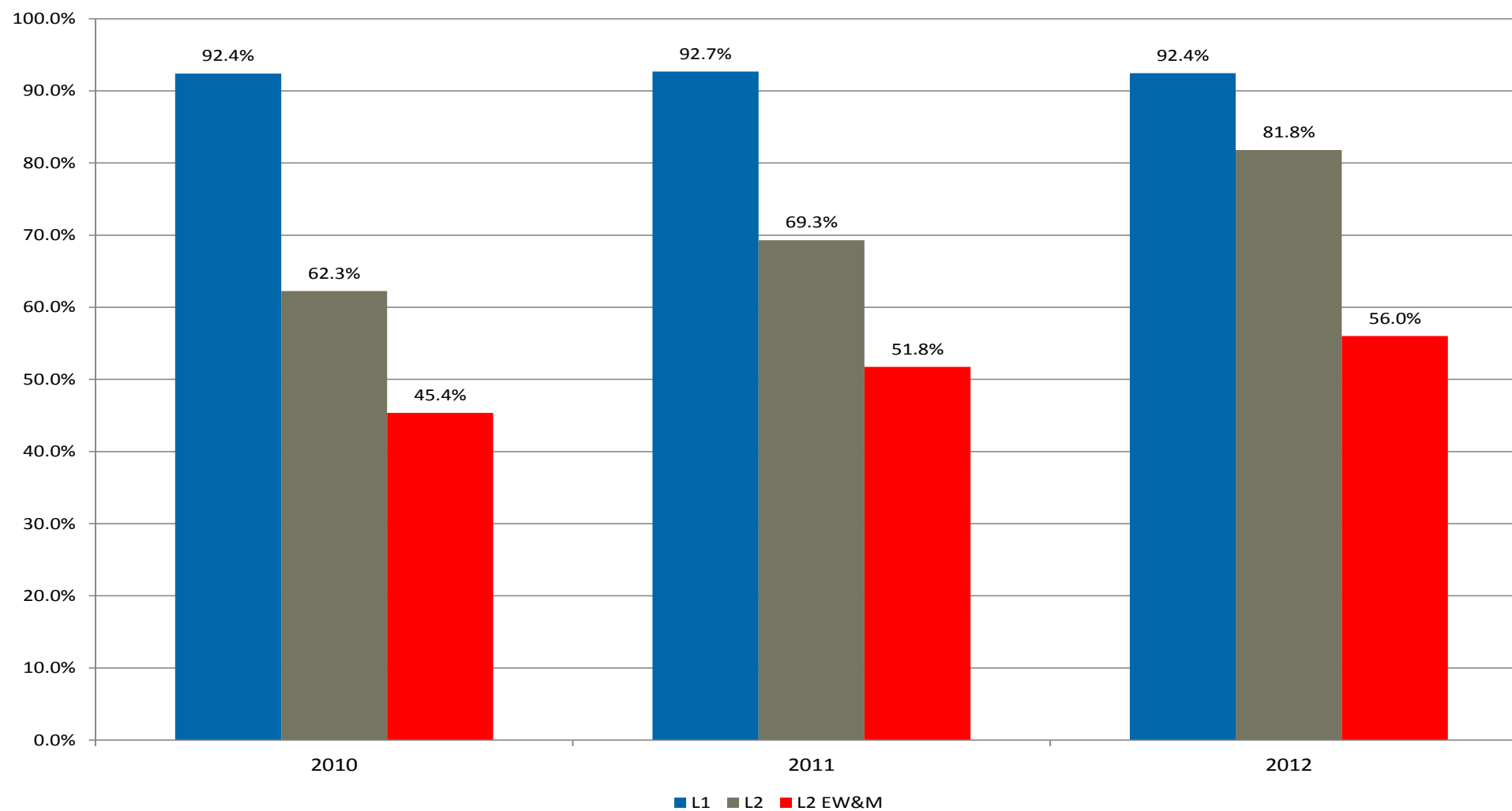
- 5.3 Apart from training which has been intensified in Swansea and introduced in others, the LA project managers reported that most of the activities provided through MELAP were activities which were already being provided through MEAG funding prior to September 2010.
- 5.4 What it has allowed is an expansion, especially for in-class and out-of-class support. More pupils are supported, and there are staff with a wider variety of languages, which means more pupils can have support in their home language. The wider variety of languages means that more pupils can receive support from staff to study towards a home language qualification. The increase in the number of staff has also allowed EAL staff to offer more pastoral care to EAL pupils, and more schools now have a dedicated EAL area, which allows pupils to “drop in” for pastoral support.
- 5.5 However it has also allowed most of the EMAS services to introduce at least one new activity. The following activities are new activities being provided for the first time in at least one area due to MELAP funding:
- Provision of after school study groups;
 - Providing training for secondary school teachers;
 - Capacity building training in Swansea;
 - Distance support;
 - Providing EAL support at parents evenings;
 - Providing support for home language qualifications; and
 - Provision of ESOL classes for parents.
- 5.6 Most of the LA project managers reported in their interviews drawing on the experience of other LAs, such as Swansea, which have a longer experience of integrating EAL pupils in their schools.

Achievement

- 5.7 In order to examine the impact of MELAP, the achievement of EAL pupils over the last few years can be compared with non-EAL pupils. There are relatively small numbers of EAL pupils taking GCSEs in each year but if the project is effective it should be having some return on their achievement at GCSE especially in narrowing the gap with non-EAL pupils who will not have been assisted.

5.8 Figure 5.1 shows the percentage of all EAL pupils in the MELAP LAs achieving level 1 at Key stage 4 (at least five GCSEs or equivalent qualifications at grade A*-G); the percentage of all EAL pupils achieving level 2 (at least five GCSEs or equivalent qualification at grade A*-C); and the percentage of all EAL pupils achieving level 2 English or Welsh and Maths (EW&M) (at least five GCSEs or equivalent qualification at grade A*-C, including EW&M). The percentage of EAL pupils achieving level 1 has remained fairly constant over the three years at about 92 percent, but the percentage of pupils achieving level 2 and level 2 EW&M has increased between 2010 and 2012 in the MELAP areas, by 20 and 11 percentage points respectively.

Figure 5.1 Achievement of all EAL pupils taking GCSE examinations in MELAP areas, 2010-2012

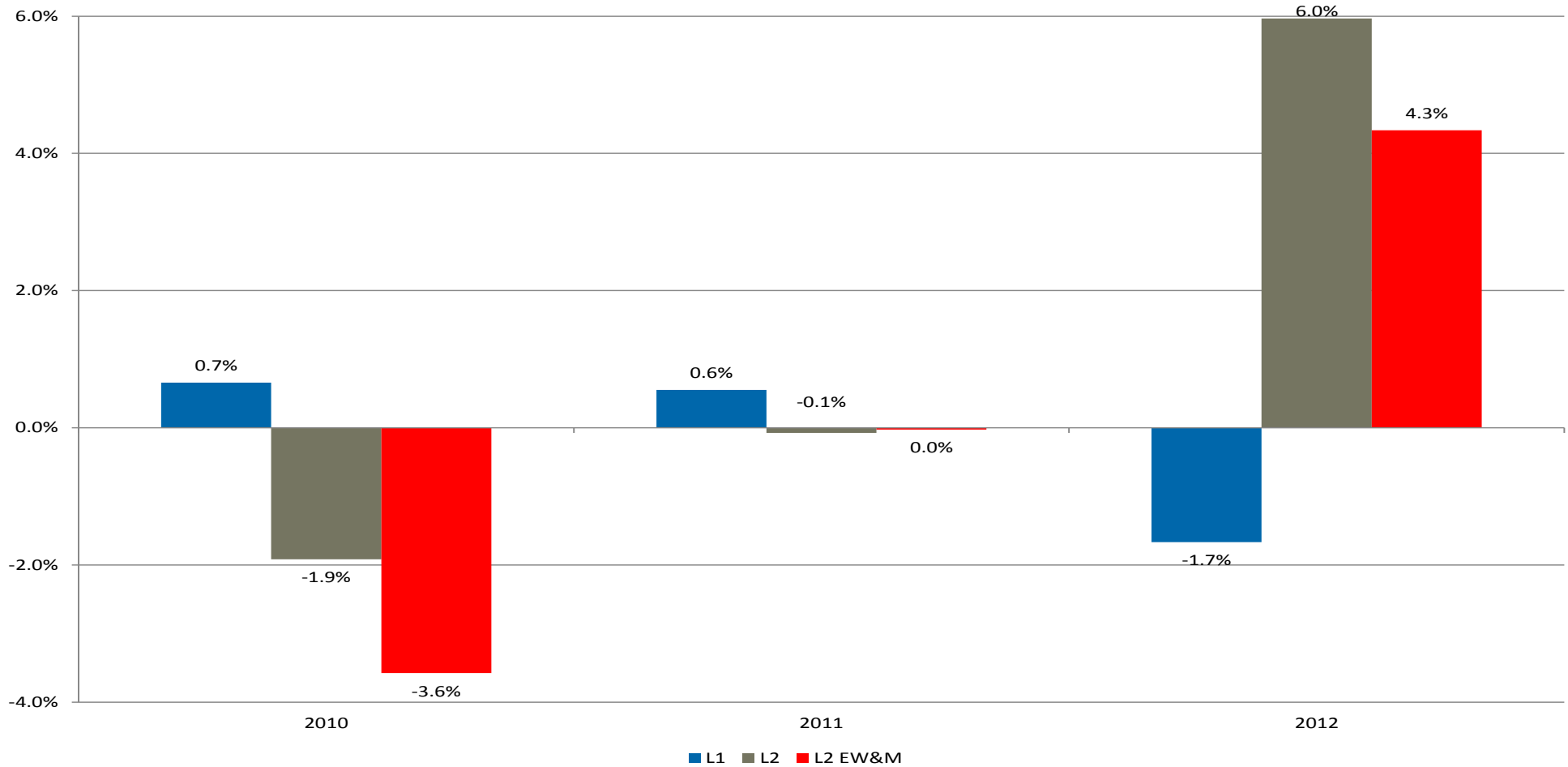


Source: PLASC data, 2013.

Base = 2010: 302; 2011: 342; 2012: 357.

- 5.9 While the achievement of EAL learners has improved between 2010 and 2012, the results for non-EAL learners have also improved at the same time (see Annex 4). For achievement at level 1, the increase for non-EAL learners is larger than for EAL learners (which has remained constant).
- 5.10 However, for achievement at level 2 and level 2 EW&M, the increase in achievement among EAL learners has been higher than the increase for non-EAL learners (a 20 percentage point improvement for EAL learners compared to a 12 percentage point increase for non-EAL learners at level 2; and an 11 percentage point improvement for EAL learners compared to a three percentage point increase for non-EAL learners at level 2 EW&M).
- 5.11 This means that the gap between EAL and non-EAL pupils in the areas providing MELAP has changed markedly at level 2 and level 2 EW&M (see Figure 5.2), with EAL learners now outperforming non-EAL learners. The difference in percentage of EAL learners achieving level 2 compared to non-EAL learners has changed from -3.9 percentage points to +6.0 percentage points, with the difference at level 2 EW&M changing from -3.6 percentage points to +4.3 percentage points.

Figure 5.2 Difference between the achievement of EAL learners and non-EAL learners taking GCSE examinations in MELAP areas, 2010-2012



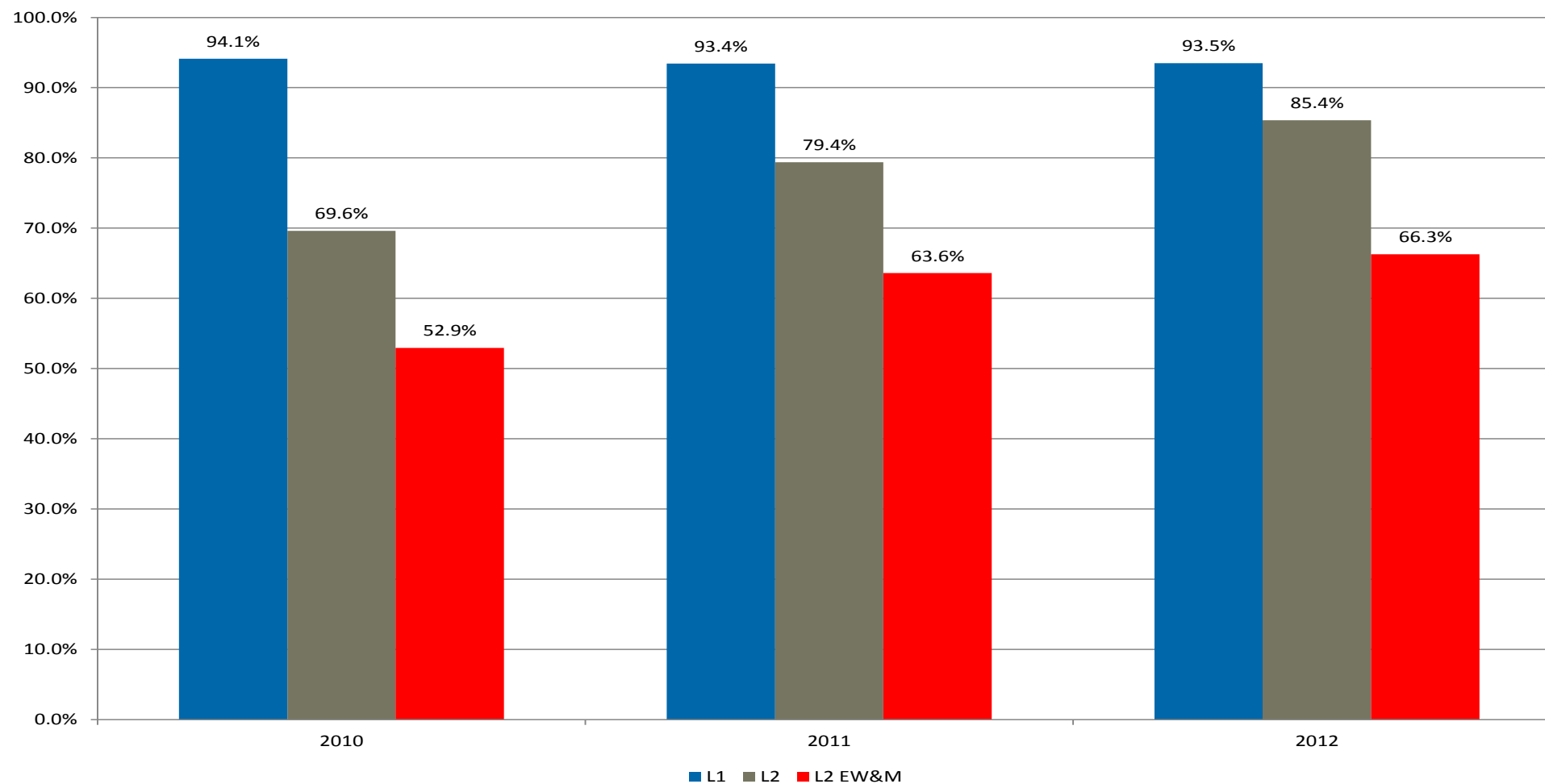
Source: PLASC data, 2013.

Base: EAL learners = 2010: 302; 2011: 342; 2012: 357.

Non-EAL learners = 2010: 12,366; 2011: 11,829; 2012: 11,740.

5.12 It is possible that the extent of the increase reflects changes in characteristics of the EAL pupils taking the examinations. Characteristics which are known to affect achievement and are observed by PLASC are Special Educational Needs (SEN) and entitlement to Free School Meals (FSM). Figure 5.3 shows the achievement of EAL pupils in the MELAP areas when pupils with SEN and FSM entitlement are excluded from the analysis. This shows the same pattern and trend, with level 1 achievement remaining constant, and level 2 and level 2 EW&M showing marked increases (an increase of 15.8 percentage points at level 2 and 13.4 percentage points at level 2 EW&M). This suggests that the increase in performance of the EAL learners is not due to a difference in either FSM entitlement or SEN between the years.

Figure 5.3 Achievement of EAL pupils taking GCSE examinations in MELAP areas (excluding pupils with SEN and FSM entitlement), 2010-2012

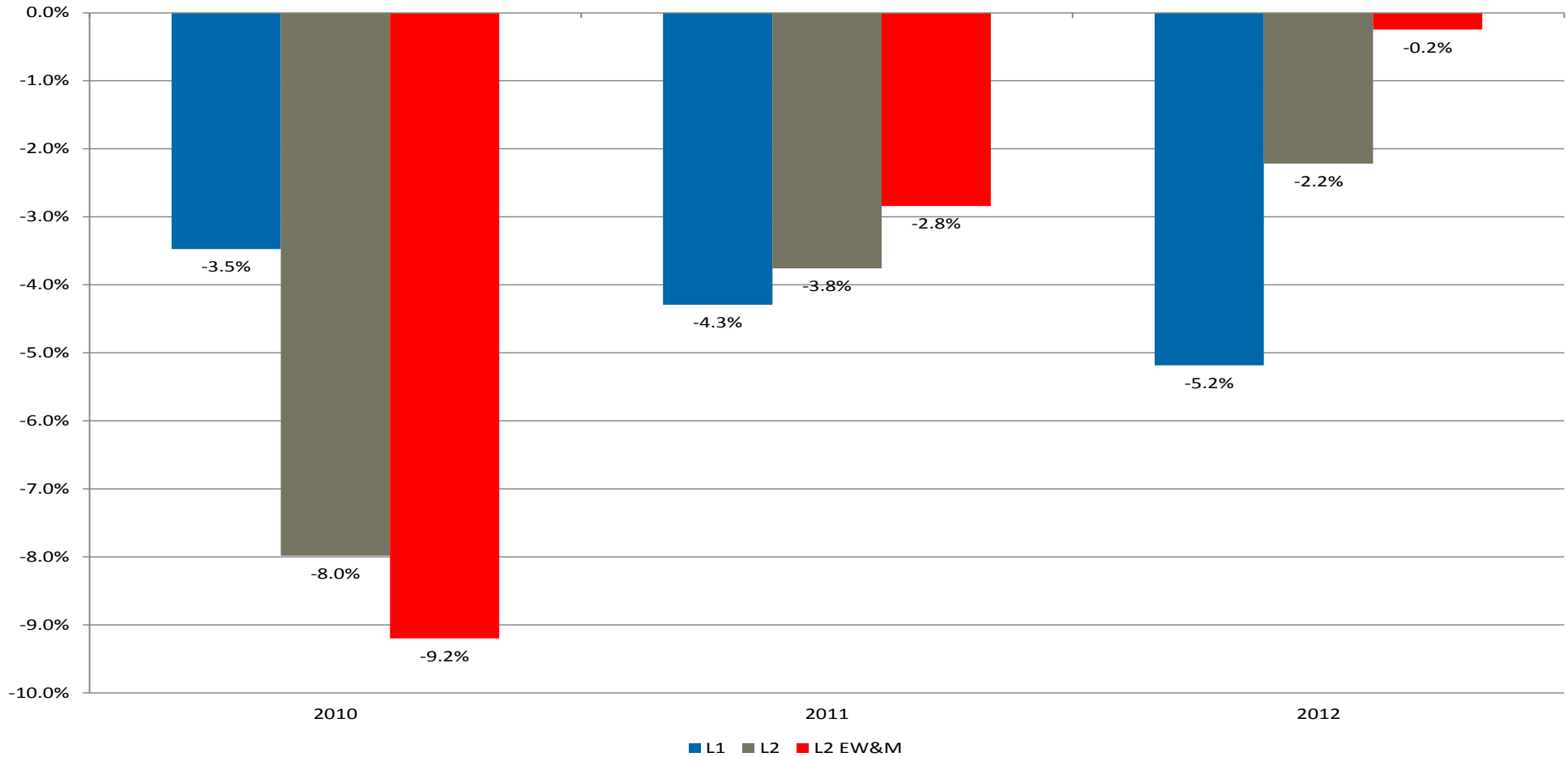


Source: PLASC data, 2013.

Base = 2010: 204; 2011: 228; 2012: 246.

- 5.13 A comparison of EAL learners and non-EAL learners excluding pupils with SEN and entitlement for FSM shows again that the improvement in achievement for EAL learners has been larger than for non-EAL learners at level 2 and level 2 EW&M (see Annex 4). The comparable increases are 15.8 percentage points for EAL learners compared to 10 percentage points for non-EAL learners at level 2; and 13.4 percentage points for EAL learners compared to 4.4 percentage points for non-EAL learners at level 2 EW&M.
- 5.14 Although Figure 5.3 shows that the achievement of EAL pupils has increased, the aim of MELAP was to help narrow the gap in achievement between EAL learners and their peers. Figure 5.4 shows the percentage point difference between the achievement of EAL learners and non-EAL learners (excluding pupils with SEN and FSM entitlement). This shows that:
- Although the percentage of EAL learners achieving a level 1 qualification has remained constant for EAL learners, they are falling behind non-EAL learners because more of them are achieving a level 1 qualification;
 - At level 2 and level 2 EW&M, the achievement of EAL pupils is improving faster than non-EAL peers so the gap has shrunk (at level 2 it has fallen from 8 percentage points to 2.2 percentage points) and virtually disappeared for level 2 EW&M (with a 9 percentage point change).

Figure 5.4 Difference between the achievement of EAL learners and non-EAL learners taking GCSE examinations in MELAP areas, 2010-2012 (excluding pupils with SEN and FSM entitlement)



Source: PLASC data, 2013.

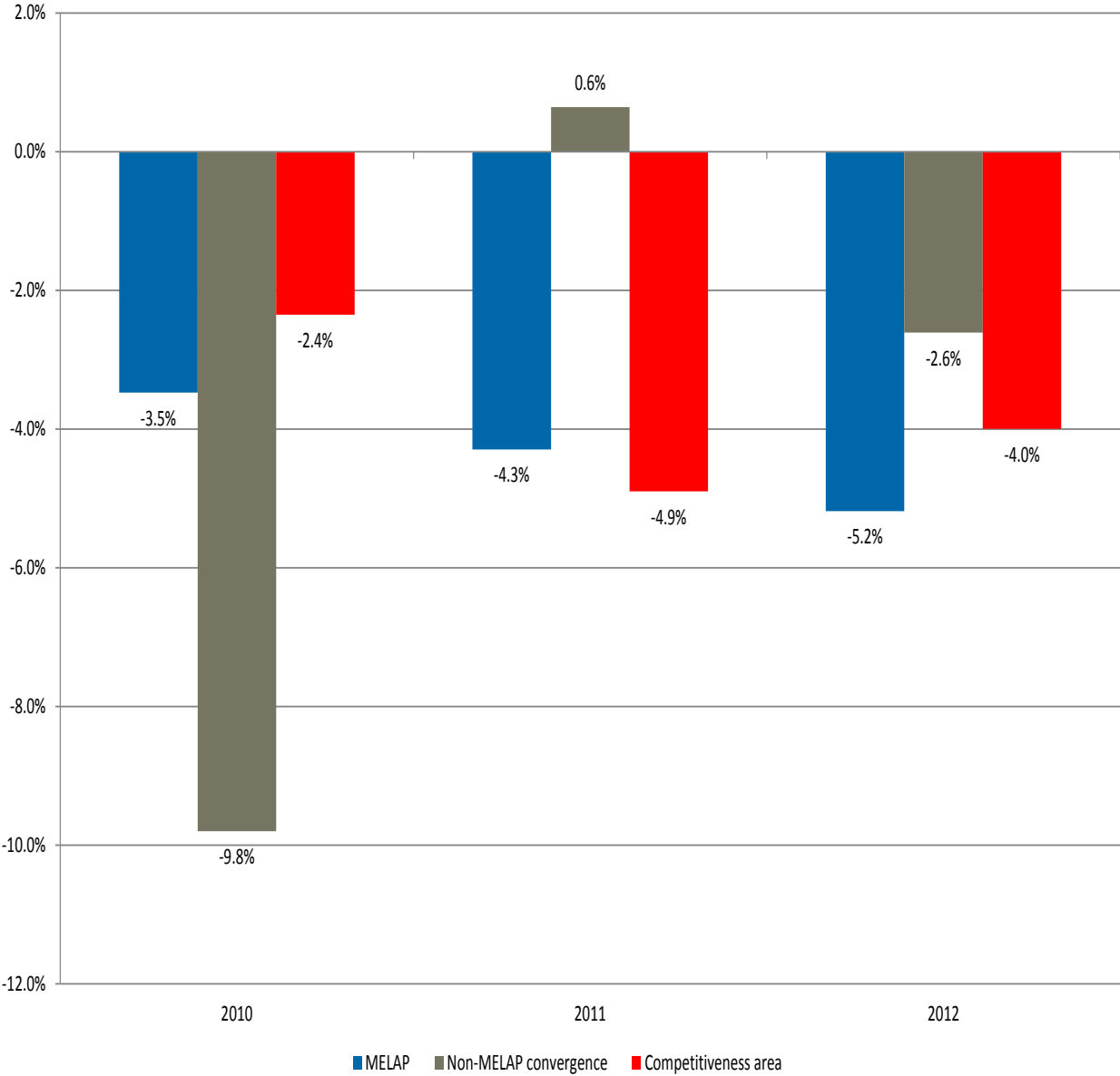
Base: EAL learners = 2010: 204; 2011: 228; 2012: 246.

Non-EAL learners = 2010: 8,595; 2011: 7,878; 2012: 7,724.

- 5.15 Although the evidence above shows that achievement for EAL learners in the MELAP areas has improved and the gap is narrowing, the change could be due to a Wales-wide policy which is leading to improvements for all EAL pupils. Therefore, it is important to compare the change in performance in the MELAP areas to the rest of Wales. Two comparator groups have been used. These are: the rest of the ESF-convergence area which decided not to take up MELAP funding; and the Competitiveness area, where LAs could not claim for MELAP funding.⁷⁵
- 5.16 Figure 5.5 to Figure 5.7 shows the percentage point difference in achievement between EAL learners and their non-EAL peers (excluding SEN and FSM entitled learners) in the three comparative areas. The non-MELAP ESF Convergence area do not show a consistent pattern which is probably because of the relatively small number of EAL learners each year in this group. Therefore, it is probably more appropriate to compare the results of the MELAP area to the Competitiveness area.
- 5.17 Figure 5.5 shows that in both the MELAP areas and the Competitiveness areas, the percentage of EAL learners achieving a level 1 qualification is lower than their non-EAL peers, and the gap has widened since 2010 (although in the non-convergence area the gap narrowed slightly between 2011 and 2012). This would suggest that MELAP funded activities have not had a positive impact on narrowing the gap between EAL and non-EAL learners at level 1 achievement.
- 5.18 However, Figure 5.6 and Figure 5.7 present a different picture. These show that at level 2, the gap between EAL learners and their non-EAL peers is narrowing significantly in MELAP areas, but in the Competitiveness area, there has not been a large reduction in the gap between the achievement of EAL and non-EAL learners. At level 2 EW&M, the gap between the achievement of EAL learners and non-EAL learners has decreased markedly in MELAP areas, whereas in the Competitiveness area the gap seems to have widened.
- 5.19 It is possible that other initiatives applying only in the Convergence area have affected these results but it does suggest a relationship with MELAP which has supported most EAL pupils.

⁷⁵ Local Authorities in the Convergence area which have not taken part in MELAP are: Rhondda Cynon Taff; Caerphilly, Torfaen, Bridgend, Gwynedd and Anglesey; Local Authorities in the Competitiveness area are: Monmouthshire, Newport, Cardiff, Vale of Glamorgan, Powys, Wrexham and Flintshire.

Figure 5.5 Percentage point difference between the achievement of EAL learners and non-EAL learners at level 1 (excluding SEN and FSM entitled learners), 2010-2012



Source: PLASC data, 2013.

Base: MELAP area EAL learners = 2010: 204; 2011: 228; 2012: 246.

MELAP area non-EAL learners = 2010: 8,595; 2011: 7,878; 2012: 7,724.

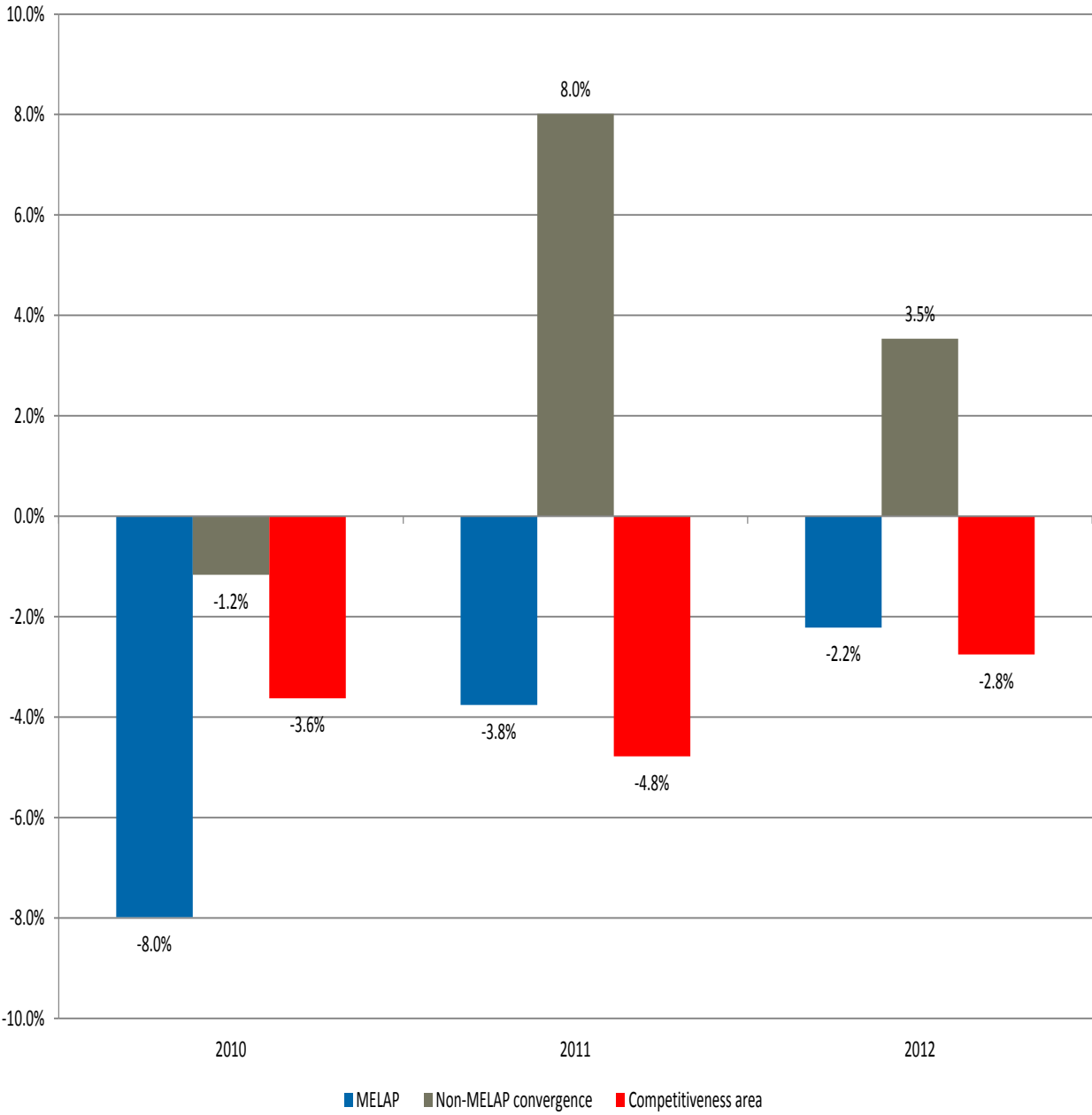
Non-MELAP convergence area EAL learners = 2010: 89; 2011: 94; 2012: 120.

Non-MELAP convergence area non-EAL learners = 2010: 7,415; 2011: 7,037; 2012: 6,696.

Competitiveness area EAL learners = 2010: 607; 2011: 669; 2012: 789.

Competitiveness area non-EAL learners = 2010: 8,341; 2011: 8,045; 2012: 7,787.

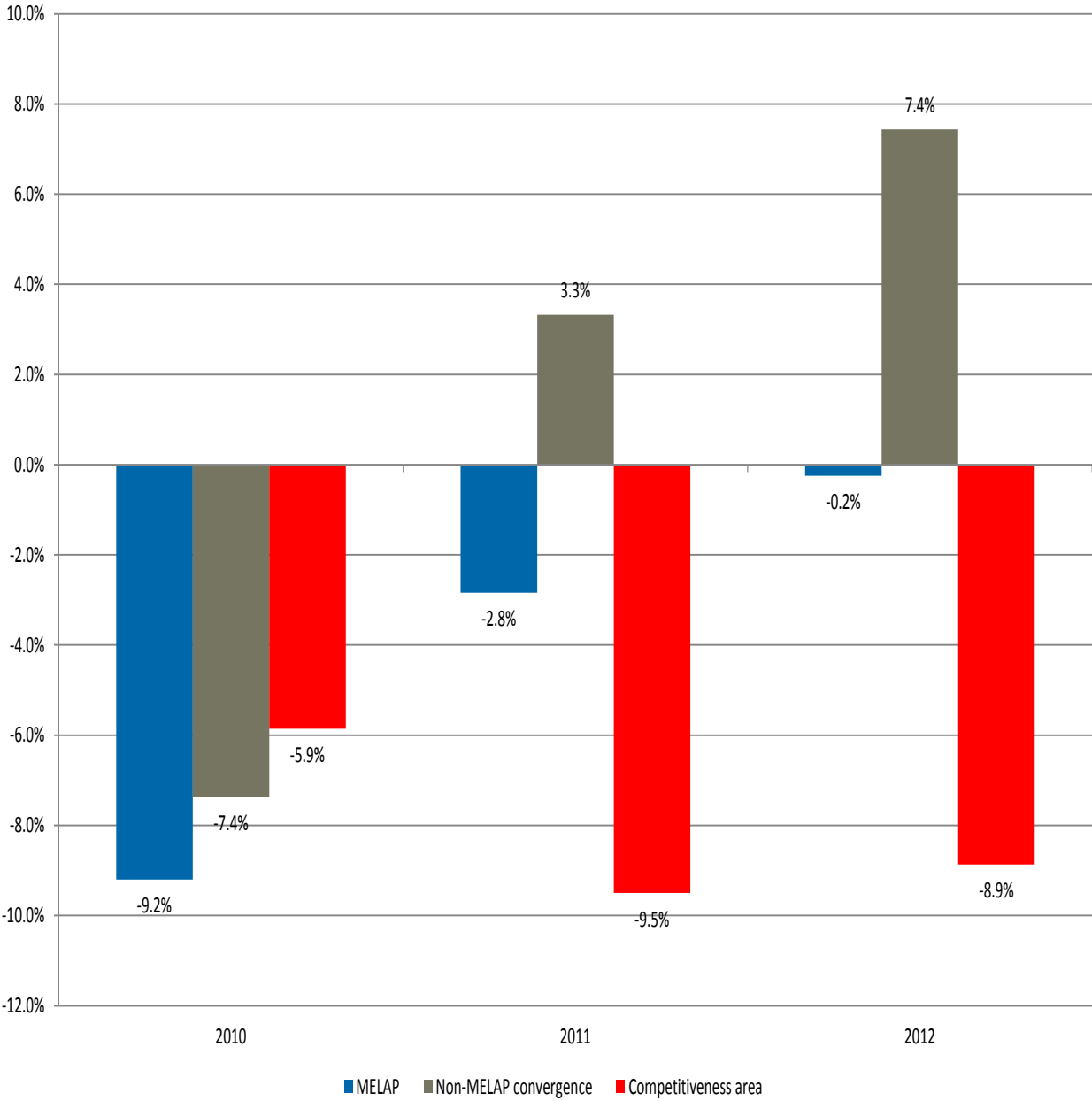
Figure 5.6 Difference between the achievement of EAL learners and non-EAL learners at level 2 (excluding SEN and FSM entitled learners), 2010-2012



Source: PLASC data, 2013.

Base: MELAP area EAL learners = 2010: 204; 2011: 228; 2012: 246.
 MELAP area non-EAL learners = 2010: 8,595; 2011: 7,878; 2012: 7,724.
 Non-MELAP convergence area EAL learners = 2010: 89; 2011: 94; 2012: 120.
 Non-MELAP convergence area non-EAL learners = 2010: 7,415; 2011: 7,037; 2012: 6,696.
 Competitiveness area EAL learners = 2010: 607; 2011: 669; 2012: 789.
 Competitiveness area non-EAL learners = 2010: 8,341; 2011: 8,045; 2012: 7,787.

Figure 5.7 Difference between the achievement of EAL learners and non-EAL learners at level 2 EW&M (excluding SEN and FSM entitled learners), 2010-2012



Source: PLASC data, 2013.

Base: MELAP area EAL learners = 2010: 204; 2011: 228; 2012: 246.
 MELAP area non-EAL learners = 2010: 8,595; 2011: 7,878; 2012: 7,724.
 Non-MELAP convergence area EAL learners = 2010: 89; 2011: 94; 2012: 120.
 Non-MELAP convergence area non-EAL learners = 2010: 7,415; 2011: 7,037; 2012: 6,696.
 Competitiveness area EAL learners = 2010: 607; 2011: 669; 2012: 789.
 Competitiveness area non-EAL learners = 2010: 8,341; 2011: 8,045; 2012: 7,787.

Legacy

Pupils

5.20 More pupils achieving GCSEs for example especially in English and Maths and for those achieving GCSEs and A levels in their home language, should mean that more will be able to progress to further and higher education with benefits in terms of future employment. Delivery and teaching staff interviewed have reported improved progression because of pupils achieving higher grades especially in English.

Staff

5.21 For the schools and teachers involved in the project many have indicated the longer term benefits of training and having a better resourced EMAS. In Swansea in particular, through the capacity building carried out with secondary school subject teachers there should be a long-term impact, as EAL pupils who are taught by these teachers will be able to understand the lessons with less or minimal additional help. As the teachers have already integrated these new strategies into their teaching practices, they should continue to teach in this manner. Undertaking further training of subject teachers may not be possible with the withdrawal of the additional funding.

5.22 In all LAs, delivery staff and subject teachers reported an increased awareness of EAL services by teaching staff. This is unlikely to disappear when MELAP funding is withdrawn and the amount of support may fall. The teaching staff know better who to contact about pupils with EAL issues, and should continue to do so after the end of the project. The improved relationship between EAL services and subject teachers should continue to benefit EAL learners.

5.23 In all LAs, some of the EAL support staff have used their time to develop teaching materials, and purchased materials which can continue to be used in future lessons. These include subject specific vocabulary lists, bilingual dictionaries and games. All of these resources can continue to be used in the schools, and most are stored in an EAL room, so that staff know where to go to find them. New practices to improve home school links should also be

maintained, such as the translations of letters and EAL support staff attending parents' evenings.

5.24 For EMAS teams, the project has provided a better qualified workforce and a potentially larger pool of EAL teachers and teaching assistants to draw on.

Sustainability

5.25 At least three LAs have been able to use evidence of the impact of their activities carried out through MELAP to secure additional funding to continue a proportion of the activities for another year. This has come from different sources (either from the LAs themselves or from individual schools). This shows that stakeholders other than those directly involved in the delivery of MELAP have seen the benefits it brings, and have been willing to invest in the activities. In Swansea, the capacity building training is continuing in at least one secondary school, who are funding the training from their school budget. This is because they have seen the benefit the training has, and feel that the training is worth the extra investment to raise pupil performance.

Key summary points

5.26 The additional resource the MELAP funding has provided has allowed all LA areas to increase the number of staff providing support in secondary schools compared to the situation before MELAP. This in turn has allowed more EAL pupils to receive support in all areas, with an additional 386 pupils receiving support across all LAs. All but three LAs had increased the average hours of direct support EAL pupils receive per week. This indicates that the MELAP funding has been used to provide more support to more EAL pupils.

5.27 In six LAs, the number of secondary school staff receiving training for EAL has increased. This is with the aim of improving the skills and knowledge of secondary school staff. As highlighted in section 4, the results of this additional training have been mixed, but the increase in the number of teachers receiving training shows that at the very least, LA EMAS teams have provided the opportunity for secondary school staff to improve their knowledge and skills in EAL.

- 5.28 While EAL learners achieving level 1 at Key Stage 4 has not changed in the MELAP LAs over the lifetime of the project, their attainment at level 2 improved by 15.8 percentage points and at level 2 English, Welsh and mathematics (EW&M) by 13.4 percentage points. One of the aims of the project was to narrow the gap between the attainment of EAL pupils and other pupils. The PLASC data suggests that this has happened, with the difference between the achievement of EAL and non-EAL learners narrowing by 5.8 percentage points at level 2 and by nine percentage points at level 2 EW&M.
- 5.29 The PLASC data allowed a comparison between the areas receiving MELAP funding and the areas that did not. This shows that the narrowing of the gap between EAL and non-EAL learners in MELAP areas has not been matched by a similar narrowing of the gap in the Competitiveness area. While at level 2 it improved by 9 percentage points in the MELAP areas, it rose by 4 percentage points in the Competitiveness area. This suggests that MELAP has contributed, along with other funding to improve achievement in the Convergence area, to improve the achievement of EAL learners and narrow the achievement gap.

6 Conclusions and recommendations

6.1 In this chapter an overview of what MELAP has achieved is followed by a systematic assessment of the project against its aims, objectives and targets. This draws on all the evidence in chapters 2, 3, 4, and 5. This is followed by a consideration of how the project could have been more efficient and effective and what learning can be drawn from the evidence and the experience to inform both the Welsh Government's policies and funding and practice in LAs and schools. Some recommendations are made.

What has MELAP achieved

- 6.2 MELAP has provided additional resourcing to LAs to assist schools and their pupils with EAL needs. It is clear that the resourcing has enabled more pupils to be assisted, a greater amount of assistance to be provided and for additional means of assistance to be provided. The extent of each of these has varied between the LAs in the Convergence area participating in MELAP.
- 6.3 While the project has fallen short of its original targets, it has come close to achieving its revised targets (with a matched reduction in expected expenditure) for assisting pupils with EAL needs, achieving improvements in English language competences, and achieving recognition for home language competences. As a consequence the programme has achieved its first objective to overcome barriers to learning for pupils with EAL needs in secondary education. Without the funding it could be argued that some pupils with EAL needs would not have been assisted or they would have had less support.
- 6.4 It is clear that MELAP has contributed to the educational attainment of pupils with EAL needs. While it has helped to raise competences in English for most pupils and provided assistance to gain GCSEs and A levels in foreign languages, it has also helped to raise the achievement of EAL pupils in GSCEs, including the attainment of Grade C and above in English and mathematics and narrowing the gap with non-EAL pupils. This is evident from comparisons with EAL pupils in the Competitiveness area between 2010 and 2012 where there has not been a narrowing of the gap. This should enhance such learners' prospects of moving into further and higher education, employment or training

although there is no data to support this because it was not included in the PAR. As a consequence the programme has achieved its second objective to improve levels of attainment.

- 6.5 Within the programme as a whole there have been activities to build the capacity of the specialist workforce in EMAS teams and the capacity of classroom subject teachers to teach pupils with EAL needs effectively. Teachers who have had in depth training and support generally believe this has helped their engagement of pupils and their ability to learn. This has not happened in all the LAs. Many authorities also extended activities within the programme to engage EAL pupils' parents and used the bilingual teaching assistants providing support to learners to increase their wider support to teachers, pupils and parents. As a consequence the programme has made some progress to achieving its third objective to improve levels of engagement.

How well has MELAP worked

- 6.6 Table 6.1 to Table 6.3 below bring together the key findings to address the research questions for the evaluation set out in section 1.3.

Table 6.1 Consideration of design and development issues

Expectation	Worked well	Challenges
Continued relevance in meeting needs of EAL pupils	Met needs of growing demand for EAL from pupils with a wide range of home languages	
Fit for purpose activities and approaches chosen	<p>Followed tested approaches and good practice guidance in the main</p> <p>Focused activity on increasing assistance both one to one (bilingual teaching assistants) and for groups (classroom teachers) which are established means for integrated learning for EAL pupils</p> <p>Some LAs, but particularly Swansea, focussed on capacity building to assist specialist subject classroom teachers to teach EAL pupils with and</p>	<p>Except in Swansea, developing in depth training for classroom teachers which could make a substantive difference to practice</p> <p>Designing and delivering suitable activities other than direct classroom assistance and training to support the integration of EAL pupils and their competence in English</p>

Expectation	Worked well	Challenges
	<p>without bilingual teaching assistants</p> <p>Flexibility for LA EMAS teams to match needs and revise arrangements to reflect their assessment of needs</p>	
Appropriate and achievable targets and use of resources	Allocation of the budget and targets to LAs for local decision making about spending according to ESF requirements	<p>Setting realistic (original and revised) ESF targets to reflect needs, forecasts and resources allocated</p> <p>Setting targets for other outcomes to reflect objectives of the programme (building capacity, progression, integration)</p>
Effective processes to set up delivery of activities	<p>Provision of training for EMAS team members and recruits to develop their skills</p> <p>Adjustment of experience requirements to expedite recruitment of bilingual teaching assistants with appropriate home language skills</p>	<p>Recruiting bilingual teaching assistants and EAL teachers when there was a limited pool of candidates with all relevant skills</p> <p>Overcoming inflexible LA recruitment processes</p> <p>Resourcing the management and delivery of new activities such as training and non-classroom support</p> <p>Establishing common systems to collect MI required</p>

6.7 This indicates that the programme continued to meet the needs of pupils and generally gave LAs the flexibility to shape their response and actions. However, many (if not all) of the LAs faced difficulties in expanding or adapting their activities with the additional funding. Issues around recruiting additional staff with appropriate skills might well have been anticipated although the flexibility in the programme enabled some to respond positively. Issues around target setting suggest inadequate management information systems and poorly costed plans.

Table 6.2 Consideration of delivery and performance issues

Expectation	Worked well	Challenge
<p>Effective processes and structures for managing and monitoring delivery</p>	<p>Established PARs for EAL pupils in all LAs and (by the later stages of the programme) systems to monitor and report on ESF outcome targets</p> <p>Provision of oversight of LA performance and revision of targets and budgets that was broadly achievable</p>	<p>Establishing electronic records for monitoring by both EMAS team leaders and school based staff</p> <p>Variability in LA performance to achieve targets with resources allocated</p> <p>Difficulty in accounting for differences in allocations, costs and outputs achieved</p>
<p>Delivery of expected activities and outputs</p>	<p>Provision of new and/or expanded activities to assist EAL learners by all LAs so that the service was more rounded and holistic</p> <p>Near achievement of revised overall targets for numbers assisted, an improvement of one level in English and home language qualifications</p>	<p>Delivering training to classroom teachers and EMAS staff in some LAs</p> <p>Achieving revised targets in some LAs (variable performance)</p>
<p>Delivery of expected outcomes</p>	<p>Higher achievement at GCSE for EAL pupils in the MELAP areas, narrowed gap in achievement with non-EAL pupils</p> <p>Improved capacity with ability to assist pupils with EAL needs, particularly for classroom teachers in Swansea</p> <p>Pupil and practitioner perceptions of assistance largely positive in boosting pupil's ability to integrate and learn</p> <p>PASS evidence of improved scores in most fields with a greater increase among those supported throughout the period of the programme</p>	<p>Evidencing effect on progression and integration</p> <p>Evidencing effect of training; indications that short training interventions have had less effect</p>
<p>Efficiency and effectiveness of delivering outputs and outcomes</p>	<p>Expansion of activities that were known to work well</p>	<p>Discerning what impact components of the programme had and whether new activities (apart from classroom teacher training)</p>

Expectation	Worked well	Challenge
		made a difference
Achievement of cross cutting themes	Focus on English competence and higher competences achieved should enable EAL learners to better access curriculum (including environmental education)	Identifying any measurable effects on environmental sustainability Providing support for work placements

6.8 This indicates that the programme has broadly achieved its revised outputs and has contributed, as expected, to improving EAL learners' attainment of GCSEs, importantly narrowing the gap, and probably enabling them to progress. This supports the value of the assistance given towards giving all learners the opportunity to match their achievements to their abilities through acquiring competence in English and assistance to learn other subjects. This ought to be a priority for LAs and schools and a focus for pupil deprivation funding. However, it remains difficult to discern what aspects of additional support to pupils have made this difference.

Table 6.3 Consideration of added value issues

Expectation	Worked well	Challenges
The programme provides additionality	Funding increased the number of EAL learners assisted in all LAs Funding increased activities (depth and duration of support, staff available in EMAs teams, training programmes for classroom teachers) to differing degrees in all LAs Funding enabled qualifications to be achieved in home languages	
The programme provides a legacy	Systems for monitoring EAL pupils are embedded in all LAs Training has increased the capacity of classroom teachers in some LAs (especially Swansea) The available skilled specialist	Sharing practice and learning does not appear to have been a significant activity; learning from the Swansea experience of classroom teacher training Using monitoring information for central decision making and assessing the value of

Expectation	Worked well	Challenges
	<p>workforce for EMAS teams and schools has been increased and probably covers a wider range of home languages</p> <p>EMAS staff have a base in more schools and a higher profile</p>	<p>assistance by EMAS team leaders in all LAs</p>
<p>The programme is sustainable</p>	<p>One school is continuing to fund additional assistance from EMAS as are two LAs</p>	<p>Continuing to meet the current level of demand with lower resources for bilingual teaching assistants without increasing the ability of classroom teachers to manage</p> <p>Sustaining training and other activities</p>

6.9 This indicates that the programme has provided additionality. While it has also provided some foundation for improved performance from building capacity and systems to manage assistance to EAL learners more effectively, it is of concern that with the end of the programme resources for EMAS teams directly from the Welsh Government will reduce. More should have been made of the opportunity to improve the ability of classroom specialist subject teachers to integrate EAL learners with the learning through the way they teach and the way they work with specialists providing assistance. The Swansea experience suggests that this is good practice.

How could MELAP have been more efficient and effective

6.10 The findings suggest that in relation to management the key issues were:

- Profiling existing EAL learners and trends in numbers to set realistic targets for ESF outcomes which also reflected funding. If this had been more accurate, much less time would have been spent on revising these. While few of the project managers had experience of ESF and other grant funding requirements the inaccuracies and difficulties suggest poor systems were in place to monitor numbers, needs and trends and to forecast/allocate costs for intended activities with the increased funding. The wider availability of PARs

and the experience gained from recruiting additional staff (before being able to increase activities) and training may alleviate this in the future;

- Recruiting appropriate staff to expand the service and meet the needs of EAL learners. It is understandable that this delayed many LAs and should have been reflected in projected outcomes. Exercising flexibility in essential requirements (or doing so earlier in the process) and recruitment processes could have assisted. Having a larger pool of potential staff and learning from these experiences may alleviate this in the future;
- Collecting electronic data on EAL learners available both to EMAS staff in schools and the rest of the team and evidence of all the outputs and outcomes expected of the programme. It is appreciated that there are difficulties in setting up systems in addition to existing pupil records though it is clearly important to monitor EAL pupils' progress to review levels of assistance and its effectiveness. This supports the school's work with learners and helps to assess the efficiency and effectiveness of costly assistance which has to be carefully rationed. It is unfortunate that little recording was systematically carried out to capture other programme outputs and outcomes which could have improved the extent that the research questions could have been addressed.

6.11 And in relation to activities the key issue was allocating time and resources to training school staff to assist and support EAL learners (and gaining the cooperation of schools for this). It is unfortunate that not all LAs provided substantial training during the programme which could have had a wider benefit. While short training sessions were more commonplace and raised awareness of what classroom teachers can do to assist EAL learners, in depth training and assistance to change practice is likely to have a greater and longer lasting effect which can also improve the efficiency of assistance given by bilingual teaching assistants. Equally, while EMAS teams have been able to establish better relations with classroom teachers and a base for giving specialist help and advice within some schools, school managers may not be as aware as they should be of the value of training for subject specialist teachers.

What can be learnt from the project

6.12 The assessment above leads to some lessons for policy and practice surrounding EAL for the LA service providers, WEFO and the Welsh Government.

Lessons for the local authority providers

6.13 The following may have made a difference:

- Recognising that potential staff would be in short supply and adapting essential requirements accordingly as some did later. For those pupils with better English, bilingual support may be less necessary so a skilled teaching assistant, who does not necessarily have the right home language skills, may be of benefit to the pupil;
- Considering potential redundant staff as priority candidates alongside other applicants;
- Adapting and adopting Swansea's PAR system more quickly in all the LAs could have assisted monitoring of the programme and future management of EAL activities. Having additional administrative resources in the project teams would have helped;
- Using baseline data and a simple model of the programme's expected impact to set ESF targets (numbers currently supported, unsupported, trends, allocations of staff to activities and costs). The logic model could have been provided by the Welsh Government from the business case; and
- Using the logic model to set out expectations of the wider range of achievements so that other targets and outcomes could be agreed for each LA in relation to their planned activities and the evidence requirements agreed for monitoring and evaluation at the outset.

Lessons for the Welsh Government and WEFO

6.14 The following would have made a difference:

- Establishing a logic model for the programme as part of its business case to guide monitoring and evaluation;

- Having a start date at the beginning of the summer term for a programme needing additional staff in place by the beginning of a school year;
- Establishing a consistent means to estimate targets given the funding offered; and
- Providing guidance on service plans, the collection of baseline data and management information to evidence achievements against all the programme's objectives.

6.15 There are two key lessons from the programme's outcomes which need wider consideration.

6.16 First the programme has contributed to increasing attainment and narrowing the gap in attainment. This is alongside other initiatives in schools in the Convergence area but the work of EMAS teams must be a significant factor. The value of direct and indirect assistance must be acknowledged in advice to schools about how they can reduce the gaps in attainment which are being tackled currently through other programmes.

6.17 Second the programme has enabled more in depth training to classroom teachers to teach EAL learners, adapt their teaching practices and learn how they can work effectively with bilingual teaching assistants and specialist teachers. In Swansea this has been perceived as a positive benefit. This helps sustainability and efficiency. This ought to be reflected in updated guidance to schools and LAs' EMAS provision and should be more widely adopted.

Recommendations

6.18 LAs and the Welsh Government should take account of the lessons above and take appropriate action to implement them including dissemination.

ANNEXES

Annex 1 Case studies

Bishop Hedley, Merthyr Tydfil

EAL needs in the school

- A1.1 In 2005, Bishop Hedley had two EAL learners, whereas now there are 116 (representing around one quarter of the school's population). The majority of EAL learners are Polish or from other Eastern European backgrounds. Prior to MELAP funding the school had one FTE bilingual teaching assistant, and used volunteers to help support pupils in the classroom. The level of support they could provide was not seen as sufficient. There are now five EAL support workers at the school, a mixture of EAL teachers and bilingual teaching assistants. The needs of the pupils and the timetable of support is now reviewed every two weeks.
- A1.2 In 2012, the work the EAL staff were doing at the school was recognised by the LA, and the school received extra funding which was used to fund one extra bilingual teaching assistant position, interactive whiteboards, 25 netbooks, and earphones.

Activities provided at the school

- A1.3 Over the duration of the MELAP project, there has been out-of-class support offered at the school in addition to an increased amount of support in-class. An out-of-class group was set up to teach English to new arrivals. It worked well because there were a lot of new arrivals with very high language needs. The class used the Rainbow Read / Write programme, which is suitable for younger pupils, but it can appear juvenile to older pupils. It helps to build their competence quickly and with that their confidence so that they can spend most if not all of their time in their mainstream classes. The EAL support staff also provided additional support to pupils in Year 10 and 11 after school, to help them achieve good GCSE grades.

Views of EAL support staff

- A1.4 The EAL support workers reported that the range and profile of EAL services had improved in the school. They have discerned that:
- Most of the subject teachers work proactively with the EAL support team. For example, they provide worksheets to EAL staff a week in advance of lessons so that the EAL team can prepare for the class accordingly;
 - The focus on improving language skills of new arrivals has eliminated the practice in some cases of allocating EAL pupils to the lowest ability groups because of their language needs;
 - The support in class and after school has helped the EAL pupils achieve better grades in their subjects. They believe that although the progress is incremental, it is noticeable over time;
 - They have built the confidence of EAL pupils to join in the Science Club, the Welsh Club and sports clubs;
 - Home-school links which they have established have helped parents to understand about their children's education and raise any the concerns they had. Now they have the opportunity and are able to discuss matters with EAL staff in their home language.

Views of subject teachers and school managers

- A1.5 School staff felt they were better able to use visual techniques when teaching EAL pupils to explain concepts, e.g. cartoons. They feel that this also improves outcomes for non-EAL learners. They also believed that the withdrawal classes for new arrivals had boosted the EAL pupils' confidence so that they were not struggling to cope in the early months. The bilingual teaching assistants were very helpful in, for example producing glossaries of basic terminology, which can be used when the bilingual teaching assistant is not in the class and arranging buddies with better English to help with translation and improving their communication skills.
- A1.6 The impact of the extra EAL support staff is evident in the GCSE results at the school. In 2010/11, 30 percent of EAL pupils passed their GCSEs compared to

51 percent for non-EAL pupils; In 2011/12, 76 percent of EAL pupils passed their GCSEs compared to 70 percent for non-EAL pupils.

Views of pupils

- A1.7 Several of the pupils interviewed remembered that when they first started at the school they felt confused by the classes they were in. Pupils who had attended withdrawal classes for several days a week found that they picked up English really quickly and were able to cope with normal classes better. .
- A1.8 Pupils welcomed the change of policy that now allowed them to speak their home language in class since they could learn from buddies as well as the bilingual teaching assistants.

Bishop Vaughan School, Swansea

EAL needs in the school

A1.9 Bishop Vaughan is a Catholic High School that is close to a hospital which has recruited a lot of overseas staff. There are currently 230 EAL learners, with many coming from Poland and the Philippines. Prior to MELAP funding, the school had 1.25 FTE EAL support workers, and the school was not able to provide support for all EAL pupils. There was no EAL office where pupils could go if they needed help. With the MELAP funding the school has 2.3 FTE EAL support staff, who can cover a wider breadth of languages, and the team has their own office to store resources and provide a drop in facility for all EAL pupils. They are now able to support all EAL learners in year seven.

Activities carried out at the school

A1.10 Almost all support is provided in-class with one or larger groups of EAL pupils. The team has taken some small groups out of class to focus on particular subjects. For example, they have worked with a maths group to improve understanding and discern ability so that they can be appropriately settled.

A1.11 Capacity building training has been provided by EMAS staff for subject teachers in maths, history and science. This has enabled these teachers to tailor their lessons and teaching strategies so that EAL learners can understand without the need for support.

Views of EAL support staff

A1.12 The EAL support staff strongly believed that school is not just about learning and that they have enabled teenagers to feel comfortable, confident and happy which has helped their attendance and achievement.

A1.13 They also believe that the EAL support team now has a better profile within the school which has enabled EAL support staff to build strong relationships with pupils and teachers. Bilingual teaching assistants are working closely with subject teachers to provide resources for EAL pupils ahead of lessons planned such as visual examples to help pupils understand concepts. They provide

feedback to the subject teacher about the EAL learners to help them to modify their teaching for EAL pupils.

Views of subject teachers and school managers

A1.14 Teachers felt the level of EAL support provided in the school was now very good and that bilingual teaching assistants helped the EAL pupils in their classes to access the curriculum as well as helping them to teach EAL pupils. Keeping pupils in-class was better than taking them out of class, they believed, as their absence from class led to knowledge gaps.

A1.15 Subject teachers felt that the EAL support team tailored the support they provided to the individual needs of the pupils. The EAL support staff provide resources that the teachers can use in their lessons, such as subject specific vocabulary lists, and help the teachers with seating plans to ensure EAL pupils can help each other.

A1.16 Those who had received capacity building training from the EAL support team were very positive about it. It had helped them alter their teaching strategies and change their attitudes towards EAL learners, as well as boosting their confidence in their ability to teach EAL learners. This they reported has allowed all EAL pupils to be in the correct set for their ability, so they can complete the tasks that their ability (rather than their language) allows.

A1.17 The school was complimented for its provision of EAL support in its most recent Estyn report:

“Provision for pupils with additional learning needs, especially those learning English as an additional language, is a particular strength of the school. The procedures for identifying pupils’ needs, supporting them well through inclusive mainstream provision, and monitoring their progress contribute significantly to the good standards these pupils achieve.”

“The school is a highly-inclusive community. The way in which it respects and values diversity and celebrates achievement is an outstanding feature of the school. For example, almost one-in-five pupils join the school from African, eastern European or Far East countries and these pupils make rapid progress in their learning, supported well by staff and their peers”.

“Teaching assistants provide good support, particularly for those pupils with additional learning needs and those learning English as an additional language.”

Views of pupils

A1.18 Some of the EAL pupils expressed their feelings of apprehension and fear when they first started at Bishop Vaughan, but many also spoke of how the EAL support staff helped them when they started school; for example showing them around the school and explaining the school rules, and helping a pupil switch classes to be with other pupils who spoke the same home language.

A1.19 The pupils interviewed said that they received help in class from the EAL support staff, but that they also used the resources that the EAL support team provide, such as dictionaries and glossaries, as well as receiving help with their homework and additional support before examinations and tests.

A1.20 All the pupils interviewed said that EAL support staff were available and willing to help them, which was especially useful for pupils to get help with homework, or when they did not understand a lesson (as one pupil said was the case when a supply teacher delivered the lesson). Some of the pupils also indicated that letters and school documents were translated into their home language, phone calls home were made in their parents' home language and EAL support staff attended parents' evenings to assist their parents, which was appreciated by their parents.

Blessed Edward Jones Catholic High School, Denbighshire

EAL needs in the school

A1.21 Blessed Edward Jones has 70 EAL pupils, which represents 14 percent of all pupils at the school. There are 20 different languages spoken at the school, and most EAL pupils arrive straight from their home country. Prior to the MELAP funding, the EAL offer at the school was limited. There was one EAL teacher who worked across four schools, and support from one bilingual teaching assistant. Teachers felt that EAL services were detached from the school - EAL support staff came into the school for a few hours, but did not have much time or opportunity to engage with teachers. This meant that communications between EAL staff and the school were poor. Following the introduction of MELAP funding, the school now has a full-time EAL teacher, as well as support from several bilingual teaching assistants.

Activities carried out at the school

A1.22 The EAL support staff provide most support in-class for particular pupils. Some support is delivered out of class (such as additional English language classes), but this is driven by pupils' needs for speedy improvement in English to participate in class with more limited support.

A1.23 The EAL teacher based at the school has:

- Developed co-teaching of GCSE English with the Head of English by timetabling all the EAL pupils in the same class (along with native English speakers) working together to devise lesson plans and teach the curriculum throughout the year. The English teacher planned the lessons from an English-curriculum perspective, then the EAL teacher built on these plans to help EAL learners access the lessons;
- Provided EAL training for all teaching staff in the school. Because it was felt that providing training on inset day did not work, she has provided on-the-job practical examples for subject teachers with EAL pupils in their class and teaching strategies that work with EAL pupils (for example scaffolding, adapting, visual approaches), and resources.

Views of EAL support staff

A1.24 Co-teaching is believed to have been beneficial for EAL pupils as well as other pupils and the English teacher. The pupils have two teachers in the class, two language experts, instead of one for the whole year. The English teacher has learnt about teaching EAL pupil and the EAL teacher has a greater knowledge of what to focus on to help pupils achieve better grades in their exam. The GCSE results of the pupils have shown that the co-teaching was successful.

A1.25 The staff believe that the training and support they have provided to teachers has helped pupils, through some teachers changing their teaching strategies although they have not monitored this systematically.

Views of subject teachers and school managers

A1.26 Teachers were pleased with the support the EAL support team was providing.

- They reported that if they were able to go to the EAL support team and get advice or help;
- Regular assistance in GCSE classes was ensuring that the EAL pupils are ready for their exams, and because of this the expected grades of EAL pupils had improved;
- One teacher found training and an information and guidance booklet including practical examples of what teaching staff could do if they had EAL pupils in their class (for example, using pictures when teaching, explaining topics on the blackboard, and facing the class when speaking) had helped in changing practice.

Views of pupils

A1.27 One of the pupils interviewed remembered first starting at the school. They had come to the school straight from their home country, and were worried about exams, the timetable and bullying. The EAL teacher met the pupil on the first day and explained everything about the school and exams. The pupil found this very reassuring. Most of the pupils interviewed enjoyed the support they

received from the EAL support staff because they could explain what they did not understand in lessons and help with homework.

A1.28 One pupil was less enthusiastic about bilingual teaching assistance because they did not think that they needed the support and that it would be better if they just asked their friends and speaking English rather than their own language.

Bro Pedr High School, Ceredigion

EAL needs in the school

A1.29 EAL learners represent about 12 percent of the pupils at the school, and this proportion has been rising. The largest group of EAL learners are Polish. Prior to MELAP funding, there was only one part-time EAL worker at the school for about two and a half days a week. The level of EAL support at the school was not thought to be sufficient. There are now four members of staff providing EAL support at the school, which staff have reported meets needs.

Activities carried out at the school

A1.30 The activities provided at the school are:

- Training and guidance for teachers to adapt their teaching methods (for example speaking more slowly and clearly);
- Pastoral care to pupils in a designated EAL room at lunchtimes;
- In-class support;
- Translation of letters into home languages;
- Out-of-class sessions to boost English language competences; and
- Advocacy support to pupils, especially ensuring EAL pupils are in the correct ability group.

Views of EAL support staff

A1.31 The EAL support staff interviewed reported improvements for EAL pupils and the school as a result of their activities. These included:

- An improved profile of EAL services at the school, with improved relationships with subject teachers. EAL support staff reported involvement in lesson planning and adapting content for EAL pupils. Subject teachers are more aware of the skills of EAL support staff;

- A focus on helping new arrivals at the school to integrate has helped pupils feel happy and comfortable in the school, which has had a positive impact of their achievement; and
- The introduction of a dedicated EAL room, where EAL pupils can receive support on an ad hoc basis. This has been successful, with many pupils using the facility to complete homework and receive advice and guidance (for example help with college and university applications).

Views of subject teachers and school managers

A1.32 The school staff interviewed stated that previously there was a problem with home school communication and absenteeism for some EAL pupils. This problem has been addressed through the additional EAL staff translating documents and communicating with families.

A1.33 Teachers reported that the EAL staff provide them with advice on how best to teach EAL pupils alongside the in-class support they provide to pupils (for example visualisation techniques). The teachers believe that this guidance has also helped pupils who do not have EAL needs.

A1.34 Some EAL pupils are taken out of class for additional English lessons if they are struggling with the language. The teaching staff believe that this works well, such as leaving the EAL pupil in the same class as other non-EAL pupils can make them feel nervous and lose confidence.

Views of pupils

A1.35 Some of the EAL pupils said that when they first arrived at the school, they recognised a member of EAL support staff, as they had previously provided support in their primary school. This helped them feel comfortable with the support they were going to receive at high school.

A1.36 Most of the pupils were happy with the support that they receive. They felt that the support they receive helps them to understand their subject work. One pupil reported that the EAL staff are helping them with their application to university.

A1.37 One pupil said they did not always like having the extra help in class, as they preferred to ask their friends for help in class. The pupil plays in the football team, and thought that this has helped them learn English.

Cefn Saeson School, Neath Port Talbot

EAL needs in the school

A1.38 There were 30 pupils with EAL needs attending the school in 2012/13. The number of EAL pupils has been slowly growing over the last few years. Most of the EAL learners are South Asian (Bangladeshi, Thai, Indian and Filipino). Prior to MELAP, there were three part-time EAL support staff, but they were primary school based and came to the school to support specific pupils in certain lessons. There was no dedicated EAL room in the school. This situation was not considered adequate by the school. There are now two members of staff providing support at the school, both of whom are secondary school specialists (in 2012 there were three). The level of support pupils receive has increased since the start of MELAP funding.

Activities carried out at the school

A1.39 The activities carried out at the school by the EAL support staff includes:

- In-class support;
- Out-of-class EAL support;
- Translation services;
- Home school links, including translation services at events and parents' evenings;
- Transition support for pupils moving onto college; and
- Home language qualification support.

A1.40 The school feels that it is important to be as inclusive as possible, and does not want to single out EAL learners. Therefore, at the start of each year a book on vocabulary and grammar is handed out to all pupils, not just EAL pupils.

Views of the EAL support staff

A1.41 The EAL support staff interviewed believed that the support they provide has had an impact on the pupils, particularly in terms of pupils achieving better

results in class and successfully integrating and mixing with other school pupils. The particular aspects of the support they provide which they think have been successful are:

- The home school links, which have benefitted the families of EAL learners. They believe that it was difficult for parents to communicate with the school in an unfamiliar language, about a school system that they did not fully understand (as it is different from the system in their home country). The support provided has helped to remove these communication and understanding barriers;
- The out-of-class support they delivered because it increased the pupils' confidence in speaking English, which helps them integrate into the school community and make friends;
- The improved profile of EAL staff services and EAL learners within the school. Previously, EAL learners were often placed in lower ability groups, even though they had the potential ability to learn. Now, EAL staff in the school discuss setting with subject teachers; and
- A personalised approach to support, particularly for those pupils arriving directly from their home country in Key Stage 4.

Views of subject teachers and school managers

A1.42 The subject teachers have received some training about EAL teaching strategies on inset days, but there has been no formal training at the school. Teachers receive information and guidance outlining strategies for dealing with pupils who are struggling with English. One teacher stated that they have started to use pictures and photographs in order to help explain their lessons to pupils with EAL needs.

A1.43 Staff felt that the EAL support staff, despite the limited time they can spend in the school, have managed to:

- Improve the language skills of EAL learners, which has in turn allowed pupils to access the curriculum and improve their attainment in a wider range of subjects;

- Raised the awareness of EAL pupils in the school, and their cultures and languages;
- Allowed pupils to be supported in transition from Year 11 to post-16 education;
- Allow pupils to achieve home language qualifications; and
- Improved the home school links.

Views of pupils

A1.44 Pupils reported that they had received in-class support in the core subjects of English and Maths, which was targeted as a particular need they had (such as structuring essays, or a focus on spelling and grammar). One pupil stated a preference for being taken out of lessons, rather than receiving support in-class, because they did not like having someone sitting next to them.

A1.45 Three former pupils of the school were interviewed, who are all currently attending a local college. They received support with English language learning and assistance when making decisions about their future. The EAL support staff also helped the pupils with their college application, supporting them to find suitable courses, assisting with contacting the college and attending the signing in day with the pupil. They feel it would have been much harder to get through their GCSEs and into college without the support of the EAL support staff.

A1.46 One of the parents interviewed reported that the home school link is particularly important to them as they do not understand the education system in Wales, therefore they need the EAL support staff to explain certain things to them, which they do.

Coedcae School, Carmarthenshire

EAL needs in the school

A1.47 There were 53 pupils with EAL needs attending the school in 2012/13. The number of EAL pupils has steadily grown over the last five years, which has been driven by increases in the number of pupils coming to the school from Eastern Europe, particularly Poland. Prior to MELAP funding, there was only one EAL teacher working at the school. This was not considered a sufficient level of support, and the support that could be provided was not consistent (not in the same lessons), and was focussed on developing everyday English language. This led to situations where pupils with EAL needs would be moved to lower ability groups because they lacked language skills to access the curriculum. There are now three members of EAL support staff working at the school.

Activities carried out at the school

A1.48 Most of the support provided at the school is in-class support. Almost all of the activities provided by the EAL support staff at the school were provided prior to MELAP funding, but more pupils can be supported now, and the focus of support has shifted slightly. Owing to more EAL support staff working at the school, pupils with a higher level of English ability now receive support, not just pupils with low levels of English ability, and support is now targeted in particular subjects (such as English and history) rather than just language.

A1.49 A few new activities have been provided since the introduction of MELAP funding, including providing home school links, an after school club for EAL learners, and the provision of training to subject teachers around teaching strategies for pupils with EAL needs, and how to help them access the curriculum.

Views of EAL support staff

A1.50 The EAL staff strongly believed that the support they provide has helped EAL pupils feel comfortable and confident at school, which has a positive influence

on their attendance and achievement. The majority of support is provided in-class, so that pupils are not continuously taken out of their classes. However, the EAL staff reported that taking some small groups of EAL learners out of class and focusing on particular subjects has been very beneficial in some circumstances. All staff at the school received a half day training in EAL teaching theory and practical tips for teaching EAL pupils, which was run by the EAL support staff.

A1.51 The staff reported that training teachers to assist EAL pupils has benefitted non-EAL pupils as well, especially those with SEN. The EAL staff believed they have built stronger relationships with subject teachers and were working closer to plan lessons for EAL pupils.

Views of subject teachers and school managers

A1.52 The teachers reported that they have become more aware of the EAL support staff and their role. However, the teachers also felt that there has been an increase in the number of EAL learners, therefore the extra capacity has been needed.

A1.53 The staff thought that the training sessions had increased their knowledge, but would have liked more practical examples in dealing with EAL pupils. As a result of the training they received, and liaising with EAL staff, the teachers stated that they have changed their teaching methods in the following ways:

- Using key images and words to help explain concepts to EAL pupils (and others in the classroom);
- Using computers and tablet devices to help with visual aids;
- Using key word glossaries which have been created for every department;
- Writing sums and problems in numbers in mathematics, rather than in words; and
- In English, providing a storyboarding technique towards extended writing tasks (although this is very time consuming and not possible for all tasks).

A1.54 Overall, the subject staff and school management believed the improved in the coordination and awareness of EAL support within the school has been beneficial for pupils (being placed in the correct ability group, being more able

to access the curriculum and having support within the school) and for the school staff (pupils achieving better results, pupils being more engaged with the class, knowing who to ask about EAL needs).

Views of pupils

A1.55 All of the pupils reported that they had received help, with a combination of in-class support and out of class support to improve their English language ability. Some of the pupils said that they have developed coping mechanisms in classes in conjunction with the EAL support staff, such as asking for help from a friend or using spell checkers on computers.

A1.56 Only one pupil suggested how the level of support could have been improved, and that they would like more translation, particularly translation of tasks or questions, so that they could understand what they are meant to do.

Eirias High School, Conwy

EAL needs in the school

A1.57 There were 35 pupils with EAL needs attending the school in 2012/13. The number of EAL pupils has been growing in the last few years. Prior to MELAP funding, the school received support from EAL support workers, as they had more EAL pupils than other schools in the area. There are four members of EAL staff who work at the school (this is an increase compared to before MELAP funding).

Activities carried out at the school

A1.58 The activities being carried at the school by EAL support workers are the same as were carried out prior to MELAP funding. However, with more EAL support staff the activities are delivered to more pupils. The majority of the support provided is in-class support, but EAL support staff do take pupils out of class for targeted support on a one-to-one or small group basis.

A1.59 The EAL support staff provided some training for subject teachers at the school around EAL teaching strategies, and raising awareness of EAL learners and their needs among all school staff.

Views of EAL support staff

A1.60 The EAL support staff believed that with the additional staff working at the school and the additional activities they are able to provide this has:

- Improved the profile of EAL support within the school, which has helped subject staff become more aware of how they can provide assistance in class. Subject teachers are now more proactive in seeking help from them rather than the EAL staff having to sell themselves to staff;
- Provided time for pastoral support for new arrivals to the school. The staff believed that this has helped to improve the confidence of the pupils, which helps to improve their achievement; and

- Brought about a dedicated EAL room, where the staff can keep resources and offer ad hoc support to EAL pupils and mainstream staff.

Views of subject teachers and school managers

- A1.61 The subject teachers reported that they and the EAL support workers communicated well. Once a term the teachers and the EAL support staff discuss the progress of all EAL learners that they teach, which helps the teachers and the EAL support staff plan the support they are providing. They also provide feedback in a more informal manner when they see the EAL team.
- A1.62 The teachers made use of the EAL room. If they or a pupil have a problem (for example a pupil needing support to prepare coursework), then they can just go and knock on the door, and someone will be there to help them.
- A1.63 The teachers received half a day of training on EAL teaching strategies, provided by the EAL support staff. The teachers reported that this training did make them think about their teaching practices. The presentation also alerted teachers to resources available in the school that they did not know about.
- A1.64 The school management is aware that there are mixed views on providing out-of-class support to EAL learners to improve their English, but they find it works for their school, particularly with pupils who have just arrived from abroad and have very low levels of English ability.

Views of pupils

- A1.65 The pupils who were interviewed recalled that they received help and support as soon as they arrived at the school from the EAL support staff. One pupil recalled being taken to the EAL support room soon after starting at the school, as well as receiving help in class. The pupil said that the out-of-class support helped them with their English, and they did not mind being taken out of class. Two pupils remembered receiving help so that they knew what to expect from school, and the rules they had to follow.
- A1.66 Two of the pupils said they had very low levels of English when they first arrived, and spent a lot of time in the EAL support room, building up their

English language ability. However, they are now fully integrated into the school, and have lots of friends. They think that the support they received has helped them a lot, not just academically but socially.

Sir Thomas Picton High School, Pembrokeshire

EAL needs in the school

A1.67 There are 37 EAL learners at the school, and twenty different languages are spoken. The number of EAL pupils at the school has increased slightly over the last few years, but there have always been some EAL learners at the school. Prior to MELAP funding, the school received some assistance from the local EMAS team, and supplemented this with support from mainstream school staff (both teaching assistants and subject teachers who could speak an additional language). However, it was acknowledged that this was not enough support. There are now three extra EAL support staff working at the school.

Activities carried out at the school

A1.68 The EAL support staff provide most of the support in-class. Some pupils are taken out of class and given teaching to improve their English language ability if they are struggling. The school and EAL support staff feel that an inclusive approach is best, so they try to minimise the number of pupils taken out of class. The EAL support staff provide help with home school links, including translating letters, speaking to parents on the phone and having their own stand at parents evenings.

A1.69 As there are now more staff providing support to EAL pupils at the school, the support staff have been able to:

- Become more subject specific – one teaching assistant provides support in maths and science subjects, and another specialises in the humanities. They have reported that this has helped with their knowledge of what is required in a subject, and to build relationships with teaching staff;
- Provide more pastoral care (including ad hoc support throughout lunch breaks, afterschool homework support, and support to ensure pupils are fully integrated into the school community). The staff believed that this is particularly important for the EAL pupils.
- Visited primary schools to meet EAL pupils who will be coming to the school the following September in order to promote a successful transition from

primary school. They felt that this approach works well to aid transition to high school.

Views of EAL support staff

A1.70 The EAL support staff interviewed believed that the home school links they provide have helped to improve attendance at parents' evenings, as parents are able to speak to the EAL support team in their home language. The support staff felt that this helps the parents to understand what is happening at school, which helps them to support their children at home.

A1.71 According to the EAL support staff, the profile of the EAL support team has improved since having EAL staff permanently in school and a dedicated EAL room. Teaching staff they reported are more open in sharing their lesson plans with the EAL staff and will listen to their input about teaching the EAL pupils.

Views of subject teachers and school managers

A1.72 The teaching staff reported that they are now more aware of the EAL support available, and will ask for help from the EAL staff when they have problems. The EAL staff have helped to provide solutions to problems with EAL pupils. The teachers reported that they are now willing to try activities developed by the EAL support staff in their lessons (for example introducing bingo games for spelling patterns or key phrases). Other techniques that EAL support staff have suggested to teachers which they are now using are: giving pupils additional thinking time; translating key words into the pupils home language; and providing more grammatical explanations.

A1.73 The school manager reported that they plan timetables in conjunction with the head of EMAS, to ensure that EAL learners are in the correct ability groups for classes, and put pupils in classes with other EAL learners (who have better English language ability) so that the pupils can help each other.

A1.74 The school manager felt that the model of teaching assistants developing subject specialties is a good model, as the support staff have a better knowledge of the subject and can help pupils independently of the teacher.

Views of pupils

A1.75 Some of the pupils that were interviewed attended primary schools in the LA area, and remember meeting the EAL support worker before they started at the school. They thought that this helped them when they started high school, as they recognised a member of staff.

A1.76 All of the pupils received help in class. The pupils said the help they got included explaining the meaning of words, checking their homework and coursework, playing word and reading games, and help with their future subject choices. Two of the pupils interviewed had received out of class support, which involved reading exercises in English. All the pupils thought that the help they received had helped them a lot.

Tredegar Comprehensive School, Blaenau Gwent

EAL needs in the school

A1.77 There were fewer than 20 pupils with EAL needs at the school in 2012/13. The number of EAL pupils has grown steadily in the last few years. Most EAL learners are either Portuguese or Polish. Prior to MELAP funding, there was very little EAL support at the school. There was one member of staff attending the school for a total of one day a week. This level of support was not considered adequate to support EAL learners. There are now four members of staff who regularly provide support at the school. They are not based at the school, but come on specific days to help certain pupils.

Activities carried out at the school

A1.78 The activities being carried out at the school by the EAL support staff are:

- In-class support;
- Out-of-class support – one to one support, or out-of-class group work;
- An after school club;
- Providing pupil information, advice and guidance;
- Home school links – assisting with translation of school documents, interpretation, and support at parents evenings; and
- Training provided to teachers or colleagues.

Views of EAL support staff

A1.79 The EAL support staff believed that the impact of MELAP has been positive – not only for the pupils, but the school and the local community. The positive impacts reported by EAL support staff are:

- EAL support staff have been able to spend more time in the schools that they are working in, which meant that they staff spend less time travelling between schools and use their time more efficiently. This also meant that

the support is more consistent and the relationship between the school, the pupils and the EAL support staff is a positive one;

- The relationship between the families of EAL pupils and the schools has improved. Parents can communicate with the school in their home language through the EAL support staff, and can become more actively involved with their child's learning;
- Some EAL pupils are reading more than they used to, their attendance and behaviour have improved, and they have become more integrated in the school community; and
- The profile of the EAL support staff in the school and their relationships with teachers have improved.

A1.80 The EAL support staff expressed a preference for taking pupils out of class to provide support, because providing intensive in-class support can be distracting for pupils.

Views of subject teachers and school managers

A1.81 The subject teachers at the school thought that the support since 2010 had become more consistent, and more standardised than before. They feel more comfortable with the EAL support staff, because they spend more time at the school. The teachers have also arranged their seating plan so that EAL pupils sit next to pupils who can help even when the EAL staff are not there.

A1.82 The school manager was complimentary about the EAL support workers, citing that the team goes above and beyond what it is contracted to do. The support they provided has helped EAL pupils with their achievement, but also their attendance.

Views of pupils

A1.83 One pupil remembered being required to do some reading in English, to see how good they were at it, for which they were taken out of their lesson. Most of the pupils said that they were taken out of their lessons to receive support, which consisted of a mixture of English language learning and lesson specific

topics. The lessons pupils were taken out of included maths, Welsh, French and PE.

Annex 2 Detailed information from Management Information

Table A2.1 Detailed ethnicity of participants

Ethnicity	No.	%	Ethnicity	No.	%	Ethnicity	No.	%
Polish	332	18.3%	Black And Any Other Ethnic Group	13	0.7%	Sinhalese	4	0.2%
Bangladeshi	310	17.1%	Nigerian	13	0.7%	Black African British	3	0.2%
Filipino	100	5.5%	Russian	13	0.7%	French	3	0.2%
Indian	77	4.2%	Afghan	11	0.6%	Greek/Greek Cypriot	3	0.2%
Arab	68	3.7%	Spanish	11	0.6%	Japanese	3	0.2%
Portuguese	67	3.7%	Korean	10	0.6%	Slovakian	3	0.2%
Other	47	2.6%	Kurdish	10	0.6%	Vietnamese	3	0.2%
Other Black African	45	2.5%	Sri Lankan Tamil	9	0.5%	Yemeni	3	0.2%
White -And AOEG	43	2.4%	African	8	0.4%	Asian	2	0.1%
Other Pakistani	41	2.3%	African Asian	8	0.4%	Asian And Chinese	2	0.1%
White European Other	40	2.2%	Czech	8	0.4%	Caribbean	2	0.1%
Thai	39	2.1%	Any other Asian background	7	0.4%	Dual Heritage: White and Asian	2	0.1%
Iraqi	34	1.9%	Dual Heritage: White and Black African	7	0.4%	Dual Heritage: White and Black Caribbean	2	0.1%
Other Chinese	33	1.8%	Hungarian	7	0.4%	Other Gypsy/Gypsy Roma	2	0.1%
Turkish/Turkish Cypriot	31	1.7%	Italian	7	0.4%	Sudanese	2	0.1%
Lithuanian	27	1.5%	Malaysian	7	0.4%	Any other Black	1	0.1%

Ethnicity	No.	%	Ethnicity	No.	%	Ethnicity	No.	%
			Chinese			background		
White British	27	1.5%	Any other Dual Heritage background	6	0.3%	Asian And Black	1	0.1%
Asian And Any Other Ethnic Group	25	1.4%	Bulgarian	6	0.3%	Bosnian-Herzegovinian	1	0.1%
Chinese And Any Other Ethnic Group	23	1.3%	Lebanese	6	0.3%	Gypsy/Gypsy Roma from Other Countries	1	0.1%
Chinese	20	1.1%	Malay	6	0.3%	Maltese	1	0.1%
Latvian	18	1.0%	Black European	5	0.3%	Other Traveller	1	0.1%
Any other White background	17	0.9%	Egyptian	5	0.3%	Serbian	1	0.1%
German	17	0.9%	Nepali	5	0.3%	Sierra Leonia	1	0.1%
Hong Kong Chinese	15	0.8%	Somali	5	0.3%	Taiwanese	1	0.1%
Iranian	15	0.8%	Ukrainian	5	0.3%	White And Chinese	1	0.1%
Libyan	15	0.8%	Black	4	0.2%	No Response	89	
Romanian	15	0.8%	Ghanaian	4	0.2%	Information Refused	40	
Pakistani	14	0.8%	Latin/South/Central American	4	0.2%			

Source: MELAP pupil database, October 2013

Table A2.2 Schools where activities are provided through MELAP

Local Authority	Name of school	Number of pupils supported
Blaenau Gwent	Abertillery Comprehensive School	12
	Brynmawr Comprehensive School	4
	Ebbw Vale Comprehensive School	7
	Glyncoed Comprehensive School	1
	Tredegarr Comprehensive School	13
Carmarthenshire	Amman Valley School	1
	Bryngwyn School	18
	Coedcae School	24
	Queen Elizabeth High School	16
	St John Lloyd Catholic Comprehensive School	41
	Ysgol Gyfun Tregib	1
Ceredigion	Penglais Comprehensive School	49
	Ysgol Gyfun Aberaeron	6
	Ysgol Gyfun Llanbedr-Pont-Steffan	64
	Ysgol Uwchradd Aberteifi	16
Conwy	Eirias High School	28
	Ysgol Aberconwy	9
	Ysgol Bryn Elan	7
	YSGOL DYFFRYN CONWY	3
	Ysgol Emrys Ap Iwan	2
	Ysgol John Bright	27
Denbighshire	Blessed Edward Jones R.C. High School	31
	Denbigh High School	10

Local Authority	Name of school	Number of pupils supported
	Prestatyn High School	12
	Rhyl High School	6
	Ysgol Brynhyfryd	10
	Ysgol Dewi Sant	1
	Ysgol Dinas Bran	5
Merthyr Tydfil	Afon Taf High School	8
	Bishop Hedley High School	120
	Cyfarthfa High School	12
	Pen-Y-Dre High School	2
Neath-Port-Talbot	Baglan Primary School	1
	Cefn Saeson Comprehensive School	15
	Central Junior School	8
	Coedffranc Primary School	4
	Cwmtawe Community School	1
	Cwrt Sart Community Comprehensive School	5
	Cymer Afan Comprehensive School	2
	Dwr-Y-Felin Comprehensive School	2
	Dyffryn School	4
	Llangatwg Community School	2
	Melin Junior School	2
	Neath Port Talbot College	1
	Sandfields Comprehensive School	7
	Sandfields Primary School	3
	St Joseph's Catholic School and 6th Form Centre	9
St Therese's R.C. School	1	
Ynysfach Primary School	1	

Local Authority	Name of school	Number of pupils supported
	Ysgol Gyfun Ystalyfera	2
Pembrokeshire	Milford Haven School	29
	Pembroke Dock CP School	1
	Pembroke School	30
	Sir Thomas Picton School	51
	Tasker-Milward V.C. School	39
	The Greenhill School	45
	Ysgol Bro Gwaun	6
	Ysgol Dewi Sant	6
Swansea	Birchgrove Comprehensive School	30
	Bishop Gore School	295
	Bishop Vaughan R.C. School	243
	Bishopston Comprehensive School	17
	Carillion Building C/O Morriston Comprehensive School	50
	Cefn Hengoed Community School	31
	Daniel James Community School	3
	Dylan Thomas Community School	49
	Gowerton Primary School	1
	Gowerton School	25
	Olchfa School	185
	Pentrehafod Comprehensive School	129
	Penyrheol Comprehensive School	27
	Pontarddulais Comprehensive School	11
Ysgol Gyfun Bryn Tawe	2	

Local Authority	Name of school	Number of pupils supported
	Ysgol Pen-y-Bryn	2

MELAP pupil database, October 2013

Annex 3 Activities delivered

Table A3.1 Activities delivered by Local Authority

Activity	Blaenau Gwent	Carmarthen	Ceredigion	Conwy/Denbigh	Merthyr Tydfil	NPT	Pembrokeshire	Swansea	Total LAs
Effective integration of new arrivals into the school environment	✓	✓	✓	✓	✓	✓	✓	✓	8
Provision of home/school links	✓	✓	✓	✓	✓	✓	✓	✓	8
Enhanced bilingual support services	✓	✓	✓	✓	✓	✓	✓	✓	8
Enhanced English as an Additional Language (EAL) services	✓	✓	✓	✓	✓	✓	✓	✓	8
Training and awareness raising	✓	✓	✓	✓	✓	✓	✓	✓	8
Mentoring and support schemes particularly around transition	✓	✓	✓	✓	✓	✓	✓	✓	8
Extended translation and interpreting services	✓	✓	✓	✓	✓	✓	✓	✓	8
Assistance with Home Language Exams GCSE, AS and A2	✓	✓	✓	✓	✓	✓	✓	✓	8
Improved support for post-16 transition into chosen learning pathways	✓	✓	✓			✓	✓	✓	6
Integrated after school study support		✓			✓	✓	✓	✓	5
Work with parents to augment educational support within the home and community		✓		✓		✓	✓		4

Activity	Blaenau Gwent	Carmarthen	Ceredigion	Conwy/Denbigh	Merthyr Tydfil	NPT	Pembrokeshire	Swansea	Total LAs
Supported integration in the community via strengthening links with youth support services		✓			✓	✓		✓	4
Enhanced careers guidance and work experience placements		✓	✓			✓	✓		4
Advocacy support			✓			✓	✓		3
Provision of ESOL training for parents					✓	✓	✓		3
Strengthening and targeting the provision of youth information/citizenship education						✓			1
Provision of “home language” courses for all pupils									0

Source: LA project manager interviews

Table A3.2 How activities are delivered

Activity	Description
Effective integration of new arrivals into the school environment	This is usually done as the student enrolls with the school. The student and their parents are introduced to the school by the school staff, the rules and requirements, and the staff. At this stage the MELAP staff and pupil complete the initial assessment of their English language ability, and the level of support they require is determined. This is usually carried out by the LA EMAS lead or EAL teacher, although in some local authorities the bilingual teaching assistants can also carry out this activity. If the pupil requires intensive support, they will be tutored on a one-to-one basis before being introduced into a classroom setting.
The provision of home/school links	This is generally carried out by the bilingual teaching assistants and if necessary translators and interpreters. These staff will help schools communicate with parents/carers/guardians by translating written material to be sent from school to the home, making telephone calls to pupils' homes, encouraging parents to attend school events such as parents' evenings and school performances, and providing support to the parents at these events.
Enhanced bilingual support services	Some of this activity is covered in "The provision of home/school links" above. MELAP staff also provide bilingual support in the classroom if pupils require it. This can also extend to pre-prepared translated materials (including translating certain words or phrases before a lesson) as well as helping students in their own language in the classroom where required. This activity is carried out by the bilingual teaching assistants or the EAL teachers.
Enhanced English as an Additional Language (EAL) services	EAL teachers and bilingual teaching assistants have been able to provide support in more classes or longer periods of intensive support to help EAL pupils.
Training and awareness raising of teaching staff in schools	<p>In general, this is carried out by EAL teachers, although in some LAs the bilingual teaching assistants do provide this. Formal awareness raising includes EAL teachers giving presentations about EAL, holding events where EAL students present work, and, in one area, a scheme where some EAL students have a session with secondary school teachers where they only talk in their home language, so that teachers gain an understanding of what it is like to be spoken to in a language that is not their own.</p> <p>There is also formal training provided by MELAP staff within schools, to improve teaching practice and build EAL capacity in the future. This is generally training within small groups (one or two departments of a school at a time) to discuss specific ways in which they can change their approach to teaching to enable EAL learners to understand the curriculum with less need for additional support in the classroom. This capacity building should also provide additional benefits to students who are not part of MELAP, as the training may mean that teachers use clearer language and more visual aids, which will help students with visual or hearing impairments and other students who struggle with language (for example dyslexia).</p>
Mentoring and support schemes particularly around transition	The bilingual teaching assistants and EAL teachers act as mentors for MELAP pupils, offering them advice on any topic that the MELAP staff member feels able to answer. In cases where EAL teachers feel they are not able to provide advice or

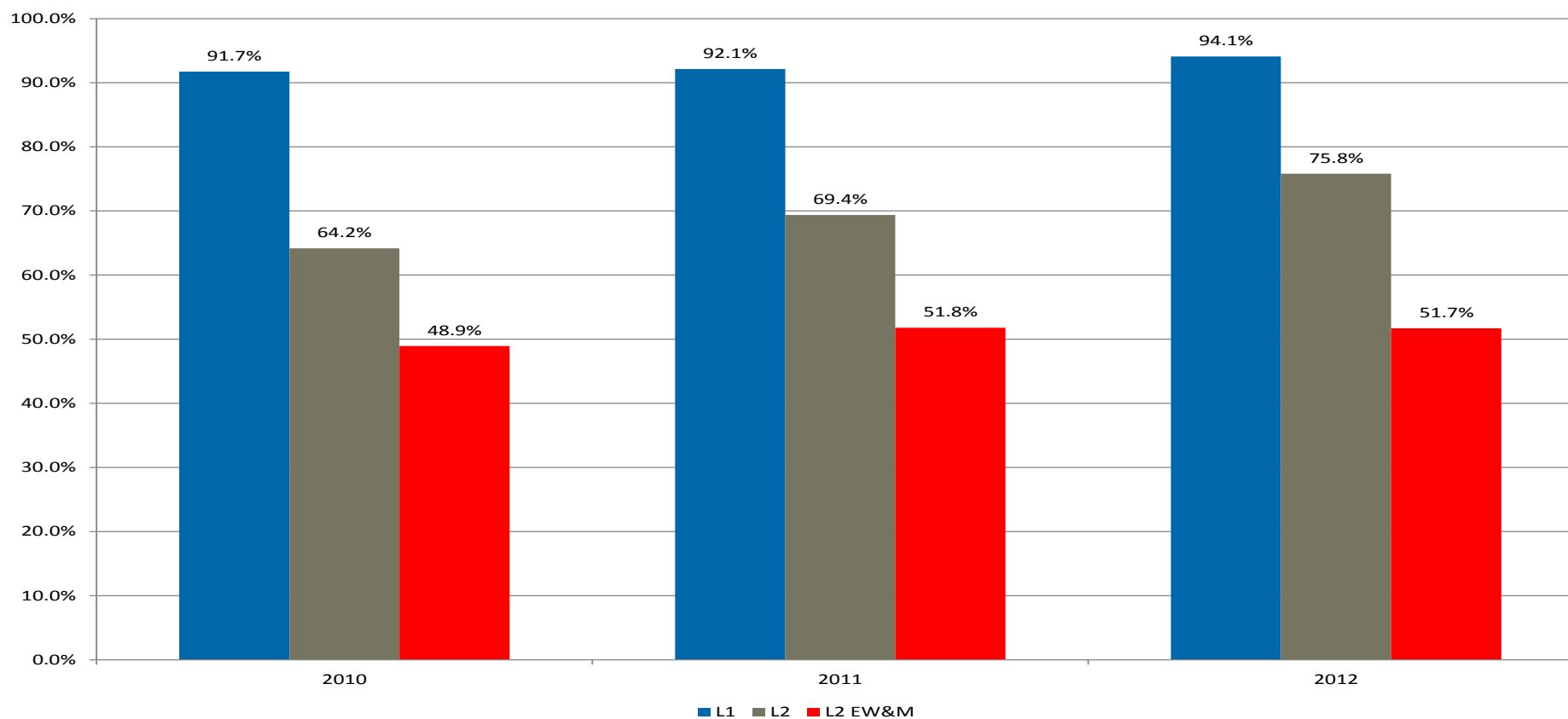
Activity	Description
	guidance, they will signpost the student to an individual/organisation that can help. Some LAs also provide additional mentoring schemes, such as drop in rooms, where MELAP participants can seek advice on relevant matters, as well as ask for support with their homework. The mentoring is important around times of transition – when the pupil has just started in the school, when they are making GCSE choices and when they are approaching the age of 16 and considering possible career paths.
Extended translation and interpreting services	This activity links in with those described under the activities “The provision of home/school links” and “Enhanced bilingual support services”. Bilingual teaching assistants and translators/interpreters provide translation and interpretation when required, which can lead to translating large documents and undertaking interpretation for pupils’ parents.
Assistance with Home Language Exams GCSE, AS and A2	This activity helps pupils to get a home language qualification. Often, the pupil has very good oral ability in their home language, but struggle with literacy (writing and comprehension). The EAL teachers or bilingual Teaching Assistants (whoever has the expertise in the language) will help to teach the student to the requirements of the curriculum. The MELAP staff will also provide support in other exams where required, for example as a reader.
Improved support for post-16 transition into chosen learning pathways	This is generally done informally. The EAL teachers and bilingual teaching assistants will liaise with Careers Wales and the pupils to find out what they want to do. They will then research whether it is possible for the pupil to follow their chosen pathway, and help them with their application.
Integrated after school study support	In some LAs this activity is provided by MELAP staff attending existing after school study support groups, for example homework clubs and GCSE revision classes, in order for the provision to be inclusive and not single out MELAP participants. Other Local Authorities provide after school support specifically for MELAP participants, for example homework clubs for Polish students with a Polish member of staff, to provide a club tailored to the needs of the participants. This activity is carried out by the EAL teachers or bilingual teaching assistants.
Work with parents to augment educational support within the home and community	Where this is provided, it is usually carried out by the bilingual teaching assistants and EAL teachers, and is mainly carried out with parents/carers/guardians rather than community organisations. The MELAP staff will encourage parents to help the EAL pupils to take an active approach to their education (e.g. by attending parent’ evenings).
Supported integration in the community via strengthening links with youth support services	Where provided, EAL teachers and the LA project managers approach youth services to raise the profile and understanding of students’ with EAL needs, with the intention that youth services will be more able to integrate pupils’ with EAL needs.
Enhanced careers guidance and work experience placements	EAL teachers and bilingual teaching assistants have helped to organise work experience placements and provide careers guidance (although this has been more in the form of mentoring). One LA organised some formal mentoring and career guidance, where successful people from BME backgrounds from the local community were invited to mentor MELAP pupils

Activity	Description
	by talking about their own experiences and career paths, as well as to provide career advice to them.
Advocacy support	Where provided, a bilingual teaching assistant will usually act on behalf of the student to talk to a college (when students are looking to apply) and other services which are not related to education, but where the student has requested assistance (for example health services and social services).
Strengthening and targeting the provision of youth information/citizenship education	As part of citizenship education, project staff have supported cultural awareness days and activities, so that all pupils are better aware of each other's cultures and tolerant of differences between each other's cultures.

Source: LA project manager interviews

Annex 4 Achievement of non-EAL learners in MELAP areas

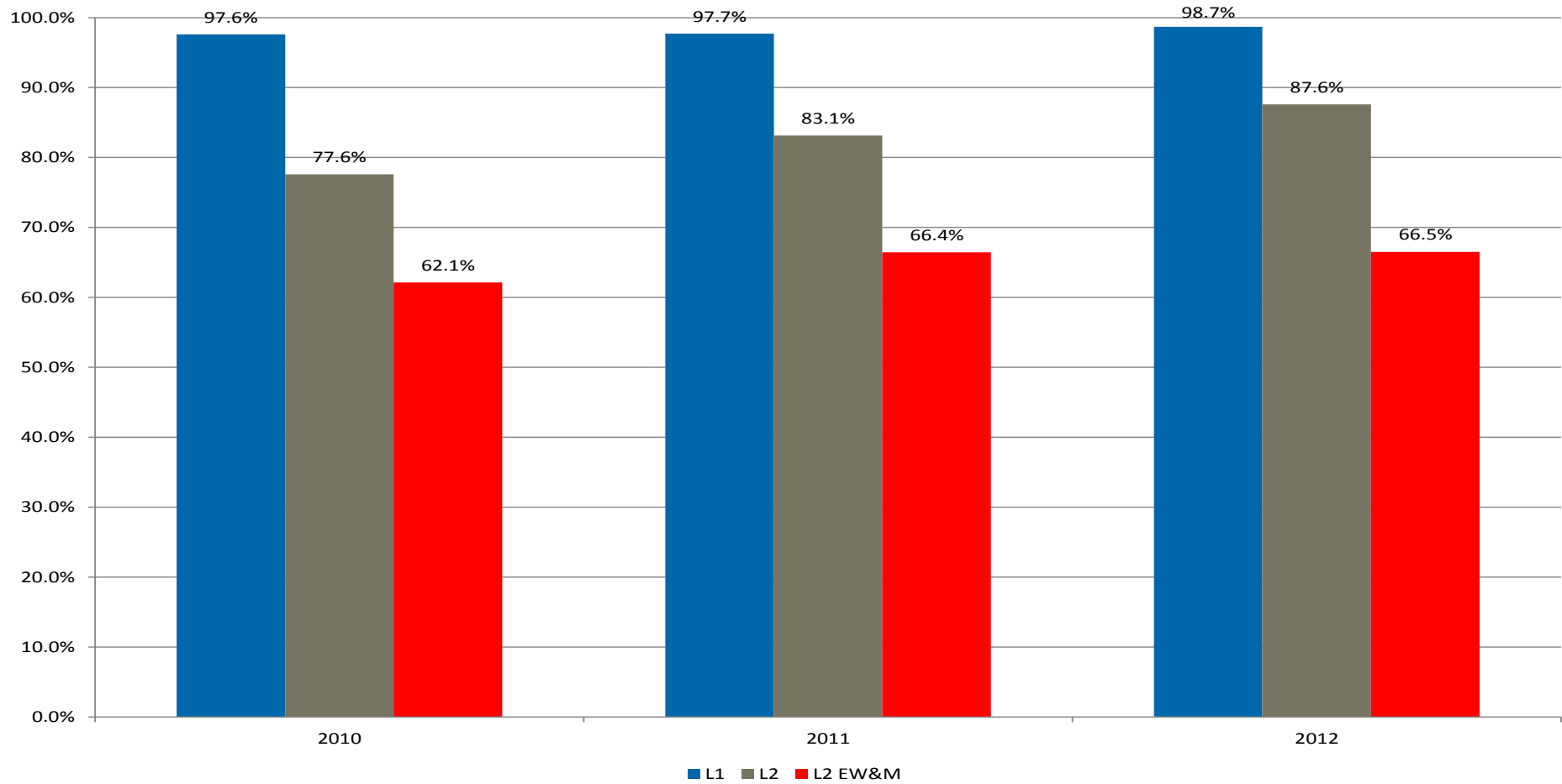
Figure A4.1 Achievement of non-EAL learners in MELAP areas, 2010-2012



Source: PLASC data, 2013.

Base: 2010: 12,366; 2011: 11,829; 2012: 11,740.

Figure A4.2 Achievement of non-EAL pupils in MELAP areas (excluding pupils with SEN and FSM entitlement), 2010-2012



Source: PLASC data, 2013.

Base: 2010: 8,595; 2011: 7,878; 2012: 7,724.

Annex 5 Interview guides for qualitative research

Interview guide MELAP staff

A5.1 We at ICF GHK are carrying out the evaluation of the Minority Ethnic Learning and Achievement Project (MELAP) for the Welsh Government. As part of the evaluation, we are speaking to MELAP staff, school teachers, school managers and MELAP participants to establish how the project has worked in practice, the key successes of the project and any learning which can be taken from the project.

Background

1. Can you describe your role?
 - a. Prompt for:
 - b. *Job title (this should fall into either bilingual teaching assistant or EAL teacher; some may have different titles, so explore responsibilities to find out which type of staff you are interviewing.*
 - c. *How long they have been doing this job and how long employed by this Local Authority? Previous roles in the local authority or elsewhere*
 - d. *How many hours a week they work?*
 - e. *The schools they work in? How many? How many hours a week do you work in each location? Does this make your job more challenging (for example building up a relationship with the children, with staff at the school, or any logistical issues, for example transport or storage issues)*
 - f. *What activities they carry out?*

Induction, training and guidance (Only ask if interviewee has been recruited since September 2010)

2. How were you recruited to your current role?
 - a. *How did you find out about the role?*
 - b. *Were you already working for the Local Authority (internal recruitment), or were you working elsewhere (external recruitment)?*
3. When you were recruited to your present role, what training or support did you receive in the first few months (for induction)?
 - a. *How was the training tailored to your needs and experiences?*

- b. *Explore for the type of training - Was this internal training (delivered by the MELAP team leader or EAL teacher) or external training? Who delivered the training? What was the duration of the training (for example one day training, which was also an induction or a longer, more in-depth training)?*
 - c. *What topics did the training cover? (For example working in a secondary school, working with EAL students, language training etc)*
 - d. *What other training you did not receive which you would have liked to / you feel would have helped you carry out the duties required by your role? If so, training in what? How do you think it would have helped you?*
 - e. *What information and guidance were you given (for example information about what is required in your role, how to work in a secondary school, how to help students with EAL needs. Probe for type of information)*
 - f. *What form did this information come in? (For example, was it a verbal induction, did they receive written information, booklets, links to books / websites / articles which may be helpful)*
 - g. *Did it cover everything you needed to know? Was there anything else you would have liked the information to have covered?*
4. What have you gained in terms of competences, skills and knowledge from the induction process? How useful was this in your role?

Activities carried out

5. What activities do you carry out? Get the interviewee to describe the activities they have carried out in this role since 2010. The types of activities are broadly:
- i. Referral and assessment
 - ii. Student support – 1:1 support, out of class group or 1:1 work, in-class support, after school club work
 - iii. Pupil information, advice and guidance – 1:1 support, group work
 - iv. Parental support – assisting with translation of school documents, interpretation, support at parents evenings, other family support
 - v. Training provided to teachers or colleagues

- vi. Project work with groups of EAL students / parents / teachers
- 6. What is the relative importance of each of these activities in your working hours?
- 7. For each activity that they carry out, ask:
 - a. *What does the activity involve? Describe it in detail*
 - b. *How many students / children / parents they support in the activity at the moment? do they work with a specific age range/home language*
 - c. *How does it benefit the children/students/parents/school? ask for examples*
 - d. *What worked well in this activity? how have good results been achieved?*
 - e. *What didn't work well, and how did they rectify this?*
 - f. *What have they learnt about their capability and capacity in the activity?*
- 8. What training and support have they been offered since their induction? what skills, knowledge and competences have they gained?
- 9. For those who worked in EALS pre 2010, how have the activities or levels of support changed? are the benefits greater? are pupils integrated faster or more successfully? how has this come about? what has made a difference?

For staff who assess students for support and handle referrals

- 10. How are children / students referred to EALS?
 - a. *Are all of the children / students with language needs successfully referred by the school to the EALS?*
- 11. What is your involvement in the referral and assessment process?
 - a. *Probe for language assessment of language ability, translating text, interpreting for parents, or other involvement.*
- 12. How is an assessment of need carried out, and how is the amount of support determined?
 - a. *How is the decision made over which subjects to support the student in? Does it depend on ability in the subject, EAL ability, or other criteria? To what extent are parents' EAL ability and support/aspirations taken into account?*

b. Who is involved in the decision making process (student, parents, the interviewee, subject teacher, SENCO, senior management)?

13. How is monitoring used to reassess the needs of the pupils?

a. How is progress monitored against expected targets for integration and attainment?

b. How often are the children's needs revised?

c. What evidence is used for this?

Monitoring

14. What monitoring and data collection do you have to complete as part of your role? Probe around the Pupil Achievement Record, Pupil Attitudes to Self and School and activity sheets, and what is required

a. How often do you need to collect data for each source?

b. How easy is it to complete these data sources? Why? Is it time consuming?

c. Do you think there is a better way of collecting this type of data? What is it?

d. Do you think all the data collected is necessary? Which information is not necessary? Why / why not?

e. Are there any other data you need to collect and record?

15. How do you use the data that is collected?

a. How is it used to track students' achievement? Plan their work and support? Probe for any other uses.

b. What is the balance between time taken to collect data and the value of the data for monitoring and planning?

Impact

16. Are there any activities which you think would be beneficial for EAL pupils, teachers, and parents which are not currently provided or are not sufficiently provided?

a. What are these, and why do you think they would be beneficial?

17. Which activities have been most successful in achieving positive outcomes for children / students?

a. Why have these activities been more successful than other activities?

18. How do any of your activities impact on students who do not have EAL needs (for example, dyslexic, hearing impairments or other learning difficulties)? Which activities have an impact? How and why?
19. If you are on a short term contract, what are your intentions at the end? Will you be staying in EAL support? or remaining as a teacher/teaching assistant?

Interview guide school staff

A5.2 We at ICF GHK are carrying out the evaluation of the Minority Ethnic Learning and Achievement Project (MELAP) for the Welsh Government. As part of the evaluation, we are speaking to MELAP staff, school teachers, school managers and MELAP participants to establish how the project has worked in practice, the key successes of the project and any learning which can be taken from the project.

Background

1. What subject(s) do you teach? Are your classes grouped by ability? Which group(s) are the majority of EAL children / students in?
2. How many pupils do you teach with EAL needs? (ask for a rough number per class and the different EAL levels).
3. What support do they need and why? (probe for vocabulary; help with reading and written work) for how long is this needed?
4. Are there EAL pupils in your classes who require support who do not receive it at present? Why don't they receive support? Probe.
5. How many BME pupils, who do not have EAL needs, receive any additional support in your classes (other than those with Special Educational Needs)? (ask for numbers).
 - a. *What type of support do they receive?*

Activities

6. What support is given to pupils in your classes?
 - a. *Is it in-class support, and/or out of class group work? who provides it?*
 - b. *Is it 1:1 work, or is group work used? who provides it?*
 - c. *Probe around the kind of support – is it subject specific, or is it raising the student's general ability in English language? Can they explain the support in more detail?*
 - d. *How are they involved in decisions about support required (amount and type)?*
 - e. *How often is this reviewed? Who is involved?*
 - f. *What is their perception of targeting support in relation to pupil and family needs?*

7. How has this support helped with pupils' achievement in your classes?
Seek examples of progress with English language ability, attainment, attendance/attitudes and aspirations
8. How does this level of support compare to previous years? What has changed?
 - a. *Are more pupils receiving support? Are the pupils who were receiving support previously now receiving more? Is support provided more quickly?*
 - b. *Are pupils progressing or changing attitudes more quickly?*
9. What is your relationship like with the EALS staff?
 - a. *Is the support they provide to students a collaborative process between yourself and the support staff?*
 - b. *Do you make recommendations on what support is needed?*
 - c. *Would you like them to provide more/less support in your classes? Why?*
10. What is the process if there is a problem with the EAL support?
 - a. *Who do you contact within the school (is it the SENCO, senior management at the school, EAL teacher, a senior bilingual teaching assistant)? How does this work?*
 - b. *Do you also have contact with the MELAP team leader or EAL Services? What type of issue do you contact them about? How does this work?*

Training and classroom practices

11. What training have you received around meeting the needs of pupils with EAL needs since September 2010?
 - a. *Who ran the training (was it MELAP staff, either a bilingual teaching assistant or EAL teacher)? How long did the training last for? What was the size of the group receiving the training (for example was it a department training session or one for the whole school)?*
 - b. *What were your views of the training? Was it of good quality? Did it teach you things you did not already know? Was it well delivered?*
 - c. *What did you learn in the training? (Was it increased knowledge, new skills or increased competence)*

12. How have you changed your teaching practices since September 2010 to allow EAL students to access the curriculum and meet attainment targets?

a. *What have they started / stopped doing?*

b. *Was this as a result of the training they received? If not, what other reasons caused them to change their practices (for example the increased number of EAL support staff, or advice from a colleague).*

13. What impact have these changes had on pupils with EAL needs? Seek examples

14. How have the changes had any impact on students without EAL needs? For example, dyslexic, hearing impairments or other learning difficulties? Why?

15. What would have happened if the training had not taken place?

a. *Would you have continued teaching and providing support as you were before? Would you have changed your lesson plans? Why?*

b. *Are there any projects/course that you are aware of that could have offered similar support to you?*

Achievement

16. How has the achievement of EAL students in your class changed since 2010?

a. *What do you attribute this change to? – Probe for changed teaching practices, an increase in EAL support or any other reason.*

17. How has the achievement of BME students without EAL needs in your class changed since 2010?

a. *What do you attribute this change to? – Probe for changed teaching practices, an increase in support or any other reason.*

18. How has the achievement of other students in your class improved since 2010?

a. *What do you attribute this change to? – Probe for changed teaching practices, an increase in support or any other reason.*

Reflections

19. Do you think there are better ways to support EAL students than is being provided by EALS through MELAP? What approaches would you suggest are better and why?
20. Have you experienced any difficulties with the activities being carried out by the support staff? What were these? How were they overcome?
21. What would you say have been the most successful activities in improving the achievement of children / students with EAL? Why? Have these made a difference compared to previous practice?
22. How has any training and support to you increased capacity and capability in the school to manage integration of EAL pupils successfully?

Interview guide school manager

A5.3 We at ICF GHK are carrying out the evaluation of the Minority Ethnic Learning and Achievement Project (MELAP) for the Welsh Government. As part of the evaluation, we are speaking to MELAP staff, school teachers, school managers and MELAP participants to establish how the project has worked in practice, the key successes of the project and any learning which can be taken from the project.

EAL needs in the school

1. How many EAL pupils attend the school (rough proportion and variation between years)
 - a. *What are the main ethnic groups and home languages?*
 - b. *How has this changed over the last five years? Numbers and changes to ethnic groups?*
 - c. *Is it new pupils or Year 7 intake?*
2. How many are transfers (from a primary school / other Welsh or English high school) and how many come directly from overseas and what are typical EAL levels of different groups? How has this changed over the last five years?
3. What proportion of pupils come from BME backgrounds without EAL needs (probe for rough number and differences in ethnicity from those with EAL needs)?

Before MELAP

4. Up until September 2010, how were EAL needs being met in your school? as far as possible establish:
 - a. *What was the level of support from EALS, funded from MEAG? What activities were provided?*
 - b. *Who was providing the support in your school (school staff, EALS staff and type of staff)? How many staff? and volunteers? How many hours of support were provided?*
 - c. *What was the provision? Was it in-class support, groups leaving class, a mixture of both? Was it mainly subject specific support, or children being removed from lessons to improve their English language ability?*

5. What did you think about this level of support?
 - a. *Did you think it was sufficient? Why / Why not? (if they thought it was insufficient) What did you try to do to remedy the problem?*
6. How did the achievement of pupils with EAL needs compare to the achievement of other pupils at the school until summer 2010? Do you have data on the achievement of pupils with EAL needs until summer 2010?
 - a. *If yes, could we see the data?*
 - b. *Why do you think there is a difference (if there is one)?*
7. How did the achievement of BME pupils without EAL needs compare to the achievement of other pupils at the school until summer 2010? Do you have data on the achievement of BME pupils until summer 2010?
 - a. *If yes, could we see the data?*
 - b. *Why do you think there is a difference (if there is one)?*

MELAP

8. How has the support students with EAL needs in your school changed since September 2010?
 - a. *How has the level of support (number of hours) changed?*
 - b. *How has the quality of support changed?*
 - c. *How has the range of activities changed?*
9. How were you involved in the recruitment process of staff coming to work in your school with your students?
 - a. *(If they were not involved) Why not? Did this concern you? Probe (for example letting staff into classrooms in their school that they had not recruited themselves, and had no management responsibility for).*
10. How is it decided which pupils are referred and what support they receive?
 - a. *How are decisions made about which pupils are referred, and which are not? Probe, is it based on level of English language ability, with those with the lowest level of English language ability receiving support? Is it based on academic ability? Is it linked to parents EAL and attitudes? Are there other criteria?*

- b. *Who is involved in the decision making process (student, parents, subject teachers, the interviewee, MELAP staff, SENCO, other senior management)?*
- c. *How is the level of support determined?*
- d. *How is it monitored and reviewed? What use is made of MI collected such as PAR and PASS?*

Relationship with EALS

11. How does your relationship with the language service that provides services work?
- a. *Who is your regular point of contact in the service (role, not name)? How often are you in contact with them?*
 - b. *Have any difficulties arisen with EALS staff or activities? how have they been resolved?*
12. How well does the current arrangement work?
- a. *Do you think that the current approach is the best way of providing EAL services? Why/why not?*
 - b. *How could they be more flexible and responsive to needs?*

Training and classroom practices

13. What training have school staff received about teaching EAL students since September 2010?
- a. *Who ran the training (was it MELAP staff, either a bilingual teaching assistant or EAL teacher)? Was it well delivered?*
 - b. *How long did the training last for? What was the size of the group receiving the training (for example was it a department training session or one for the whole school)?*
 - c. *What were your views of the outputs of the training? How has it improved the knowledge, skills and competencies of your staff?*
 - d. *Who was the training for? How many staff received the training? How was it targeted?*
14. How have your staff changed their practice in teaching EAL students since 2010?
- a. *What do you think they have started to do / stopped doing?*

- b. Do you think that these changes were caused by the training they received?*
 - c. What other factors could have resulted in the changes in practice?*
15. How have the changes had any impact on students without EAL needs?
For example, dyslexic, hearing impairments or other learning difficulties?
16. What would have happened if the training had not taken place?
- a. Are there any other sources of training?*

Achievement of pupils

17. How has the achievement of pupils with EAL needs changed since September 2010? How does their achievement compare to the achievement of other pupils at the school since summer 2010? Do you have data on the achievement of pupils with EAL needs since summer 2010?
- a. If yes, could we see the data?*
 - b. Why do you think the difference between EAL students and their peers changed since September 2010?*
 - c. Why do you think the difference still persists (if there is one)?*
18. How has the achievement of BME students without EAL needs changed since September 2010? How does their achievement compare to the achievement of other pupils at the school since summer 2010? Do you have data on the achievement of BME students since summer 2010?
- a. If yes, could we see the data?*
 - b. Why do you think the difference between BME students and their peers changed since September 2010?*
 - c. Why do you think the difference still persists (if there is one)?*
19. How has the overall level of achievement changed since summer 2010? Do you have data on the achievement level since summer 2010?
- a. If yes, could we see the data?*
 - b. Why do you think the achievement has changed?*

Reflections

20. How does the support provided to EAL students improve their achievement and integration into school?

a. *What would you say have been the most successful activities in improving the achievement of children / students with EAL? Why?*

21. How has the greater support offered (depth or speed of support offered or range of activities) made a difference? What would make it more effective?

22. How has the training and support provided in the school by the EALS increased capacity and capability?

Discussion guide MELAP participant focus group

Organisation

We have selected schools for our fieldwork with the highest number of MELAP participants in each Local Authority area, to increase our ability to have focus groups with a good dynamic. We would like to have focus groups with at least five participants. We would like the participants to be from adjacent years (for example a group including participants from Year 7 and Year 8, or one with participants from Year 10 and 11), as we feel that this will encourage all participants of the focus group to fully participate. We can include MELAP participants who have received support in the past but do not receive any 1:1 support at present, if they are available, as well as those who are currently receiving support.

We would expect the focus group to be relatively short, lasting around 30 minutes, to avoid disruption to the participants' school day.

Introduction

Introduce yourself – I am XXXXX and I work for a company called ICF GHK. We have been asked by the Welsh Government to find out whether the support you receive in English language is helping you in school. The project pays for the teaching assistants who help you in class and may provide you with advice and guidance, provides training for your teachers so that they can help you to better understand their lessons, and for you to have the option to take a qualification in your home language.

In particular, we are interested how you benefit from the support you receive, and if you think the support you get helps you to do better in class, join in school activities and progress towards further education and career choices.

Introduction for young people

1. Go around the group and ask each member what their name is, and what languages they can speak.
2. Ask each group member how old they are, what year they are in, and how long they have had support.

Activities

3. What happened when you first came to the school?
 - a. *Did you have an induction? A tour of the school? Receive information about the school? Anything else?*
 - b. *Was this useful? Did it help you when you started at school?*
 - c. *Did you have an assessment of your English language? Was it difficult? Who carried out the assessment? How quickly did this happen?*
4. How have you been helped to learn English so you can take part in lessons without any assistance / with less assistance?
 - a. *Do you get support in-class?*
 - b. *Do you like receiving help in class? Why / Why not?*
 - c. *Do you get taken out of class for separate 1:1 lessons or group lessons? What do you learn in these separate lessons?*
 - d. *What lessons do you get taken out of?*
 - e. *Do you get taught about the lesson you have been taken out of, or do you get taught about English?*
 - f. *Do you like getting taken out of lessons? Why / Why not?*
 - g. *What has helped you most to learn English quickly so that the support needed has stopped/been reduced?*
5. How have you been helped to do course work and homework?
 - a. *Do you get help in a homework club? Is it a homework club for all students or a separate group for students who need help with English language?*
 - b. *Do you get help at break and lunchtime?*
 - c. *How has this helped you to improve your ability to do get better results?*
6. **(Question for students in Years 10-13)** How have you been helped to do a qualification in your first language?
 - a. *Who helped you?*
 - b. *When did they help you? After school? In lesson time?*
 - c. *Do / did you enjoy studying for a qualification in your home language? Why did you want to do this?*

7. **(Question for students in Years 10-13)** How have you been helped to participate in after school activities and make career / exam / further education choices?
- a. *What have you been helped with?*
 - b. *Who helped you?*
 - c. *Does this help you feel more involved in school life? increase your self-confidence and integration?*
 - d. *Is the career / exam advice you receive useful? Has it helped you make career choices, or decide where you want to go for work experience?*
8. How have your parents / family been helped by the school?
- a. *What help have they received?*
 - b. *Translation of letters and school documents*
 - c. *Interpretation at meetings*
 - d. *Help at parents evenings*
 - e. *Staff members coming to your house to discuss issues*
 - f. *Other communications*
 - g. *Anything else*
9. Overall how has the support helped you to achieve what you feel you would have achieved in your home language?

Annex 6 Pupil Survey

Pupil Survey

This is a short survey about the support you receive at school.

The Welsh Government would like to find out what you think about the support you receive in school to learn English, so that they can provide the right level of support to pupils in the future.

You will not be asked for your name, and everything you tell us will remain completely confidential.

Introduction

1. Which school do you go to? (Please choose one answer)

- | | | | |
|---|--|---|---|
| <input type="radio"/> Aberilly Comprehensive School | <input type="radio"/> Cefn Hengoed Community School | <input type="radio"/> Penglais Comprehensive School | <input type="radio"/> The Greenhill School |
| <input type="radio"/> Birchgrove Comprehensive School | <input type="radio"/> Cefn Saeson Comprehensive School | <input type="radio"/> Pentrehafod Comprehensive School | <input type="radio"/> Tredegar Comprehensive School |
| <input type="radio"/> Bishop Gore School | <input type="radio"/> Coedcae School | <input type="radio"/> Penyrheol Comprehensive School | <input type="radio"/> Ysgol Gyfun Llanbedr-Pont-Steffan |
| <input type="radio"/> Bishop Hedley High School | <input type="radio"/> Dylan Thomas Community School | <input type="radio"/> Prestatyn High School | <input type="radio"/> Ysgol John Bright |
| <input type="radio"/> Bishop Vaughan R.C. School | <input type="radio"/> Eirias High School | <input type="radio"/> Sir Thomas Picton School | <input type="radio"/> Ysgol Uwchradd Aberteifi |
| <input type="radio"/> Bishopston Comprehensive School | <input type="radio"/> Gowerton School | <input type="radio"/> St John Lloyd Catholic Comprehensive School | <input type="radio"/> Queen Elizabeth High School |
| <input type="radio"/> Blessed Edward Jones R.C. High School | <input type="radio"/> Milford Haven School | <input type="radio"/> Tasker-Milward V.C. School | <input type="radio"/> Any other school |
| <input type="radio"/> Bryngwyn School | <input type="radio"/> Marrison Comprehensive School | | |
| | <input type="radio"/> Olchfa School | | |
| | <input type="radio"/> Pembroke School | | |

Please write the name of your school here:

2. How old are you? (Please choose one answer)

- | | |
|--------------------------|-------------------------------------|
| <input type="radio"/> 11 | <input type="radio"/> 16 |
| <input type="radio"/> 12 | <input type="radio"/> 17 |
| <input type="radio"/> 13 | <input type="radio"/> 18 |
| <input type="radio"/> 14 | <input type="radio"/> 19 |
| <input type="radio"/> 15 | <input type="radio"/> Any other age |

Please write how old you are here:

3. What year are you in at school? (Please choose one answer)

- | | |
|-------------------------------|-------------------------------|
| <input type="radio"/> Year 7 | <input type="radio"/> Year 11 |
| <input type="radio"/> Year 8 | <input type="radio"/> Year 12 |
| <input type="radio"/> Year 9 | <input type="radio"/> Year 13 |
| <input type="radio"/> Year 10 | |

Starting at school

4. Did a teacher spend time with you when you first joined the school to find out how well you spoke English? (Please choose one answer)

- Yes
 No
 Don't know

4.a When did this happen? (Please choose one answer)

- On your first day In the second week Later
 In the first week In the first month Don't know / Can't remember

Help at school

5. Can you say if you have received this help since starting at your school? (Please choose one answer in each row)

	Yes	No	Don't know
In-class help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being taken out of class for extra English language lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help in an after school study group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help at school when making subject or career choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help at school to take an exam in my home language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help from school when speaking to colleges or clubs outside school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letters from school translated into my home language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help for my parents at parents evenings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please can you choose one answer in each row?

	Yes	No	Don't know
Do you get the right amount of help to understand your lessons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you need more help in school to help you do your homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you need more help in school to join out of school activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you glad that you can take an exam in your home language at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you understand your class teachers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you need more help to understand your lessons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. **How has the amount of support you receive at school changed since you started at school?** (Please choose one answer)
- It has increased
 - It has stayed the same
 - It has decreased

8. **Why do you think this has happened?**

9. **Is there any other help you would have liked at school?** (Please choose one answer)
- Yes
 - No

- 9.a **What type of help?** (Please choose as many as appropriate)

- In-class help
- Being taken out of class for extra English language lessons
- Help in an after school study group
- Help at school when making subject or career choices
- Help at school to take an exam in my home language
- Help from school when speaking to colleges or clubs outside school
- Letters from school translated into my home language
- Help for my parents at parents evenings
- Other

Please say what other type of help:

Impact

10. **Please say whether you agree with the statements below:** (Please choose one answer in each row)

	Yes	No	Don't know
The support I get at school has helped me improve my English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support I get at school has helped me to achieve better results in my lessons and tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support I get at school has helped me to understand my teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support I get at school has helped me with my homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support I get at school has helped me when making choices about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support I get at school has helped me join in with after school clubs within school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support I get at school means that I am less likely to take time off from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support I get at school has helped me to take an exam in my home language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support I get at school has helped my parents understand what is happening at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support I get at school has helped improve my confidence to speak to people outside school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support I get at school has helped me to take part in activities outside school for young people of my age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Background

11. What is your ethnicity? (Please choose one answer)

- | | | | |
|--|---|---|---|
| <input type="radio"/> Asian or British
Asian: Indian | <input type="radio"/> Black or Black
British: Black
Caribbean | <input type="radio"/> Chinese | <input type="radio"/> White: British |
| <input type="radio"/> Asian or British
Asian: Pakistani | <input type="radio"/> Black or Black
British: Black
African | <input type="radio"/> Mixed: White and
Black Caribbean | <input type="radio"/> White: Irish |
| <input type="radio"/> Asian or British
Asian: Bangladeshi | <input type="radio"/> Black or Black
British: Other Black | <input type="radio"/> Mixed: White and
Black African | <input type="radio"/> White: Other |
| <input type="radio"/> Asian or British
Asian: Other Asian | | <input type="radio"/> Mixed: White and
Asian | <input type="radio"/> Other |
| | | <input type="radio"/> Mixed: Other Mixed | <input type="radio"/> Prefer not to say |

Please write your ethnicity here:

12. What languages do you speak? (Please choose as many as appropriate)

- | | | | |
|------------------------------------|-----------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> German | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Hindi | <input type="checkbox"/> Spanish | <input type="checkbox"/> Welsh |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Italian | <input type="checkbox"/> Tagalog | <input type="checkbox"/> Other |
| <input type="checkbox"/> English | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Thai | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> French | <input type="checkbox"/> Polish | <input type="checkbox"/> Turkish | |

Please write any other languages you speak here:

13. Do you speak English as your main language at home? (Please choose one answer)

- Yes
 No
 Prefer not to say

14. What is your gender? (Please choose one answer)

- Male
 Female
 Prefer not to say

15. Do you have a disability? (Please choose one answer)

- Yes
 No
 Prefer not to say

Annex 7 Staff Survey

MELAP staff survey

ICF GHK has been commissioned by the Welsh Government to carry out the evaluation of the Minority Ethnic Learning and Achievement Project (MELAP). As part of the evaluation, we are conducting a survey with staff who provide English language support services in secondary schools in the Local Authority areas which receive funding through MELAP.

The purpose of this survey is to establish the activities being carried out, the value of the activities and the impact they have had.

You will not be asked to provide your name, and all responses will be treated completely confidentially.

Introduction

1. Which Local Authority do you work in? (Please select one response)

- Blaenau Gwent (Newport) Ceredigion Merthyr Tydfil Swansea
 Carmarthenshire Conwy Neath Port Talbot Other
 Denbighshire Pembrokeshire

Please specify:

2. What is your role? (Please select one response)

- Teaching Assistant EAL teacher Other

Please specify:

3. How long have you been in your current role? (Please select one response)

- Under 1 year Between 2 and 3 years Over 5 years
 Between 1 and 2 years Between 3 and 5 years

4. How many hours a week do you work in secondary schools? (Please select one response)

- Fewer than 5 hours Between 10 and 15 hours Between 20 and 25 hours
 Between 5 and 10 hours Between 15 and 20 hours More than 25 hours

Activities

5. How often do you carry out the following activities: (Please select one response in each row)

	<i>At least once a day</i>	<i>Once every 2 - 3 days</i>	<i>Once a week</i>	<i>Once a month</i>	<i>Never</i>
In-class support of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take students out of class for English as an Additional Language (EAL) lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After school study support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret for parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translate text for school to home communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor and support students (especially around transition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support students to take a qualification in their home language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting students make post 16 subject / career choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide training and awareness-raising to secondary school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with parents to enhance educational support at home and in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengthening links with youth support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.a1 To what extent do you agree with the following statements about in class support of students: (Please select one response in each row)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

6.b1 To what extent do you agree with the following statements about students being taken out of class for EAL lessons: *(Please select one response in each row)*

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

6.c1 To what extent do you agree with the following statements about after school study support: *(Please select one response in each row)*

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

6.d1 To what extent do you agree with the following statements about interpretation for parents: *(Please select one response in each row)*

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

6.e1 To what extent do you agree with the following statements about translating text for school to home communications: *(Please select one response in each row)*

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

6.f1 To what extent do you agree with the following statements about mentoring and supporting students: *(Please select one response in each row)*

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

6.g1 To what extent do you agree with the following statements about supporting students to take a home language qualification: *(Please select one response in each row)*

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

6.h1 To what extent do you agree with the following statements about supporting students to make post 16 subject / career choices: *(Please select one response in each row)*

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

6.I1 To what extent do you agree with the following statements about advocacy support: *(Please select one response in each row)*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

6.J1 To what extent do you agree with the following statements about providing training and awareness raising for secondary school staff: *(Please select one response in each row)*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

6.k1 To what extent do you agree with the following statements about working with parents to enhance educational support at home and in the community: *(Please select one response in each row)*

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

6.l1 To what extent do you agree with the following statements strengthening links with youth support services: *(Please select one response in each row)*

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The amount of time spent on this activity is about right to meet the students' / parents' / teachers' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity is undervalued and requires more capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much time is spent on this activity, and resources would be better directed elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity could be better coordinated to provide more help to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify how the activity could be better coordinated:

Training and awareness raising

7. What type of training do you offer? (Please select all that apply)

- Small group training for teachers (for example teachers in one department)
 Small group training with other support staff (for example teaching assistants, behavioural support workers etc.)
 1:1 training with other support staff (for example teaching assistants, behavioural support workers etc.)
- 1:1 training with teachers
 Presentation to whole secondary school staff
 Other

Please specify the type of training and who you deliver it to:

8. What topics / skills were covered by the training you provided? (Please select all that apply)

- Improving communication with EAL students
 Visualisation
 Other
- Teaching strategies
 Understanding of the difficulties faced by EAL students

Please specify the topics / skills covered by the training you provided:

Impact

For each of the following statements, please indicate to what extent you perceive the impact of your work with EAL students has had. (Please select one response in each row)

9. The support you have provided:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Has helped students to speed up their learning of English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has enabled students to achieve their potential in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has improved their attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has helped students to participate in non-curricular activities in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has increased the chances of students entering employment, further education or training when they leave school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has improved school-parent links and communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has improved the knowledge and skills of secondary school teachers around EAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has helped students without EAL needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has helped students to participate in youth activities outside the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Background

10. **What languages do you speak?** (Please select all that apply)

- | | | |
|------------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Hindi | <input type="checkbox"/> Thai |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Italian | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> English | <input type="checkbox"/> Polish | <input type="checkbox"/> Welsh |
| <input type="checkbox"/> French | <input type="checkbox"/> Spanish | <input type="checkbox"/> Other |
| <input type="checkbox"/> German | <input type="checkbox"/> Tagalog | |

Please specify:

11. **Do you work in one school, or across multiple sites?** (Please select one response)

- One school Multiple sites

12. **How many school sites do you work at?** (Please select one response)

- 2 4 More than 5
 3 5

13. **Which school(s) do you work in?** (Please select all that apply)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Abertillery
Comprehensive
School | <input type="checkbox"/> Cefn Hengoed
Community School | <input type="checkbox"/> Penglais
Comprehensive
School | <input type="checkbox"/> The Greenhill
School |
| <input type="checkbox"/> Birchgrove
Comprehensive
School | <input type="checkbox"/> Cefn Saeson
Comprehensive
School | <input type="checkbox"/> Pentrehafod
Comprehensive
School | <input type="checkbox"/> Tredegar
Comprehensive
School |
| <input type="checkbox"/> Bishop Gore
School | <input type="checkbox"/> Coedcae School | <input type="checkbox"/> Penyrheol
Comprehensive
School | <input type="checkbox"/> Ysgol Gyfun
Llanbedr-Pont-
Steffan |
| <input type="checkbox"/> Bishop Hedley
High School | <input type="checkbox"/> Dylan Thomas
Community School | <input type="checkbox"/> Prestatyn High
School | <input type="checkbox"/> Ysgol John Bright |
| <input type="checkbox"/> Bishop Vaughan
R.C. School | <input type="checkbox"/> Eirias High School | <input type="checkbox"/> Sir Thomas Picton
School | <input type="checkbox"/> Ysgol Uwchradd
Aberteifi |
| <input type="checkbox"/> Bishopston
Comprehensive
School | <input type="checkbox"/> Gowerton School | <input type="checkbox"/> St John Lloyd
Catholic
Comprehensive
School | <input type="checkbox"/> Queen Elizabeth
High School |
| <input type="checkbox"/> Blessed Edward
Jones R.C. High
School | <input type="checkbox"/> Milford Haven
School | <input type="checkbox"/> Tasker-Milward
V.C. School | <input type="checkbox"/> Any other school |
| <input type="checkbox"/> Bryngwyn School | <input type="checkbox"/> Marriston
Comprehensive
School | | |
| | <input type="checkbox"/> Olchfa School | | |
| | <input type="checkbox"/> Pembroke School | | |

Please state the name of the school(s) here:

14. **How many students (on average) do you support in secondary schools each week (across all sites)?** (Please select one response)

- Fewer than 5 10 to 19 students More than 30 students
 5 to 9 students 20 to 30 students

15. Do you support any students without EAL needs? *(Please select one response)*

Yes

No

How many students without EAL needs do you support?