



Report of a Survey on

The quality of learning and teaching  
and the standards and outcomes achieved by  
the learners in relation to the provision for  
English as an Additional Language

Inspected: October-November 2005

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*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

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A number of quantitative terms are used in the report. In percentages, the terms correspond as follows:-

More than 90%	-	almost/nearly all
75%-90%	-	most
50%-74%	-	a majority
30%-49%	-	a significant minority
10%-29%	-	a minority
Less than 10%	-	very few/a small number

## 1. INTRODUCTION

- 1.1 In October and November of 2005 the Education and Training Inspectorate undertook a survey to evaluate the quality of learning and teaching, and the standards and outcomes achieved by the learners in relation to the provision for English as an Additional Language (EAL). This report is based on the findings of that survey which included 22 structured visits to primary and post-primary schools (see Appendix) across the five Education and Library Boards (ELBs).
- 1.2 Throughout the course of the survey, inspectors held discussions with school principals, EAL co-ordinators, teachers, classroom assistants and, where appropriate, with pupils. In addition, they observed a total of 120 lessons, evaluated the teachers' planning and examined documents in relation to EAL provided by the schools.
- 1.3 The report also takes account of evidence from discussions with ELB Curriculum and Advisory Support Service (CASS) officers with responsibility for the EAL service.

## 2. BACKGROUND AND CONTEXT

- 2.1 Against the background of a changing workforce in Northern Ireland, there has been a significant increase in the number of migrant workers and their children in the last three years, particularly from the new accession states of Eastern Europe. In many schools, the diversity of the backgrounds and needs of the pupils are much wider than ever before.
- 2.2 Since September 2005, each ELB has established a new EAL service for the schools it supports. Formerly the emphasis was on peripatetic tuition, but this approach has been discontinued by most ELBs. The CASS officers report that the current approach is focused more on supporting teachers and building capacity; this is a change of culture and is aimed at empowering classroom teachers to be less reliant on the ELBs' peripatetic services. It was reported that the new approaches are more strategic and will be strengthened by the ongoing creation of cluster groups. The five ELBs intend to develop a regional approach to support EAL and to increase collaboration.

- 2.3 The Inter-Board Ethnic Minority Achievement (EMA) Group meets regularly and has drawn up an action plan for the development of provision. Its three main objectives are to move towards the setting up of a Northern Ireland EMA Service, to share best practice and develop common and consistent approaches and to liaise with the Department of Education (DE) in the production of a policy for EAL.
- 2.4 There has been some discussion concerning the establishment of a single, regional service for EAL across the five ELBs but no agreement has been reached as yet. There are proposals in place currently for closer collaboration between two ELBs in relation to the areas of team meetings and staff development. It is essential that the ELBs have a shared understanding of what constitutes good practice in the whole area of EAL.

### 3. SUMMARY OF MAIN FINDINGS

- There has been a significant growth in the number of pupils with EAL in the past three years. In the case of some schools the growth has been exponential.
- All of the schools visited during the survey have established appropriate procedures to ensure the welfare and pastoral care of their pupils. Most of the schools visited have a positive ethos, with good quality relationships evident between pupils with EAL, the staff and the rest of the school community.
- Almost all the schools have additional induction arrangements for pupils and their families with EAL and a significant minority of schools provides key documentation in other languages for parents. However, the costs of translation and interpreting services are considerable.
- In a small number of schools, pupils with EAL are encouraged and facilitated to maintain and develop their skills in their home language(s). In a minority of post-primary schools, the pupils are encouraged to gain accreditation in their home language(s).

- Provision for pupils with EAL varies between schools, depending on the context. Many pupils tend to arrive without any record of their previous attainment and at different times throughout the school year. If the pupils arrive at the start of the school year, their transition into school life and work is easier.
- In a significant minority of the lessons observed in primary schools, the teaching was judged to have major strengths, and in a majority of lessons the quality of the teaching was good.
- Teachers in primary schools are increasingly more confident in dealing with pupils with EAL in their own classrooms and supported by a range of in-school strategies. Many teachers, often with composite classes, are adept at catering for pupils with a wide range of abilities, including those with learning and behavioural difficulties.
- Most of the pupils with EAL benefit from a policy of integration which enables them to access the full curriculum and to make progress through experiencing a wide range of both context and content based language learning.
- Most schools have appropriate structures to organise and develop provision for EAL and are working well towards meeting the needs of the pupils using their own resources. In the best practice, the provision allows for flexibility to meet the different and changing needs of the pupils and to accommodate the arrival of new pupils throughout the school year.
- Several principals have demonstrated strong commitment to whole school approaches to catering for the pupils with EAL. Most schools have appointed an EAL co-ordinator or identified a teacher with responsibility for EAL.
- A majority of schools support pupils with EAL without the additional support of an external EAL teacher; of these, half support the pupils by means of both withdrawal and in-class support. In most post-

primary schools, the normal level of provision is withdrawal for an average of two periods per week.


- In a small number of primary schools, the arrangements for EAL rely overly on an external EAL teacher and do not meet sufficiently the needs of the pupils. In a few schools, younger pupils are withdrawn unnecessarily on a long-term basis.
- In a minority of schools there is considerable experience and expertise, in relation to EAL; several schools have begun to work together in clusters to share good practice and resources.
- A majority of schools make good use of CASS support and advice. All schools reported a need for more staff development and assistance, in relation to EAL.
- Almost all schools are working increasingly with outside agencies and the wider community.
- The increasing use of bi-lingual assistants is a feature of many primary and post-primary schools. A few primary schools have made successful applications to obtain the services of Comenius assistants from other countries of Europe.

## 4. ETHOS

- 4.1 All of the schools visited during the survey have established appropriate procedures to ensure the welfare and pastoral care of their pupils and in a majority of the schools, the pupils with EAL are included in the associated documentation. The open, welcoming ethos is illustrated by the multi-lingual displays in corridors, assembly halls, classrooms and canteens, as well as signage in several languages. The cultural differences of pupils are respected in all schools and dealt with sympathetically. One proactive school has appointed a parent of a pupil with EAL to the Board of Governors.
- 4.2 Almost all schools have additional induction arrangements for pupils with EAL and their families. In these instances, their parents are invited into the

school with the support of an interpreter if necessary; they are given information on the education system in Northern Ireland generally, and more specifically, on the life of the school itself as well as information on childcare, healthcare and other facilities and amenities in the local community. A number of schools provide the school uniform for new pupils. A majority of schools have established important links with various support groups working with ethnic minority communities and, in a small number of cases, with the employers of parents of pupils with EAL.

- 4.3 A significant minority of schools provides key documentation for parents in other languages and has prepared simplified or amended versions of important documents using visual clues. Schools also regularly follow-up with a telephone call, information that has been sent home. Parents are encouraged to come into the school and talk to teachers. In a small number of schools, the parents are invited to be present at teaching sessions.
- 4.4 The schools report a wide variation in the ability of the parents to support their children and reinforce school work at home, in particular, the children's basic skills in reading and writing. In addition, in many instances, there are limited opportunities for the children to speak English at home. There are a small number of schools which have considerable experience of pupils with EAL and whose parents generally have a good command of English. In those schools where the links with parents who speak very little or no English are weak there is an over-dependence on long, complicated documentation in English. A minority of schools reported difficulties maintaining meaningful links with parents because of parental working patterns.
- 4.5 Most of the schools have a positive ethos, with good quality relationships evident between pupils with EAL, the staff and the rest of the school community. The experience of having pupils with EAL is reported as enriching the whole school community. Senior members of staff are committed to the educational, spiritual and moral welfare of the pupils, and seek to develop and implement structures to include the pupils as valued members of the school community. The staff treat pupils with respect, empathy and patience; they ensure that the pupils with EAL achieve a sense of belonging by providing them with opportunities for active participation in all aspects of school life alongside their peers.


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- 4.6 Most schools use various ‘buddy’ schemes and Circle Time to promote an atmosphere of mutual respect where the pupils with EAL feel safe and valued. In a minority of schools, pupils with EAL are given ‘expert bilingual status’ and, when they are able, they are encouraged to act as interpreters, in appropriate situations, for new pupils who share the same home language(s).
- 4.7 In a majority of schools, staff work hard to create a stimulating learning environment, with a strong emphasis on visual material, attractive displays of pupils’ work and materials relating to other countries, cultures and communities. In most schools, appropriate international cultural festivals are celebrated. In a minority of schools, there is an over-emphasis on the notion of inclusion into the existing community at the expense of celebrating diversity. In a small number of schools, Pact V funding has been secured to provide information sessions for staff, governors and parents on the language and culture of the countries and communities of the pupils with EAL. Very few schools provide appropriate books in their libraries in the home languages of pupils with EAL.
- 4.8 In a small number of schools, the pupils with EAL are encouraged and facilitated to maintain and develop their skills in their home language(s), and English-speaking pupils are encouraged to study languages including the home languages of their peers, and to appreciate the advantages of bilingualism. In a minority of post-primary schools, the pupils are encouraged to gain accreditation in their home language(s).

## 5. QUALITY OF LEARNING AND TEACHING: PRIMARY SCHOOLS

- 5.1 The pupils with EAL have a wide range of needs depending on their age on entry to school, their ability and their knowledge of English. While many pupils arrive with limited levels of English, others have already achieved a reasonable proficiency in the spoken language. Provision for pupils with EAL varies between schools, depending on the context.
- 5.2 In a majority of schools, the teachers carry out the initial assessment themselves, often assisted by the EAL co-ordinator or teacher with responsibility for EAL; in a minority of schools, the teachers rely on an EAL

specialist from the ELB to analyse the levels of English of the pupils on entry to school. The special educational needs co-ordinator (SENCO) also plays an important role in assessing the pupils on entry. Some ELBs provide the schools with a helpful proforma and written test which covers several areas of the curriculum. One ELB gave oral feedback only to teachers and schools in relation to assessments and the setting of targets for pupils but, appropriately, is beginning to provide more comprehensive written reports. One school had to obtain the services of a Polish interpreter in order to achieve an initial assessment of several pupils. If the pupils arrive at the start of the school year their transition into school life and work is easier. As many pupils tend to arrive without any record of their previous attainment at school and at different times throughout the school year, accurate initial baseline assessment is crucial.

- 5.3 It is customary for pupils with EAL to be placed in a class one year below their chronological age; this practice needs to be monitored more rigorously by schools as, in some instances, pupils remain in lower ability groupings for too long. Other schools have more flexible arrangements to 'fast-track' the pupils into more suitable ability settings where appropriate. A number of year 7 pupils with EAL are now sitting the Transfer Test. Other pupils are a year or two older before they transfer from primary to post-primary school, depending on their progress. Recently arrived older pupils with little or no English can either choose to take the Transfer Test or not following consultation with their parents. For transfer from primary to post-primary school, one ELB obliges an assessment to be carried out by the psychological services. The whole question of transfer from primary to post-primary for pupils with EAL is complex.
- 5.4 A few schools have developed useful pupil profiles and maintain comprehensive records of pupil progress; one school sets targets for improvement for the pupils, matched appropriately to their stage of development, and uses standardised tests, the results of which are interpreted by the Portuguese Assistant. The teachers document the pupils' ability to follow instructions and to socialise and co-operate with their peers. In addition, many teachers and classroom assistants note improvements in the (often rapid) increase in the everyday vocabulary of the pupils with EAL and their capacity to participate in class discussions. Many of the pupils with EAL who begin school in year 1, or who have had a pre-school




experience, make good progress across the whole curriculum. Other children who have entered school in year 4, for example, tend to have difficulties with spelling and writing. Education plans have been drawn up for the several pupils whose rate of progress is slow; these plans include realistic, achievable targets.

- 5.5 Teachers are increasingly more confident in dealing with pupils with EAL in their own classrooms and supported by a range of in-school strategies. Many teachers, often with composite classes, are adept at catering for pupils with a wide range of abilities, including those with learning and behavioural difficulties; often pupils with EAL are introduced successfully to these settings. In most of the primary schools visited, EAL work is mainstream; the class teachers take responsibility for teaching the pupils with EAL within their own classrooms. Most of the pupils benefit from a policy of integration which enables them to access the full curriculum and to make progress through experiencing a wide range of both context and content based language learning.
- 5.6 In many cases, there is a combination of in-class and withdrawal support provided by the SENCO or a part-time EAL specialist. Younger bilingual pupils are often taught in out-of-class sessions for induction purposes. In the best practice, teachers use their judgement appropriately as to when and if a pupil requires withdrawal for a short period of time initially for intensive language support, or whether total integration into an immersion language situation suits best the particular needs of the pupil. Much depends on the individual learning needs of the pupil taking into consideration age, ability and other pastoral circumstances, and the confidence and competence of the teacher concerned. In the small number of schools which provide support through withdrawal only, there was a tendency to rely too much on de-contextualised and grammar based language activities.
- 5.7 Several difficulties arise for teachers when dealing with pupils with EAL who have more serious learning and behavioural needs. A few pupils with delayed speech in the home language(s) display an inability to cope adequately with their learning through English and require more specific assistance beyond the school. Additional, effective support is provided for

some pupils through the ELBs' outreach programmes and educational psychology services.

- 5.8 In a significant minority of the lessons observed, the teaching was judged to have major strengths, and in a majority of lessons the quality of the teaching was good. In these instances, the teachers used a range of strategies to support the pupils in effective language development. In order to provide useful models of spoken and written language, many teachers consider sensitively where best to seat the pupils; this often promotes the socialisation and integration of the pupils with EAL. In most of the classrooms, teachers and classroom assistants work well together and have developed effective teaching strategies to cater for the diverse needs of pupils with EAL.
- 5.9 A variety of approaches to address the learning needs of the pupils was observed in a majority of the schools. Good use was made of Circle Time to promote opportunities for talking and listening; these sessions often allowed pupils to grow in confidence and to express themselves more regularly and fluently in a group setting. The teachers and classroom assistants are always on hand to monitor the extent to which the pupils can follow simple instructions and they intervene sensitively to support them where necessary. Younger pupils respond well to structured play activities which provide opportunities for the development of language and promote interaction with others.
- 5.10 Effective literacy approaches used to promote the learning of all of the pupils are particularly beneficial for pupils with EAL. A strong feature of much of the good practice was the effective exploitation of a range of strategies designed to improve the standards of basic literacy among the pupils with EAL. Many teachers combined skillfully the four language skills within the lessons. In several schools, the pupils gain significantly from working in small groups within the classroom, they engaged in meaningful reading and writing activities, including modelling and guided writing.
- 5.11 Differentiated reading materials are used with some of the pupils with EAL. These reading programmes comprise well-chosen texts, often picture books with few words to match the pre-reading needs of young children. The appropriate emphasis on the visual aspect produced useful sessions of



extended talk and helped promote oracy. A few schools select reading resources and schemes that are culturally appropriate and relevant. The children with EAL responded very well to shared reading approaches using the 'Big Book'.

- 5.12 There is a strong emphasis on phonics in the early years and on the acquisition of initial sounds and blends. In a few schools the pupils participate with success in the Reading Recovery programme, and others take part in the Linguistic Phonics programme. In several classes, the teachers reported the benefits of the Linguistic Phonics approach, especially where it led to improvements in the pupils' spelling and writing, and helped their approach to sounds and to reading.
- 5.13 Many lessons were made interesting by the good use of colourful displays or the strong emphasis given to the visual element involving the pupils handling and commenting on photographs and pictures. More varied classroom approaches included the incorporation of some element of a game into the presentation or practice of language. The introduction of a practical activity helped to motivate some pupils, in particular, their active participation in, for example, making pictorial dictionaries and picture cards. In addition, at key stage (KS) 2, a few lessons were enlivened by the use of drama, music and poetry.
- 5.14 In a small number of lessons the quality of teaching was weak; this was often associated with the teachers' narrow perception of language acquisition, resulting in skills being taught through discrete exercises from worksheets, and in isolation.
- 5.15 In mathematics, while the pupils are often competent in basic, mechanical computations, they experience difficulties with processes, which require a greater knowledge of English. Many pupils, for example, tend to misinterpret concepts that require a deeper understanding of problem-solving and open-ended investigative activities. A few pupils need ongoing support with specific mathematical language in order to enable them to apply their knowledge in a variety of contexts and develop greater flexibility in their thinking. The teachers attempt, with some success, to provide a range of resources to meet the individual needs of the pupils.

5.16 In a few schools, good use is made of information and communication technology (ICT) to support the pupils' language development and to assist with vocabulary building. The teachers in these schools have identified appropriate programmes including classroom 2000 (C2k) software and other commercial software and they exploit them successfully. The pupils respond to ICT tasks with enjoyment and motivation, and they develop a high degree of independence. A small number of schools have acquired interactive EAL-specific packages, which allow pupils to record their voices and responses orally. In a few schools, all the pupils with EAL take part in the Council for the Curriculum, Examinations and Assessment (CCEA) KS2 IT Scheme of Accreditation. In contrast, there was little evidence of the use of ICT to support learning and teaching in the majority of schools and opportunities for the use of ICT with pupils with EAL are seldom identified in the teachers' planning.

## 6. QUALITY OF THE LEARNING AND TEACHING: POST-PRIMARY SCHOOLS

6.1 There has been a gradual increase in the number of pupils with EAL in post-primary schools and there is every likelihood that this upward trend will continue. A number of the pupils have attended the local primary school and have attained a reasonable level of proficiency in English; in contrast, others present with no knowledge of English and without any primary experience in this country.

6.2 Post-primary schools face a series of cultural and linguistic challenges. There are vast academic demands across a range of subjects on pupils with poorly developed reading skills and a restricted vocabulary. In supporting these pupils, a majority of the schools and their teachers are adopting a range of effective approaches which endeavour to take account of the needs of the pupils in terms of their language development, their curricular and assessment needs, and their future career paths. A few schools are beginning to ensure fuller access to the entitlement curriculum for the pupils, on an incremental basis, and dependant on their progress in English. An important area to be addressed more fully by all the schools is the need to match more appropriately the academic and vocational pathways to the specific needs of the pupils with EAL.


- 6.3 In most post-primary schools, the normal level of provision is withdrawal for an average of two periods per week. The main focus of support is on English language acquisition and the overall academic achievement of the pupils in a range of targeted subjects, often through a modified KS3 or General Certificate of Secondary Education (GCSE) programme. There is appropriate differentiation between the linguistic deficiencies and the academic weaknesses of the pupils with EAL. In a few schools, accurate assessments of the pupils' understanding are carried out regularly and their progress across the curriculum is monitored fully.
- 6.4 It will be important for schools to provide more challenge in the withdrawal sessions and to monitor more closely the work of teachers who provide language specific support. In most cases links between and among the subject teachers, the withdrawal teachers and the SENCO, needs to be strengthened.
- 6.5 While a few schools provide opportunities for accreditation in the pupils' home language(s) through GCSEs and General Certificate of Education (GCE) Advanced (A) supplementary and A levels, the promotion and celebration of home language(s) is not a strong feature of provision.

## 7. MANAGEMENT

- 7.1 Almost all schools report an increase in the numbers of pupils with EAL this year, with the growth in some schools being exponential. Nearly all schools have experience of pupils for whom English is not the home language but who do have some knowledge of English. Some schools are now facing, for the first time, the challenge of addressing the needs of pupils who speak very little or no English. These factors, together with the new funding arrangements for schools and the changes in ELB support for EAL, have required schools to put in place structures, or review existing procedures and management arrangements, to organise and develop their provision for EAL. In the best practice, the provision allows for flexibility to meet the different and changing needs of the pupils and to accommodate the arrival of new pupils throughout the school year.
- 7.2 A minority of the primary schools visited regretted the disappearance of the ELB peripatetic tuition. The survey findings, however, indicate that most

schools have put in place appropriate structures to organise and develop provision for EAL and are working well towards meeting the needs of the pupils, using their own resources.

- 7.3 Several principals have demonstrated strong commitment to whole school approaches to catering for the pupils with EAL. In a majority of primary and post-primary schools, EAL is now a priority on the school development plan and, in some cases, there is an appropriate whole school EAL policy.
- 7.4 Most schools have appointed an EAL co-ordinator or identified a teacher with responsibility for EAL. One post-primary school has established a core team of four teachers, who, along with the SENCO, manages the provision. In a minority of schools, the role of the co-ordinator is well developed; the co-ordinator has been given time to carry out the duties and plays a key role in informing and training staff. As a result, there is a whole school understanding and approach to EAL.
- 7.5 A minority of schools employ classroom assistants who share the same home language(s) as the pupils. These assistants are deployed effectively to support pupils in class, promote home language development and raise awareness of other cultures and traditions. They also facilitate links between the school and the community. A few schools have made successful applications to obtain the services of Comenius assistants from other countries of Europe; they have supported the class teachers successfully in enhancing the use of basic literacy and communication skills across the curriculum of all the pupils.
- 7.6 In a small number of primary schools, the arrangements for EAL rely overly on an external EAL teacher and do not meet sufficiently the needs of the pupils. In these instances, there is less flexibility in timetabling arrangements and this restricts opportunities for joint planning and the sharing of information. In a few schools, younger pupils are withdrawn unnecessarily on a long-term basis and there is no overview on the part of the teachers or senior management of the vital and enjoyable aspects of the curriculum the pupils miss on a regular basis. The policy of withdrawing very young pupils for a long period of time needs to be reviewed.

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- 7.7 A majority of schools support pupils with EAL without the additional support of an external EAL teacher; of these, half of the schools support the pupils by means of both withdrawal and in-class support. In the best practice, the flexible and creative deployment of resources means that teachers and classroom assistants are able to support pupils well in class and withdrawal classes take place when appropriate and in liaison with the support teacher. In a majority of schools, suitable accommodation for withdrawal classes is available.
- 7.8 In a minority of schools, there is considerable experience and expertise in relation to EAL and teachers are becoming more experienced in adapting and improving their schemes of work to include suitable planning for pupils with EAL. There is a need for most schools, however, to become better at raising awareness and providing strategies for all the teachers, so that they can deal more expertly with the linguistic challenges posed by pupils with EAL. Several schools have begun to work together in clusters to share good practice and resources.
- 7.9 All schools reported a need for more staff development and assistance in relation to EAL. A majority of schools reported that, although in-service training (INSET) and specific support provided by CASS, such as useful websites, resources and strategies have been useful, more assistance is required. There is evidence that schools have, in the best practice, been able to adapt and tailor CASS support to meet the needs of the pupils.
- 7.10 Almost all schools are working increasingly with outside agencies and the wider community. A majority of schools have translated letters for parents and other information into a number of languages. The costs of translation and interpreting services are considerable and schools rely heavily on the goodwill of others to translate and interpret. It was reported that parents often make their own arrangements for interpreters and, in some cases, older pupils have been used to interpret. Whilst this practice facilitates communication, it is not always appropriate and there are concerns in schools in relation to child protection and confidentiality.

## 8. STRENGTHS AND AREAS FOR DEVELOPMENT

### 8.1 Strengths of the provision for EAL include:

- the commitment of the schools visited to establishing a positive ethos and opportunities for pupils with EAL to participate in all aspects of school life;
- the induction arrangements for pupils with EAL and their families, and the efforts to ensure effective communication with parents;
- the opportunities, in a small number of schools, for pupils to maintain and develop their skills in their home languages;
- the commitment of teachers to dealing with the increasing diversity of the backgrounds and needs of the pupils;
- the high quality of the teaching observed in the sample of schools visited and the good use of a range of teaching strategies to support the pupils in effective language development;
- the commitment of principals and senior managers to developing whole-school provision for EAL; and
- the effective and meaningful links schools established with outside agencies and the local community.

### 8.2 Areas for development include the need to:

- improve the quality of teaching in a small number of the lessons observed;
- increase the use of ICT to support the learning needs of the pupils with EAL;
- provide more challenge in the withdrawal sessions and monitor more closely the work of teachers who provide language specific

support, including the need to minimize the over-reliance by a few schools on the use of an external EAL teacher;

- assess more accurately and regularly the pupils' understanding and progress across the curriculum;
- develop further the links between and among the classroom teachers, the withdrawal teachers and the EAL and SENCOs; and
- promote and celebrate the home languages of the EAL pupils, in particular, in post-primary schools.

## 9. CONCLUSION

9.1 The survey has shown that, in the sample of primary and post-primary schools visited, the teachers are working hard to respond to the challenge of meeting the diverse needs of pupils with EAL. Whilst the findings show that there is considerable experience and expertise in relation to EAL in a minority of schools, all teachers would benefit from extensive INSET, the dissemination of the best practice observed and equal access to relevant resources. Given the growth in the number of pupils with EAL and the increasing linguistic and cultural diversity in schools, there is a need to build on the already established good practice and enhance further the provision for EAL.

## 10. RECOMMENDATIONS AND KEY ISSUES

10.1 The Department of Education needs to put in place a strategy that will aim to address a number of important areas. These are:

- the establishment of a single service to manage the crisis response to the ongoing influx of pupils with EAL into schools in Northern Ireland;
- the development of a shared understanding of what constitutes good practice in the whole area of EAL;

- the setting up of a service to assist schools with interpreting and translation costs;
- the production of EAL subject specific software through the wide range of facilities available in Learning Northern Ireland (LNI), as a matter of urgency;
- the promotion by the ELBs of the Comenius Language Assistant scheme, designed to provide support for disadvantaged learners or less advantaged learners, especially, the children of migrant workers, in order to implement European projects and partnerships;
- the increased profile and awareness to be given to the whole area of EAL within initial teacher education (ITE) and the early and continuous professional development programmes (CPD) for teachers;
- the special account to be taken by CCEA in the development of the pupil profile; in addition, extensive coursework in GCSEs and GCE A levels is a disincentive to many pupils with EAL;
- the whole question of transfer from primary to post-primary for pupils with EAL; and
- the more suitable match between the academic and vocational pathways to the specific needs of the pupils with EAL.

## SCHOOLS VISITED DURING THE SURVEY

### Primary Schools

Bangor Central Integrated Primary School  
Dundonald Primary School  
Dungannon Primary School  
Good Shepherd Primary School, Londonderry  
Harmony Hill Primary School, Lisburn  
Lisnagelvin Primary School, Londonderry  
Oakgrove Integrated Primary School, Londonderry  
Presentation Primary School, Portadown  
Rosetta Primary School, Belfast  
Seaview Primary School, Belfast  
St Bride's Primary School, Belfast  
St Colum's Primary School, Portstewart  
St James' Primary School, Newtownabbey  
St Joseph's Primary School, Lisburn  
St Patrick's Primary School, Dungannon  
St Tierney's Primary School, Roslea

### Post-Primary Schools

Cross and Passion College, Ballycastle  
Drumragh College, Omagh  
Integrated College Dungannon  
Killicomaine Junior High School, Portadown  
Knockbreda High School, Belfast  
Thornhill College, Londonderry

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