

Impact Report 2018

} Creating opportunity,
changing lives and
overcoming disadvantage
through language education



About The Bell Foundation

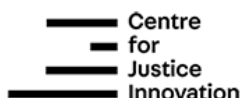
The Bell Foundation is a charity which aims to overcome disadvantage through language education by working with partners on innovation, research, training and practical interventions. Through generating and applying evidence, the Foundation aims to improve practice, policy and systems for children, young people, adults and communities with English as an Additional Language in the UK.

Charitable expenditure in 2018 totalled £1,074,000. This on-going investment has enabled the Foundation's charitable activity to grow in reach, impact and ambition during 2018.

In 2018, the Foundation entered or continued partnerships with the following organisations:



Anglia Ruskin
University



Centre
for
Justice
Innovation



Part of The University
of Edinburgh



Academies Trust



Education
Endowment
Foundation



EDUCATION
POLICY
INSTITUTE



HARTSDOWN
ACADEMY



Hibiscus
for social justice



Part of Birkbeck University
of London



KING'S
College
LONDON



Law
Centres
Network



LEARNING AND
WORK INSTITUTE



Luton



the national subject association for EAL
National Association for Language Development in the Curriculum



National
Deaf Children's
Society



PACT
Prince Albert
Community Trust



PA
PRISONER LEARNING ALLIANCE



THE
READING
AGENCY



Shannon Trust
every prisoner a reader



St Giles Trust



UNBOUND



VICTIM
SUPPORT

Ormiston Academies Trust,
Shireland Collegiate
Academy,
University of Cambridge
and University of Oxford

Working with Learners who use English as an Additional Language (EAL)

Why we support children who use English as an Additional Language

Currently there are over 1.5 million¹ learners with EAL in English schools, a number which has more than doubled in the last ten years. These children are a diverse group, their English language skills, age of arrival in the English school system, previous personal and educational experience, and their first language all contribute to that diversity². This means that children using EAL will include both, a refugee who has fled war and persecution, who has had little education in their country of origin and speaks no English, and a fluent multilingual English-speaker, who speaks for example both Mandarin and English at home.

Any pupil who has been ‘exposed to a language at home that is known or believed to be other than English’ falls into the Department for Education’s definition of having English as an Additional Language (EAL). Research³ has shown that there is a strong link between proficiency in the English language and educational attainment. Pupils who are new to English or just starting to acquire the language attain below the national average, whilst at the other end of the scale EAL learners who are fluent in English typically attain above the national average. This shows that being multilingual brings significant advantages once proficiency is reached. To ensure learners using EAL can fully access the curriculum and fulfil their potential, the Foundation works with school partners to provide a whole school inclusive culture, on-going assessment, tailored support strategies and resources.

The Foundation’s EAL Programme, launched in 2014, aims to improve the educational outcomes of children and young people using English as an Additional Language in the UK to benefit the individual child, families, communities and society as a whole. The Foundation works in partnership with a range of organisations across the UK education system to provide training, resources and thought leadership. Through our work which includes: Language for Results (training programme), EAL Nexus (resources website), the EAL Assessment Framework for Schools (assessment tool and support strategies) and thought leadership (best practice articles), the majority of schools have been reached.



¹ Department for Education, ‘Schools, pupils and their characteristics: January 2019’

² ‘Educational Outcomes of Children with English as an Additional Language’, Hutchinson, J (2018)

³ ‘English as an Additional Language, proficiency in English and pupils’ educational achievement: An analysis of Local Authority data’, Strand, S and Hessel, A (2018)

Language for Results [<http://bit.ly/Language4Results>] is a quality assured training programme designed and delivered by The Bell Foundation. The programme seeks to improve the attainment of children who speak English as an Additional Language by developing the knowledge and skills of all school staff. The programme is founded on evidence-based research, carried out by leading universities.

Building on the success of the first four years, the programme is now expanding the number of schools, teachers and learners who benefit from it, through the creation of Centres of Expertise (in strategic partnership with, for example, Teaching School Alliances or Multi Academy Trusts) based in areas of high need. For example, in Luton the number of learners using EAL is 55.4% in primary schools and 49.1% in secondary schools compared to the national average of 21.2% and 16.9%, respectively¹.


Three Centres have now been accredited to deliver The Bell Foundation's programme. Their dynamic team of trainers, who are licensed to deliver the Foundation's high-quality Language for Results programme, have begun delivering it in their local schools reaching more pupils and teachers. An additional two Centres are in development.

Not all teachers can access a local Centre so to maximise the number of teachers and children who benefit from our training, the Foundation also offers a webinar series, online and face-to-face (including conferences and the summer school) training courses, as well as a wealth of free research, tools and resources.

Impact:

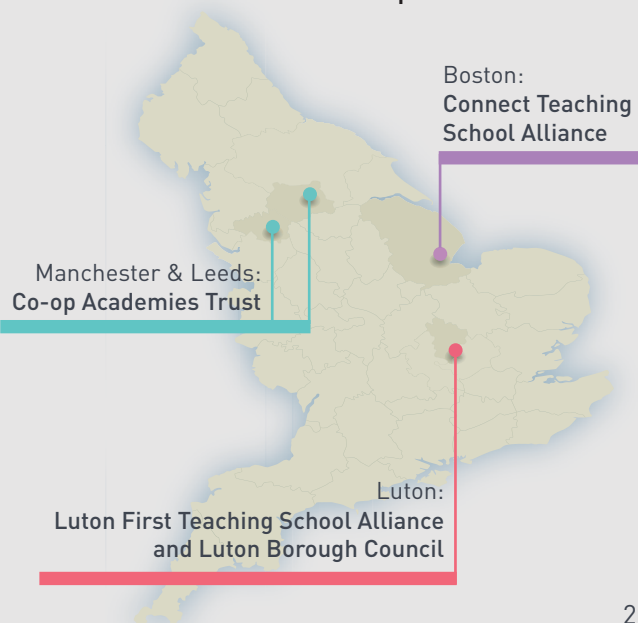
Training:


1,167
teachers
trained


85%
average
recommendation
rate


130
schools
benefited

Accredited Centres of Expertise are based in:



2018 data

Feedback:

“The Bell Foundation presentation was brilliant, you were extremely engaging and provided some great takeaways for those in the room to go and think about how to raise attainment for those students with English as an Additional Language.”

Conference participant

“I thought this event was the best that I had attended in years as I learnt so much and in such an enjoyable way. The delivery was amazing; I didn't want it to finish.”

Summer school trainee

EAL Nexus website [<http://bit.ly/EALnexus>] provides all schools with free advice and resources for the classroom to support learners with EAL.

Impact:



203,885

resources
downloaded

202,952

worldwide
users

135,000

UK-based
users



2018 data

Feedback:

“There are some great resources on Nexus, especially for English Lit and History. Supporting EAL learners to participate fully in their education.”

Teacher

“Look at The Bell Foundation resources for loads of great strategies.”

Senior lecturer



EAL Assessment Framework for Schools [<http://bit.ly/EALassess>] provides schools with a free, straightforward, easy-to-use tool for assessing the language proficiency of learners using English as an Additional Language. This resource is designed with busy teachers in mind, to support the teaching and learning of EAL pupils and to enable teachers to generate targets to guide progress. Through this on-going cycle of assessment, target setting and tailored support, English language skills can be improved to enable the learner to fulfil their academic potential. The Framework provides teachers with the tools they need to achieve this goal.

The EAL Assessment Framework, underpinned by robust academic research and expertise from King's College London and the University of Cambridge, won the British Council ELTons Award for Local Innovation in 2018. It has had significant national and international reach and impact.

Impact:

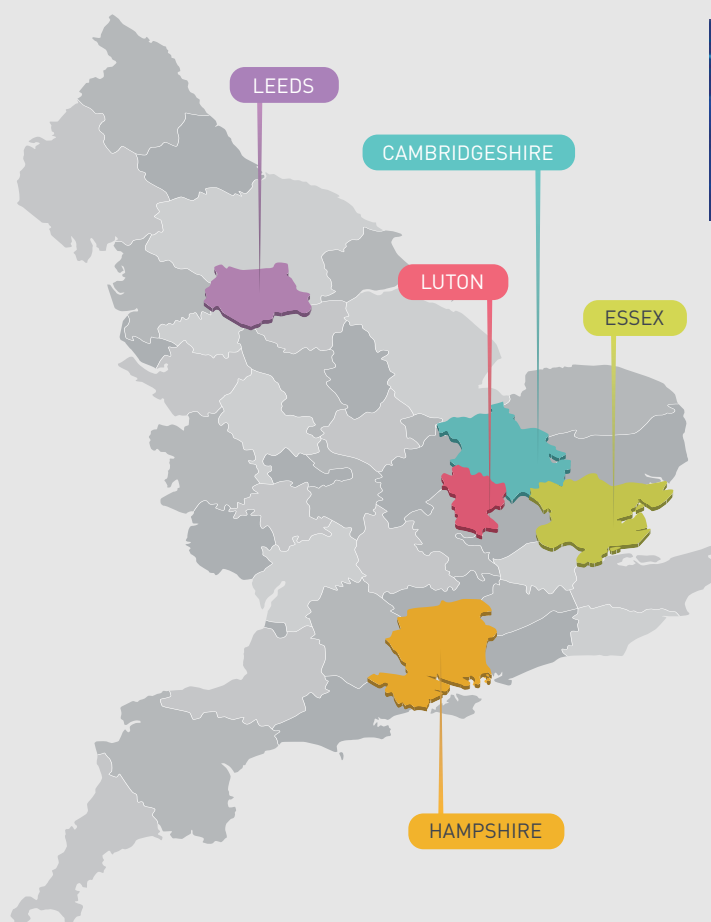
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local authorities
have formally
adopted the
Framework:



3,714

downloads of
the Framework



Feedback:

2018 data

“ It has helped the EAL department show real progress from our students, as opposed to tracking them against the National Curriculum. Using the old system we couldn't see the progress as much but with The Bell Foundation assessment we can share the results with the students and parents to show real progress. ”

EAL co-ordinator

“ It has enabled targets to be easily formed for EAL students... It highlights where students are not making expected progress which triggers investigation. It informs all subject teachers about which pupils still require different levels of differentiation. ”

Teacher

Working in the Criminal Justice Sector

Why we support work with offenders and victims of crime

48% of all prisoners have a reading age of below that expected of an 11 year old¹ and only 36% of people leaving prison go into a job, educational course or training². There are no national statistics for the number of people in prison who have English as a second or additional language, there is no consistent screening of language skills and there is no identification of need.

It is estimated that the number of victims of human trafficking and slavery currently in the UK is in the “tens of thousands”³. For these victims “there is limited access to services by people who have been trafficked due to lack of awareness, language barriers, lack of confidence and fear of authorities”⁴.

The Foundation works through partnerships and interventions in research, policy, practice and service support.

The Foundation’s Criminal Justice Programme has evolved substantially over the last four years. Initially the programme worked in partnership with organisations, universities, and other charitable bodies providing grants for research and projects which focused on offenders. Almost every prison in the UK has been reached through projects. These include the Learning & Work Institute’s ‘English for Speakers of Other Languages (ESOL) Tutor Resources’ which provide a curriculum focusing on civic capabilities (financial, health and digital) which can contribute to the successful rehabilitation of prisoners and ex-offenders. The project developed an ‘ESOL Screening Tool’ so that on arrival in prison the English language skills of offenders can be assessed and their needs quickly identified.

Other projects include ‘Peer Mentoring’ through the St Giles Trust which not only supports other offenders but also leads to qualifications for the Mentors, the Reading Agency’s ‘Reading for Pleasure’ initiative to support language skills development, the Shannon Trust’s ‘National Reading Network’ to embed peer-mentored reading support within every prison and the Hibiscus Initiatives’ ‘Supporting Foreign National Women’ to improve their language, literacy and communication skills.

The Foundation has built on the initial programme and is now focussing on both victims and offenders. The programme aims to break down the language barrier to accessing justice and rehabilitation for individuals in contact with the criminal justice system for whom English is an additional language.



¹ Prison Statistics England and Wales 2001 Home Office. As quoted in “Reducing Reoffending by ex-prisoners Social Exclusion Unit (2002)” Office of the Deputy Prime Minister

² Prison Reform Trust report “Bromley Briefings Prison Factfile” June 2012

³ Anti-Slavery Commissioner Kevin Hyland

⁴ Black Association of Women Step Out [BAWSO] report “Overcoming barriers and healing the scars of Human Trafficking” 2012

Impact:

8,000+
individuals have benefited



63%

felt more prepared for life after prison¹



69%

felt they gained skills that might help them get a job¹



47%

subsequently accessed ESOL courses²



70%

said it improved their communication skills²



59%

said it made prison life easier²



62%

felt more positive about the future²

6

publications including resources, tools and guidance created



354

ESOL Tutor Resource downloads
[<http://bit.ly/ESOLTutor>]



150+

Trainee prison officers trained in how to improve communication with prisoners who use EAL

100%

of prisons received the ESOL Screening Tool from the Ministry of Justice



96%

of prisons reached through projects



80%

of those trained said they will communicate differently with EAL offenders



2015-2019 data

¹ Of 69 survey responses to Reading Agency's Reading Ahead with ESOL project

² Of 660 survey responses to Shannon Trust's National Reading Network project

Feedback:

“

I will definitely use these [resources] with my learners. I like the fact that they are suitable for Entry 1 to Entry 3 and especially that they give direction on how to use them.”

HMP Rye Hill

“

Really interesting scheme which has just opened for bids. It aims to improve support and access to justice for victims with English as a second language.”

Victims' Commissioner

“

Great to see the Learning & Work Institute and The Bell Foundation have launched a set of free resources for ESOL tutors working with learners in prisons. Developed in collaboration with tutors, the materials make learning engaging & relevant to life inside and out.”

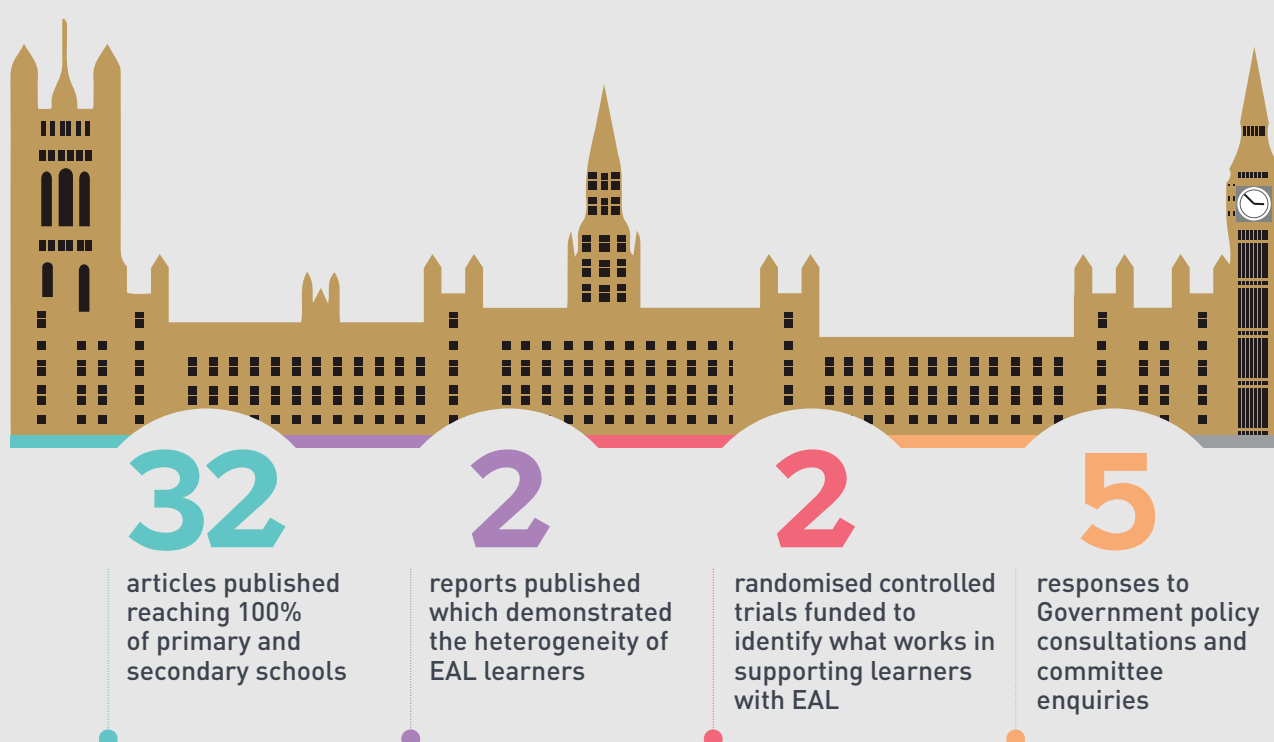
Prisoners' Education Trust

Influencing Policy and Thought Leadership

How we influence policy and practice

The Foundation has influenced policy and practice across the UK by contributing to relevant Government consultations and Select Committee enquiries, by generating and disseminating research [<http://bit.ly/EALresearch>] from leading universities (including the University of Oxford, University of Cambridge, King's College London and The University of Edinburgh), through the robust assessment of projects to identify which techniques have the most impact in supporting learners with EAL (randomised controlled trials), through keynote speaking at national conferences and through the publication of best practice articles and news stories.

Impact:



2018 data

Feedback:

“New report on pupils with English as an Additional Language (EAL) shows proficiency is essential to outcomes in school. Consistent with EPI research, it calls on the Department for Education to reinstate proficiency assessments, in order to support the educational progress of EAL pupils.”

Education Policy Institute

“New report from University of Oxford Department of Education and The Bell Foundation provides clear evidence that scrapping requirement to assess and report English proficiency was counter-productive. Urges schools to continue data collection, and government to reinstate requirement.”

Education Endowment Foundation



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The 2018 Annual Report is available at **www.bell-foundation.org.uk**

The Bell Educational Trust Limited is a charitable company limited by guarantee number 1048465, established on 5 April 1972, and a charity registered with the Charity Commission number 311585.