

Key messages from Ofsted about outcomes for pupils learning English as an additional language

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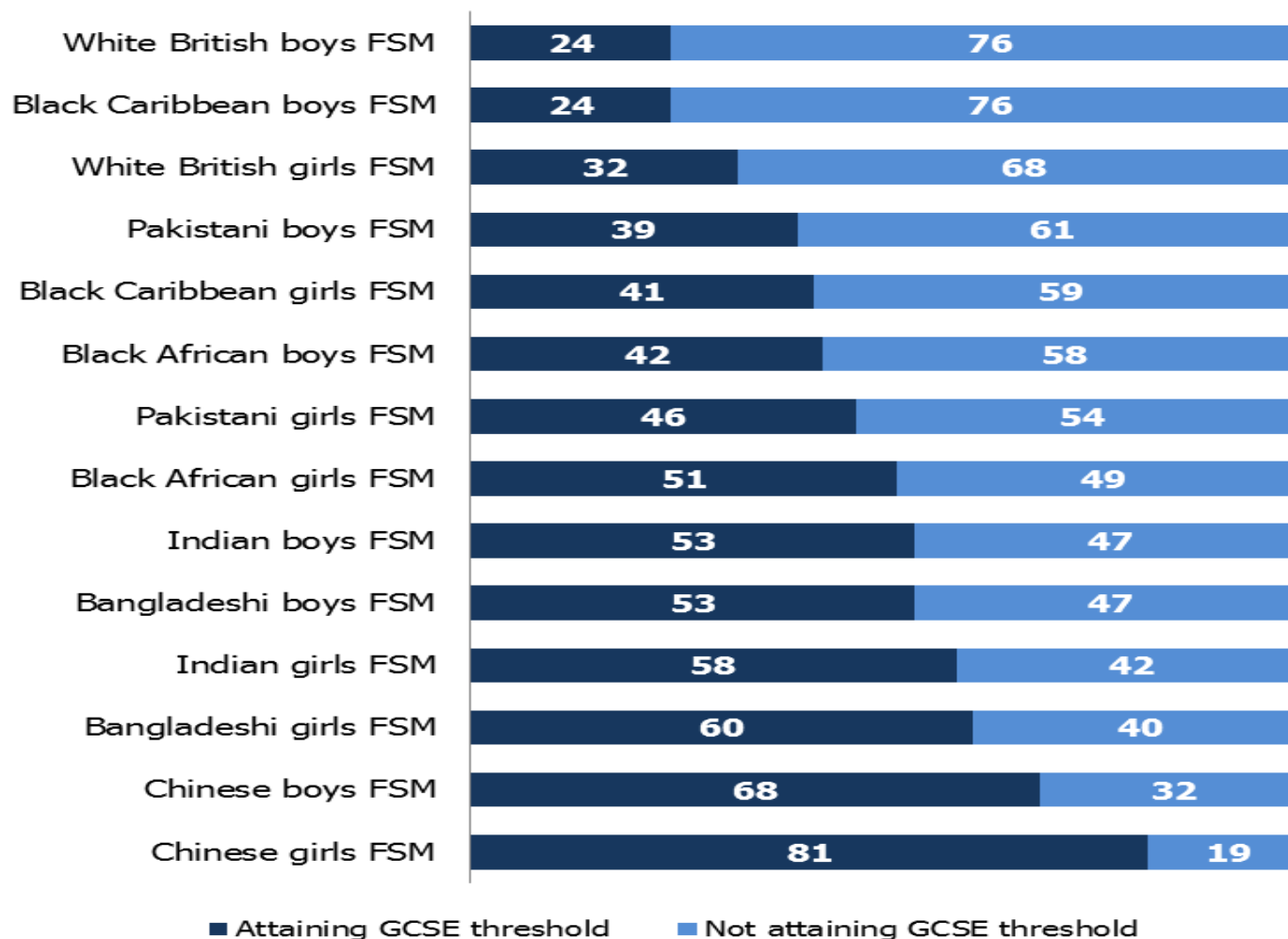
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Outcomes for EAL and EMA pupils



Percentage of pupils eligible for FSM attaining five or more GCSEs at grades A* to C including English and mathematics, by gender and ethnicity 2015 (Ofsted's Insight Briefing 09 (2016))



GCSE percentage achieving 5+ A*-C including English and mathematics in 2015



- Non-Free School Meals 62.6%
- White British 56.1%
- **All Pupils 55.6%**
- Pakistani 50.5 %
- White/Black Caribbean 47.6%
- Any Other Black 45.2 %

GCSE percentage achieving 5+ A*-C including English and mathematics in 2015



- Caribbean 45.0%
- Free School Meals 36%
- Black Caribbean Free School Meals 32% (24% boys)
- **Traveller of Irish Heritage 17.4%**
- **Gypsy/Roma 8.1%**

Key Stage 2-4 'Best 8 subjects including English and mathematics' Value Added measure (Progress) 2015

- Non-Free School Meals 1008.4
- **All Pupils 1000.0**
- Caribbean 997.0
- White British 994.9
- White/Black Caribbean 985.3
- Free School Meals 976.7
- **Gypsy/Roma 950.5**
- **Traveller of Irish Heritage 908.1**

HMCI Annual Report 2016: Key findings concerning outcomes for underachieving groups (p.64 Paragraph 111)

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- Rates of attainment and progress for the identified group in each local authority were favourable with the national average at primary
- Inspection outcomes were more favourable at primary than secondary
- Outcomes at secondary for the identified group in each local authority had been on a declining trend for the last three years
- In each local authority the identified group was over-represented on the SEN register
- In each authority the identified group was over-represented for exclusions
- Outcomes were especially low if a pupil was Black, male, on the SEN register and on free school meals.

HMCI Annual Report 2016: Key findings concerning outcomes for underachieving groups (p.64 Paragraph 111)



- Transition from primary to secondary was a common cause for concern among officers and headteachers
- Secondary schools were unable to replicate the quality of support and guidance and wrap around care offered by primary schools. Secondary schools were regarded as too big and too impersonal
- None of the authorities had funding streams or dedicated support for the identified group. Where central teams existed they tended to focus on new arrivals. Those central teams struggled to engage with academies

HMCI Annual Report 2016: Key findings concerning outcomes for underachieving groups (p.64 Paragraph 111)



- Staffing profiles in schools more often reflected the ethnicity of the local community in primary than in secondary
- The narrowing of the vocational curriculum and ending of early entry at GCSE were cited by headteachers as factors leading to underachievement for the identified groups.

GCSE results by ethnicity 2016

	Number of pupils at the end of key stage 4	Average Attainment 8 score per pupil ⁴	Progress 8 ⁴		
			A*-C in English and maths GCSEs	Number of pupils included	Average Progress 8 score ⁵
White	422,763	49.7	62.8	407,271	-0.09
white British	395,316	49.7	63.1	387,510	-0.11
Irish	1,774	54.5	72.1	1,629	0.07
traveller of Irish herita	122	29.3	21.3	114	-1.16
Gypsy / Roma	1,107	20.4	10.3	689	-0.69
any other white backg	24,444	49.5	58.6	17,329	0.42
Mixed	22,868	50.5	62.6	21,311	-0.04
Asian	51,218	52.5	67.2	46,394	0.31
Black	27,924	48.7	59.2	24,265	0.17
Chinese	2,026	62.4	82.8	1,606	0.68
any other ethnic group	8,119	50.2	61.7	6,307	0.47
unclassified ^{1,9}	5,771	44.0	52.5	4,930	-0.32
All pupils	540,689	49.9	63.0	512,084	-0.03

EAL achievement at GCSE 2016

GCSE 2016		Average Attainment 8 score per pupil ⁴	Percentage ⁶ of pupils who achieved ⁷	Average Progress 8 score ⁵		
English ¹⁰		50.0	63.5	-0.09		
other than English ¹¹		49.9	60.8	0.39		
unclassified ^{1,9}		30.8	31.9	-1.00		
All pupils		49.9	63.0	-0.03		

EAL achievement Key Stage 2

	Reading, writing and mathematics		Reading		Writing		Mathematics		Grammar, punctuation and spelling		
	Percentage of pupils reaching the expected standard ³	Percentage of pupils reaching a higher standard ⁴	Percentage of pupils reaching the expected standard ⁵	Percentage of pupils reaching a higher standard ⁶	Percentage of pupils reaching the expected standard ⁵	Percentage of pupils reaching a higher standard ⁶	Percentage of pupils reaching the expected standard ⁵	Percentage of pupils reaching a higher standard ⁶	Percentage of pupils reaching the expected standard ⁵	Percentage of pupils reaching a higher standard ⁶	
All pupils	53	5	66	19	74	15	70	17	72	22	
First Language											
English ⁸	54	5	68	20	74	15	69	16	72	22	
other than English ⁹	50	5	58	14	73	14	72	20	73	25	
unclassified	25	2	36	9	40	6	41	9	41	11	

Key Stage 2 results by ethnicity 2016

	Reading, writing and mathematics		
	Number of eligible pupils ²	Percentage of pupils reaching the expected standard ³	Percentage of pupils reaching a higher standard ⁴
All pupils	585,565	53	5
White	441,245	53	5
white British	405,815	54	5
Irish	1,695	62	10
traveller of Irish heritage	427	19	x
Gypsy / Roma	1,978	13	x
any other white background	31,330	48	5
Mixed	30,553	56	7
Asian	62,073	55	6
Black	34,384	51	4
Chinese	2,172	71	18
any other ethnic group	10,291	50	5
unclassified	1,840	25	2

The common inspection
framework: implications for EAL
on inspections



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, inspectors compare progress with that of all pupils nationally with the same starting points

Collecting evidence during inspection

- 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
- Inspectors should 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 (but not EAL or EM pupils)
- Is available to schools on the RAISEonline site

Any questions?

