

Name Clare Stubbs	Date 11 November 2016
Focus of visit To gain greater depth of understanding of attainment and progress of EAL pupils.	Classes/staff visited Alison Thompson, EAL coordinator
Summary of activities We had a look at data from the FFT School Dashboard relating to attainment and progress of EAL pupils. Focus on Y2 and Y6 and where EAL pupils were below targets in those classes and reasons for this. Discussed interventions and parental engagement.	
What have I learned as a result of my visit? <ul style="list-style-type: none">• Through analysis and discussion of data, I found that as an overall group, EAL pupils performed better than their peers.• Those pupils who have a good model of English at home fared better than those where there was poor or no English spoken at home. These particular children started speaking English very late and this affected their level of understanding.• Better engagement with EAL parents and families; however still some parents hard to reach.• Dari is the language currently being celebrated in school. 3 pupils speak Dari as their first language. One of the mother's was keen to become involved in celebrating her language and culture by bringing in food.• Interventions are not necessarily EAL specific. AT provides both in-class interventions and withdraws small groups for further support and reinforcement of class work. The groups are varied and comprise mixed abilities. Interventions include: vocabulary work with Reception boy, weekly literacy group of reading and writing (y1 and y2), guided reading (y3), higher level writing boost group and lower ability maths intervention (y4). AT delivers support to small group of able year 6 pupils to stretch and challenge them: analysis of report writing, reading comprehension, grammar points	
Positive comments about the visit <ul style="list-style-type: none">• EAL coordinator very willing to meet and talk about EAL children.• Positive proactive attempts to engage families from diverse backgrounds.	
Aspects I would like clarified / questions that I have <ul style="list-style-type: none">• Do EAL pupils perform better in every cohort? For example, amongst Pupil Premium pupils, do the EAL children perform better than the non-EAL, and again within the SEN cohort?• What is the impact of interventions on EAL pupils?	
Ideas for future visits To observe interventions	
Any other comments I found the visit very productive. The EAL coordinator was very helpful and informative.	
<i>Clare Stubbs (EAL Link Governor) 11 November 2016</i>	