

EAL in the Ofsted inspection toolkit

The current Ofsted school inspection toolkit is available here [School inspection: toolkit, operating guides and information - GOV.UK](https://www.gov.uk/guidance/school-inspection-toolkit). It includes 6 descriptors that focus on practice and provision for learners of English as an Additional Language (EAL). These are detailed below along with possible evidence school staff might put forward during an inspection, and links to further reading.

‘For pupils at the early stages of learning English as an additional language, inspectors consider the extent to which...’

Ofsted descriptor	Possible evidence	Links/further reading
‘...leaders and teachers recognise that these pupils already speak at least one language, and do not lower their expectations of them.’	Children who have access to languages other than English are identified in school data. Practitioners know the languages of their pupils and the level of fluency/proficiency in languages other than English. Multilingual learners recently arrived from overseas are profiled. Relevant background information (languages spoken, prior education, position in family etc.) is collected and shared with practitioners who use it to inform their planning. Multilingual learners are taught in the mainstream classroom alongside their peers. Where used, withdrawal provision is in line with EAL good practice (see the EMTAS Position Statement on withdrawal provision for more information).	EMTAS Position Statement on withdrawal provision

	Practitioners know the underlying cognitive ability of their multilingual learners and do not focus solely on what each child can do in English. Multilingual learners are grouped according to their underlying cognitive ability, not their level of English. They are represented across the range of ability groupings. They are not over-represented in terms of adult support or SEN identification. There are planned opportunities for multilingual learners to draw on their other languages to access and support their learning.	EMTAS Position Statement on grouping and setting Use of first and other languages EMTASMoodle
'...teachers assess pupils' English language proficiency accurately and regularly.'	The use of an EAL-specific framework is established. Staff receive training on how to use it to assess their multilingual learners' skills in English. Practitioners use an EAL-specific framework, eg Bell Foundation EAL Assessment framework, to establish a baseline and to track progress over time. Practitioners draw on their assessments to set meaningful targets that develop children's	Assessment and learners of EAL (EMTAS website) EAL Assessment EMTASMoodle

	listening, speaking, reading & viewing and writing in English. Assessments are updated at least termly. Assessments are passed on to the learner's next teacher/school at transition points.	
'...teachers recognise that providing opportunities for pupils to talk with staff and peers during lessons is particularly important; teachers help pupils articulate what they know and understand by scaffolding, modelling, extending and developing their ideas.'	Teachers draw on pupils' skills in their other languages to support them to understand more of what is being taught in class in English. Children have access to strong English language role models. Oracy strategies are implemented in the classroom, across the curriculum.	The Talk-Rich Teaching Toolkit - Talk Rich Teaching Talk-Rich Teaching - Oracy for multilingual learners
'...teachers focus on the vocabulary pupils need, including subject-specific vocabulary, to help them understand new concepts; they keep explanations clear and precise.'	Teachers draw on pupils' skills in their other languages to support them to understand more of what is being taught in class in English. Curriculum-related language (vocabulary and structures) is identified in teachers' planning and made explicit in class. School staff enable families to support their child's learning eg by sending home key vocabulary to discuss - in any language.	Use of first and other languages EMTASMoodle More advanced learners of EAL EMTASMoodle

‘...teachers develop and extend pupils’ language carefully and deliberately, with plenty of repetition.’	Oracy strategies are implemented in the classroom, across the curriculum. New vocabulary is introduced with a clear focus on its meaning and use. This may include the use of visuals, gesture, mime, contextualised examples and/or translation tools and apps. Multilingual learners benefit from pre-teaching of new vocabulary. This may include involving parents/families, who can support especially younger learners through the use of first language. Teachers use recasting to model and extend pupils’ contributions. Teachers plan activities whereby the target language is repeated. Teachers use scaffolds and prompts eg sentence starters and Add-Build-Challenge to help pupils extend what they say. Teachers use other pupils to model and support.	The Talk-Rich Teaching Toolkit - Talk Rich Teaching More advanced learners of EAL EMTASMoodle
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‘...teachers ensure that pupils learn to read using systematic synthetic phonics as soon as possible, so that they have access to a wide range of literature that will accelerate their understanding of English.’	Teachers focus on vocabulary development until pupils have enough English for phonics teaching to be meaningful (usually within Band B of the Bell Foundation EAL Assessment framework). Teachers understand the importance of developing phonemic awareness and sufficient vocabulary before embarking on the teaching of phonics. Teachers encourage pupils to make linguistic comparisons with their other language(s) (vocabulary and grammar). Teachers provide access to age- and interest-appropriate reading material – in English and other languages. Teachers support parents to help their child with reading at home in appropriate ways.	EMTAS Position Statement on phonics teaching Resources Centre and Shop Education and learning Hampshire County Council
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For guidance on best practice for early stage learners of EAL, see [EMTAS Moodle - New Arrivals](#).

Looking beyond the OFSTED toolkit

Bear in mind that whilst the OFSTED toolkit focuses on pupils at the early stages of learning English, multilingual learners continue to have EAL support needs throughout their English language learning journeys. Further, the value of learners' other languages as

tools for learning is a constant; practitioners should encourage their multilingual learners to keep those other languages alive as multilingualism is a lifelong asset.

Elsewhere in the Ofsted inspection toolkit, the areas 'inclusion', 'curriculum and teaching' and 'personal development and wellbeing' provide opportunities for schools to showcase:

- how they celebrate the cultural and linguistic diversity of their pupil cohorts eg through assemblies, festivals and celebrations, the implementation of the Young Interpreter Scheme etc.;
- how aspects of other cultures and languages permeate the print environment;
- how aspects of other cultures and languages form part of the choices practitioners make around resources they use in the mainstream classroom to deliver the curriculum.

For a whole-school EAL-specific self-evaluation framework, see the EMTAS EAL Excellence Award materials [Excellence Awards | EMTASMoodle](#).

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September 2026