



**The inspection of EAL under the revised
framework**

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Headteachers' Conference

Norfolk

Friday 22 January 2016



Objectives

- **How EAL will be inspected under the new framework**
- **The training of inspectors**
- **Findings from recent inspection activities and surveys**
- **Current EAL inspection activity**

The School inspection handbook: EAL



School Inspection Handbook August 2015

135. The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, **ethnic** and socio-economic backgrounds

136. The cultural development of pupils is shown by their:

-the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, **ethnic** and socio-economic groups in the local, national and global communities.

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The common inspection framework: education, skills and early years: EAL



The common inspection framework: education, skills and early years August 2015

Groups of learners

14. In making judgements, inspectors will pay particular attention to the outcomes for the following groups:

- disabled children and learners and those who have special educational needs
- children and learners in specialist provision
- boys/men
- girls/women
- the highest and lowest attaining children and learners

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The common inspection framework: education, skills and early years August 2015

- children and learners for whom **English is an additional language**
- children and learners from **minority ethnic groups**
- **Gypsy, Roma and Traveller children and learners**
- lesbian, gay and bisexual children and learners
- transgender children and learners
- young carers
- children and learners attending alternative provision
- children and learners with medical conditions
- disadvantaged children and learners
- children looked after and care leavers
- older learners
- children and learners of different religions and beliefs
- ex-offenders
- teenage mothers
- other vulnerable groups

The common inspection framework: education, skills and early years August 2015

- **The Equality Act 2010**
- Inspectors will assess the extent to which the school or provider complies with relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998, promotes equality of opportunity and takes positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of their work.
- The Equality Act 2010;
www.legislation.gov.uk/ukpga/2010/15/contents.

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Outcomes judgements

- The main weight of evidence will be for **current pupils** in all year groups across subject areas not just English and mathematics
- When considering judgements most weight will be given to **progress** particularly from starting points

Outcomes judgements

There are four key focus groups:

- disadvantaged pupils,
 - those with special educational needs or who are disabled,
 - the most able and
 - low-attaining pupils who need to catch up
-
- Inspectors will also pay attention to the groups listed in the common inspection framework, taking particular account of substantial groups in the school

Interpreting historical data

- Published data for very small groups of pupils should be treated with caution (certainly fewer than 5 pupils, but still cautionary for 10 or fewer).
- For disadvantaged pupils, disabled pupils and those with special educational needs, compare progress with that of all pupils nationally with the same starting points.

Collecting evidence during inspection

- Inspectors should use the word information not data
- Evidence will depend on how the school has planned its curriculum
- Inspectors should only expect to see assessment and performance information used by the school
- Inspectors will review records for pupils and groups in whatever form the school uses
- Do not record a grade for outcomes on individual lesson plans nor for a learning walk or a summary of all lessons
- Outcomes can be graded for analysis of the school's performance information for current pupils

The inspection dashboard

- Shows how well previous cohorts performed
- Emphasises progress which comes first
- Contains performance information on disadvantaged pupils, SEND pupils, girls and boys
- Is available to schools on the RAISEonline site

Training for inspectors



Training for inspectors

- All Senior HMI received training on inspecting EAL April 2015 to be disseminated to the regions
- All HMI and additional inspectors received briefing following publication of Ofsted's Roma report December 2014

Findings from recent inspection activity



Ofsted and EAL

- A Survey on Roma Pupils (published December 2014)
- Additional fieldwork in Bradford, Kent and Peterborough (unpublished)
- Good Practice Gypsy and Traveller Pupils (published in March 2015)
- Visits to five local authorities

Ofsted and EAL

Overcoming barriers: ensuring Roma children are fully engaged and achieving in education

Ofsted published this survey on 19 December 2014

<https://www.gov.uk/government/publications/ensuring-roma-children-achieve-in-education>

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Key Issues

- Additional challenges around the arrival of large numbers of Roma pupils in a very short space of time.
- New arrivals were not only new to English but had often had no previous schooling or Early Years experience.
- Hard to settle pupils initially who had joined with no previous experience of school routines and expectations
- Rates of absence were high for Roma pupils.
- Hard to keep track of families
- The rate of mobility was high with pupils staying a short time, leaving and sometimes returning again within the same school year.

Good Practice Case Studies; Gypsy, Roma and Traveller Pupils

- A set of six new examples was published 26 March 2015:
- https://www.gov.uk/government/publications?keywords=&publication_filter_option=research-and-analysis&topics%5B%5D=all&departments%5B%5D=ofsted&official_document_status=all&world_locations%5B%5D=all&from_date=25%2F03%2F15&to_date=27%2F03%2F15&commit=Refresh+results

Six Good Practice Case Studies

- **Engaging Traveller parents to raise achievement of their children** (Kingsmead Primary School, Hackney)
- **Supporting Traveller pupils in primary to secondary transition** (St Edmunds Catholic Primary School, Lancashire)
- **Raising aspirations and retaining Roma pupils at Key Stage 2** (Parkside Community School, Kent)
- **Traveller children uptake in the Early Years Foundation Stage** (Holy Family Catholic Primary School, Leeds)
- **Raising aspirations and retaining Roma pupils at Key Stage 4** (Babington Community College, Leicester)
- **Creating a positive culture of equality and opportunity** (Cranford Community College, Hounslow)

Recent EAL inspection activity



EAL achievement

Visits to five local authorities (June/ July) where there was a large attainment gap at GCSE in 2014 between pupils whose first language is English and pupils whose first language is other than English:

- Barnsley
- Bedford
- Middlesbrough
- Oldham
- Telford