**INTERVIEW**

**Attendees**

Interviewer NF NF

Headteacher D HT D

Teacher D

NF Here, there we go. So just to introduce myself, I'm NF, and I'm an academic at Reading, an education one obviously, and I used to be a schoolteacher and head teacher a long time ago. And I'm doing a project with Hampshire EMTAS to develop some materials, and you can ask questions about that now, but we'll come to it at the end of the interview if you want to. So, I don’t know if you've got any questions at all before, we start the actual interview proper. I'll just crack on with it when (inaudible 00:36) please.

HT D Go for it.

NF It's Monday, the 22nd of July. That's fine. So just for the transcriber, do you mind saying your names and what your role is at School D?

HT D Yeah, of course. I'm Headteacher D and I'm the head teacher.

Teacher D I'm Teacher D. I'm the inclusion manager and EAL coordinator.

NF Lovely. Thanks very much. Okay. So, I’ve known of School D for quite a long time, because you've worked with EMTAS quite closely for quite a long time, haven't you? So, but this really interesting to…if you can just fill me in on that first question, which is the range of languages spoken in the school and the history of multilingualism at School D, it'd be great.

HT D Yeah. So yeah, I guess historically I've worked here for about 21 years this year, and since starting, my first role when I became class teacher was EAL coordinator. So, it's been my passion all the way through the whole school.

NF Nice.

HT D And then back then I would say we had about 25% EAL, and we're now at over 50%.

Teacher D 53%.

HT D Yeah.

NF 53, wow.

HT D Yeah. So yeah, we've got very high numbers, and we've historically always had not one predominant language, it's always been a mixture of different languages across the school, and that at the moment is over 30, isn't it? 30?

Teacher D Yes, over 30.

HT D 33, I think it is.

Teacher D 33 or 35 different languages, yes.

HT D And it changes literally weekly.

NF Right.

HT D So but we have pockets of one or two children with some languages, and maybe up to about 15, 16, 17 children with another language, but no one predominant language across the school really.

NF Okay. And it's always been there. So even when there were like very large numbers of Polish children in (inaudible 02:26) state schools, say around 2007 onwards, but you weren't the predominantly Polish then either?

HT D No.

NF That's interesting.

HT D No. We've had more Polish children in the past than we have now. We've got more Tamil speakers now. We've had Turkish families, quite historically more Turkish families, but it's never been a predominant language, just slightly increased numbers through certain stages at different years.

NF Okay, great. Great, okay. That's fascinating. So, in terms of…the next question is about school improvement planning and how multilingualism figures in that. I'm wondering if for you, everything is about multilingualism or if you have specific objectives that you set around those children.

Teacher D So we've done…so I've created, as part of the EMTAS Award, we're looking at the gold award at the moment. I've created the one-year development plan, but I've changed it into a two-year development plan at the moment where I took over EAL. We're looking at how we can fit it within the different subjects a little bit better. So, I think teachers have a really good overview of it, and we're looking at how we can document how it supports within the classroom a little bit more on our planning, so we can break it down into which children with band A, where they need to work on and help to support them within the class. Band B, band C, and we try and do that grouping with, I think, for example, year one have over 20 children in one class with EAL that have their own assessments we support them with. So, we group the children based on which band they're in, compared to further up the school when we've only get five or six on our Bell assessments. And we will give them individual targets to support them within the school to help with the multilingualism.

NF Okay. So, you're using Bell extensively?

Teacher D Yes.

NF Yeah.

Teacher D We have our own version of it on Excel. We don't use the one EMTAS provided. I created a different version because then it will automatically give me my data, and the minute they start each time to the minute they finish in the Excel. I've created it so then I've got my data per child that way.

NF Fabulous. And that's integrated with your school's systems in better…

Teacher D Yes, (inaudible 04:38).

NF Than just doing…

Teacher D Yeah.

NF Yeah, wonderful. Okay. So, in some ways you've got a development plan then? You’re alright?

HT D Sorry, I've just got a child outside quite (inaudible 04:50).

NF Alright. That's alright. Just do what you need to do. It's absolutely fine.

HT D Sit down (inaudible 04:56).

NF No, it's alright. It's happening in most interviews. It's completely fine. It is lunchtime.

HT D Tricky time of year, and tricky time of the day.

NF And it's 22nd of July. Yeah, really, it's absolutely fine. That's fine. So, Teacher D then has her own plan as it were.

HT D Yeah.

NF But that's part of school development of itself…

HT D Yeah, so the school development plan.

NF (Inaudible 05:13).

HT D Yeah, I think it kind of…to be honest, it now weaves into all of it with. We haven't got specific targets around EAL, but it's within every target area and objective we have with regards to the school improvement plan. So, looking forward for next year. For example, one of our key areas is writing across the school, and every year group is the lowest subject area out of reading, writing, and maths. So, we're looking at developing that next year across the whole school, but it's integrated within that, there are vulnerable pupils including our EAL children. It's all part of that target that we will unpick. Who are those children and what do we need to do specifically for those children? So, it's part of everything that we do. Generally, it's very much now, we've moved from talking about EAL really individually, to now it just being part of everything that we talk about. (Inaudible 06:14) It's championed really through every…

NF (Inaudible 06:17) And which you’re having more than…sorry, I interrupted you there. Sorry.

HT D It’s alright.

NF Are you finding the signals slightly jumpy, or…

HT D Well, there’s was a delay, yeah. I'm sorry though, if I'm talking over you, there is a delay.

NF No, it's me, no. Okay, so with over 50%, I guess it's not surprising then that it's more about, what can we do, yes, more widely as well as looking at the individual. Sounds great.

HT D Yeah, absolutely.

NF So in terms of, who gives support? Or is it that these children are supported by quality first teaching, or is it that there's other…do you have bilingual assistants or how does it work?

HT D Yeah, so now it's quality first teaching. Unfortunately, we haven't got the funding with our increase in our SEND. To be honest, that's what's caused us not really to have classroom LSAs anymore. Our LSAs are attached to individual pupils with special needs because of our high levels of EHCP children.

Teacher D Hello, sorry…

HT D (Inaudible 07:20).

NF No worries. Welcome back, Teacher D.

Teacher D Hello, sorry about that.

NF That's fine.

HT D So we used to have within this mushroom, specific language linked bilingual assistance. Historically, years ago we had two bilingual assistants and that was their role in the school, and that they were bilingual assistants that worked solely with EAL pupils. And we've had to move away from that module because of the funding or lack of funding, should I say, that we have. So now it's very much quality first teaching, and really using the resources we have in school. So, we do lots of things like response partners, where the children get to rehearse their answers. We try and adapt our planning, so we have lots of talk time, and that's through our maths as well as our literacy. Lots of drama, lots of role play. Trying to do pre-teaching. So, some of our pupils, for example, will take guided reading texts home the week before, so that they can do some pre-learning before they look at that text the following week. So, it's trying to find clever ways now that we can support our EAL pupils when we haven't got the manpower in terms of resources of like, adults, but we can do other things.

NF Okay. So, it's about strategies as it were, that are going to work, that are language rich, yes. Because you missed the question for that. I was on this question, three of our questions, which is about how multilingual pupils are given support, and we were talking about the fact that it's mostly quality first teaching because of the crisis in funding and not having extra bodies.

Teacher D I think as well, when thinking of the maths curriculum, so we put (inaudible 09:01) into our maths curriculum. It starts for us in September, and one of the reasons why we were looking at what maths curriculum to get, we looked and evaluated which curriculum was going to also support our EAL learning, and that's why we actually chose the Arc maths curriculum because of that. Whereas other ones, they still have the same kind of, it looked like it was going to work the same way, but it didn't have as much talk time or as much exposure to that language as we wanted, which is why actually Arc got chosen overall. Further reason to it, it was a big part of it, that support the EAL learners.

And again, on our planning, we now changed it, so instead of having a column for how to support our SEN children and then a column for challenge, and quite often we put then what the EAL learners had in there. We've now got an added column for differentiation just for EAL learners, to make it so that everyone can see it's separate EAL learners aren't our support children. They might be for some potential SEN, but…

NF They might, yeah.

Teacher D They're not, so they're going to be in a separate column, so then everyone can clearly see what the differentiation is for these children. Because what EAL learners need isn't always what support learners need. Sometimes they actually need what the challenges have, but it is just adapted to support them, because they need the challenge worksheet, but in their language. That's not support, that's actually EAL adaptations.

NF Fabulous. So, your teachers are being required to think in that fine grain way that doesn't stick together EAL with SEN, in other words.

HT D Yeah.

NF Yeah. Which is, happens understandably in terms of resourcing, doesn't it? But as you say, inappropriate quite a lot of the time. The next question is talking about successes and challenges. Successes over 20 plus years, is a lot to talk about. Are there things that you think that you do really well, or other things that you find that you think is an ongoing challenge for you?

HT D I think one of the strengths of the school that's built over the years, is the community. We have parents queuing to come to School D for our diversity. We've got one at the moment that's just been through a peer, and unfortunately, they didn't get in, but they wanted to come to the school because we hold Friday prayer from Muslim children.

NF Wow.

HT D And that recognition that we do that each week, and we have that system in place for children to attend Friday prayer together.

NF That's fabulous.

HT D She lives on the other side of town.

NF I've come not come cross that before. I'm sure…

HT D No.

NF It has happened, but I've not heard it, yeah.

HT D Yeah, no, it's something that I don't think any local schools around here do. We did try and get one of them involved, but they didn't want to go ahead. But, yeah, I think that's a real strength of ours, isn't it? We have children come here because it's recommended. It's very much around the diversity in the EAL. A family the other week said, “We come to School D because…”On their walk to school, they're closer to another school down the road, but they said on their walk to school, they walk past lots of white British children going to that school. But they come this way, and they come with lots of ethnic minority, a really diverse range of…

NF Yeah, families of colour, yeah.

HT D And I think that's what's right for my child, and I think we've got a really good… just celebration of diversity. I think that's the big thing. It’s celebrated, it’s valued. That our parents get involved, don't they?

Teacher D They feel heard. The parents feel heard. And it's not just when you have a celebration like Chinese New Year. It's not just that culture. All the parents get involved and all support each other. We didn't have a Christmas Fair; it was called the Winter Fair. We had our summer fair called the Diversity Party, so it's not one thing that host it. I think they all feel heard, and they all realise that they've all got something to contribute. And I also think our parents (inaudible 12:45) that you set up, and I only interpret, I think my own thoughts is a very strong as well that we have.

HT D Yeah, and that's something we set up with EMTAS many years ago now, and that's now like a national run project, the interpreter scheme…

NF Nice, (inaudible 13:00).

HT D Set up with EMTAS quite a few years ago now. And the thing we've just developed that we were just saying, was parent reps. So, we've got a group of parents who are bilingual, and they act now for those parent representatives, which is a voluntary role, where they're contactable for the other parents through the school email. If somebody arrived in the country, for example, from Poland, we've got a Polish parent rep who's happy to be a friend, be a friendly face, signpost that parent maybe to information about the school or whatever it might be. So, we've got a group of parents now who are doing that role on our website. It's just that community feel I think too really, that supportive networking, and that's a real strength, I think.

Teacher D They've helped with meetings as well. There's been times when I've needed like a last-minute meeting and I've had the parent of the family I'm meeting giving permission for me to be able to forward. Can we use them to help interpret back and forward? Just for a couple of just really quick ones that definitely made such a difference, rather than me using…well, we have been using our phones to communicate as Google Translate up. It's definitely made the difference going, “Well, can I borrow someone to come and just help me in that moment?”

NF Sorry, borrowing from EMTAS?

Teacher D For the parents come and help. So, I’ll use the EMTAS…

NF So from the parents, okay.

Teacher D When we have meetings, but if I have a meeting that I need to do, say on that day, I just need to pass on some information…

NF Amazing.

Teacher D I can borrow a parent. It's not confidential information, its normally general information, but I just know they can help. We just make sure that parent knows, oh, it's non-uniform day tomorrow, or such and such this happened, so they're just aware in that moment. Normally I would use EMTAS, but in the moment it's really helpful for me to know I can just borrow, and they're willing to just come and help support if need be.

NF Fantastic. So, you've got a whole…yeah, as you say, you've taken young interpreters outside the classroom and into the whole parent community. That's very exciting. And that's partly, I guess, because you work with EMTAS T3, don't you, as well? So, it's very much her baby, isn't it, over the years? Yeah. It's been amazing watching that grow. Really amazing. What about challenges? There's so much going on that's wonderful. Is there anything that you find ongoing?

HT D Yeah, I think the challenges are turbulence. So, we have a lot of movement in the school, and that's a big challenge in terms of, for us it's not really…the children settle really well, we've got really good systems for induction. The children's settle really well, they make friends really quickly, and they do well. The challenge is when you are being judged against standards… And not necessarily Ofsted, actually Ofsted were really good last time they came, and they really understood it, but Hampshire and the local authority, they just don't seem to get the school and the dynamics, and it's frustrating. We have so much turbulence and so many new people come, and trying to get those children to ARE by the end of year 6, when they're arriving year 3, 4, 5, and 6, it's really hard. Absolutely, we strive to get there, and our progress is really good, but attainment wise it doesn't always work out. But those children have set up really well, they've made friendships, they've made progress, they're learning English. Everything's happening and everything's going the right direction really well, but it's not ticking the box for the local authority that you've got children at ARE, and it's really frustrating.

Like that is a frustration more than anything, and I just looked at the data for year 6 this year. I pulled out the data last night for the children who have been with us since year 3 or before, of the current year 6. And when you look at that data and you pull out the children otherwise from year 3 after, we're above national and local in all our subject areas. But when you include those children in, we're below.

NF Okay. That's tough.

HT D And it's really hard. Yeah, it's really hard because the local authority don't really care who those children are.

Teacher D Other people don't have as much movement as us. We have children coming in weekly. We had a child turn up in year 6, two weeks ago for the last three weeks.

NF Yeah, right.

HT D Yeah, (inaudible 17:21).

NF Yeah, so the phrase age related expectations, is so not meaningless, but is so incredibly difficult to fit with proficiency levels which you're working with, aren't you? And it obviously means so much more, don't they?

HT D That's it, and it's just frustrating that we're trying to put a, I don’t know a phrase, is a square peg in a….

Teacher D Round hole.

NF Round hole.

HT D It's like those children, there's other things. They need to develop their expertise, and they need to develop friendships, they need to be settled. Absolutely, they need to learn English, and reading and writing, and math, and all of that. We need to get them there, but there's a period of time where they just need to settle. And there's actually an expectation as well where realistic expectation of how much they can actually reach expected standards in the short time that they're sometimes with us. But to the local authority, they're just a number on a page, and it's really frustrating because to us they're not a number on a page. They're a child, they’re a human being with a journey of their own. I think that's my biggest frustration.

Teacher D I think you can take…so you have the language one assessment for me, have EMTAS come in. Sometimes my frustration, it's not with EMTAS, it's just how many children need language one assessment for help us to know where they're at, and it's the wait list at time. We've had to wait, sometimes it can be a couple of weeks when we get support in, sometimes it can be longer just because of the language and how many people work there…

NF And how many…

Teacher D It’s not frustration with them, what they do is really good, it's just how long sometimes we wait. But the difference is, when I look at the language one assessment. Yes, we can look at it to see where they're at and assess them academically, but I then actually look at the parent questionnaire and the child questionnaire that's been done with them in their language, their home language, and they go, “Oh, do they feel settled?” And we've had children that come in when we look, and the children have actually rated us going actually, right now they're not happy. They don't feel a part of the class. They don't…actually, I go, that's what's more important, let's focus on that. Three months later they redo the assessment again, and if I then look at that progress rather than the academic part to start with, because I want them actually to feel like they're part of a class.

NF Belonging, yeah.

Teacher D So that's successful and a challenge in the same way, especially if we can't get them in quickly enough to help support in that room if we can't interpret.

NF Yeah. Wow. Okay, fascinating. And yeah, so the next couple of questions actually, were ones that EMTAS asked me to ask, and you answered to some extent. So, the first one was, EMTAS wanted to know about things that they've introduced to you that have become part of school practice. Obviously, young interpreters has, with knobs on, you've taken it and made it your own. Are there any other things that you use EMTAS for regularly, or things that you used to and now do yourselves? Either is interesting.

HT D Yeah, so they've been brilliant. EMTAS (inaudible 20:12), they've brilliant today.

Teacher D (Inaudible 20:14).

HT D All the time. We use them a lot. I rely on them a lot, and we're so grateful for the support. We use them for referrals for new children, and they come and do the assessment.

Teacher D (Inaudible 20:29) the six-hour blocks essentially.

HT D So we use a lot of that support. We also get our new staff in particular, so not just ECTs but new staff to the school trained. So, (names) came in a little while ago and did some training alongside the new staff who have joined the school or ECTs, to help them with troubleshooting really, as well as like general training. Come and talk about some of the children you've got and what the challenges and that kind of thing. So that's been really, really useful. We use the Bell assessment.

Teacher D Yeah, that's one that's stuck in, and we've adapted it to work for us, with having so many children on a Bell assessment paper, and then us having to then do the data that goes to (inaudible 21:13). I took it over, I then…to me it was too much. But we now change it onto our online version. That makes it more manageable for me, and also the teachers. We use as well them to come in and help support to work out whether or not we thought that child is having difficulties, because they’re EAL and still learning English, or is it actually there's an SEN element involved, and we use that to help, use that evidence for EHCP application to decide whether or not we feel they’re SEN. We want their involvement too.

Because although I'm the inclusion manager, (inaudible 21:44) SEN and EAL, there might be something I'm missing. I just wanted to make sure that actually from their viewpoint they agree actually it's not an EAL, but then an SEN something that's behind it too. We’re also using their classroom coming in next term to do training to help us with some areas we've been struggling on for BME children. And then also we've coming in for the coffee morning for new foundation stage parents.

So, afternoon, I think, to then look at them and encourage still using their home language at home, because that where some parents will automatically go, well, my child's here now, we will speak English, and actually we still want them to have that, use their home language. We want the most both of cultures with it. (Name) described it as her child, actually her child learns both her language and her husband's language because actually that's what she's around. Whereas here some parents go, “Well, my child's in England, now they're going to learn English.” And we want them to celebrate actually all the language. We don't want them to just go, actually it's English all the way. Let's use your language as well, because actually down the line that will support them for their GTSE being young, just understanding the world a bit better and knowing their face isn't…they come to us and then now English, their basic from where they came from, their home country, if that makes any sense.

NF Yeah, perfect.

HT D But when things come up as well, like they were just talking about we could contact them and they support us with different things that have come up. So yeah, the current one is around some BME training that they're coming in to do the whole staff in September. But we've just had us all contact with them. We've got some resources behind that they've…

Teacher D (Inaudible 23:25), yeah.

HT D And, yes, racism work that we wanted to do, that particular child who's struggling with that side of things. So, they supported us with that. So, it's that building it into kind of, I suppose it's called development plan, and things that we can do around developing areas of that, but also the firefighting stuff as well, where we're just trying to react to things that are happening.

NF Yeah, so…

HT D (Inaudible 23:52).

NF That spectrum.

HT D That's it, yeah.

NF Great. Okay, and then they wanted me to ask, although you are the 15th school I’ve interviewed and no one's able to answer it particularly well. They wanted to ask me about, which aspects of support have they given you that you've found less useful or not continued to use, if there are any? Which there often haven't been, so don't worry if you can't answer.

HT D I'd say for me, the one that I've struggled with, their Moodle. I find their Moodle quite hard to use and the training…

NF Yeah, we’re aware of that.

HT D Within it. I'll say that that's the only thing for me. I know where to do and its training works really well. Once I get to it, I do find how they created it tricky. So that's just my viewpoint.

Teacher D (Inaudible 24:37).

NF No, we are very aware of that.

Teacher D (Inaudible 24:38).

NF Yeah, we are very aware of that for creating the new materials that we need to have it somehow headlined so it's findable.

HT D It's a bit confusing when I'm trying to find which training that works and works. When I'll get to the training, the training's really helpful, but it's just finding it and then finding the resources that I can back it up with.

NF Yeah, it's a bit clunky, yeah. No, thanks, that's really helpful feedback. So how are you doing for time? You’re alright? I've got two more questions. Are you alright for time?

HT D Yeah, we’re good.

NF Okay, won't be too much longer. So, moving into thinking a little bit about this project, it's very oracy, talk related, and one of the things we're interested to know is, if your school has any existing kind of oracy orientated project going on already. Like some schools with Voice 21 and that sort of thing.

HT D Yeah, not specific at the moment. We had a big push on response partners a few years ago, and we still use that within the school, that we have talk partners throughout lessons that are very carefully managed pairs. So, it's not just talk to the person next to you. It’s that kind of, a very managed pair of children and sometimes the three, if the child is really new to English.

NF Yeah, trans, yeah.

HT D So that's something we had in place across the school to support oracy, but not involved in a specific project at the moment.

NF Yeah, okay. So, if I just tell you a little bit about the project, it's started life as the work that I've done with some schools, which you may have read in the blurb about the project before we came to the interview. Which has been bringing a way of teaching from the US that a friend of mine has used out there that works, from the US to the UK. And fundamentally, it's about just increasing the amount of opportunities for talk in the classroom, which supports children with EAL, but obviously as we all know, supports all our learners. So that's the premise for it. And EMTAS and I are working on merging what the stuff I've got as it were with their existing stuff to create what we're going to call a talk-rich teaching toolkit.

Originally, we thought we were going to try it with some schools doing EMTAS, EMTAs coming in and bringing it in and running lots of insets. But schools have said to us…the feedback overwhelmingly has been that schools would like something online, that they can access in their own time, and align with their own school priorities at the time, as it were. So that's what we're looking to build, is this online toolkit of, yes, talk-rich teaching things. And so, we're interested to know what schools might find of use in an online resource like that. Number one being that they can actually find it on the EMTAS Moodle without too much hunting.

HT D I suppose in terms of how busy school is, it's like making it something that's accessible in terms of like, it's in small chunks. You can kind of like…

NF It's bite-size.

HT D Yeah, that you start something with it, try, let’s put this in place, come with it and then let's put the next thing in place. And that's what we're trying to do with our behaviour (inaudible 27:58). I'm trying to do that with behaviour at the moment and it seems to be making a bigger difference, doing…

Teacher D (Inaudible 28:05) option.

NF Doing something small.

HT D We call them like shifts. Yeah, small shifts.

NF Shifts. That's exactly what we're looking at. That sort of thing. A slight shift in practice.

HT D That's it.

NF And then seeing how that goes.

HT D (Inaudible 28:16) other things going on, I think sometimes when you bring in something new and it's big, it's just like another thing and then you've got to get the buy-in, you've got to get the…and it's like you get some people do it brilliantly, some people will half do it and some people won't do it at all. And then all of a sudden, it's not embedded. And I think if you can do it as shifts, that's a really good way. It's like getting everybody on board and it's manageable and it…

Teacher D I think that's how our school works. When I did my (inaudible 28:42) qualification, I looked at different ways, different leaders, I look at change. Some leaders will just go, this is how we're going to change it, whereas I think for us in SLP, you worked really hard to go and actually recognising our school respond better to the personal approach to change. But the little often means everyone's done it compared to before potentially when it’s, we're going to do this, it hasn't made a difference because we've not, like I said, there's not been a buy in, so HT D worked really hard for our staff to then know how to put them in, and this (inaudible 29:10).

NF Yeah, okay, great. That sounds…so the way in which I've worked with schools, I done some pilot work with this set of schools in Southampton, and we worked very much in that way whereby schools made a decision to do one thing. And my colleagues in the States that do it, again, it's, schools might decide to, we are going to change guided reading in this way two days a week. It's literally a really small way in which they'll adapt the activities to be much more talk-rich. Or they'll run book club once a week or something, so that's something manageable as you say, but something that everyone can try and buy into, to use your own words. I agree with that particularly. Rather than it just being a couple of teachers that do that well and other people don't do it at all. So, it's good to work for everyone, hasn't it? So that's certainly how we're looking to try and work with the materials.

So, to just give you a bit more, before we finish, information about the project itself, I will send you a thing straight after the interview as well, which I sent to all schools last week. We're just looking for schools to sign-up to trial these materials in ways that work for them, between November and February, basically. Just because that would be a long enough time for people to trial them and see how it went. Yeah, and it's…yes, that's the most at the moment that we're asking rather than anyone that are feeling they've got to sign up for. It's not a course. People were saying, “I haven't got time to do a course. I haven't got time for this and that and the other.” So, we're trying to make it this user-friendly resource as it were. And I can see that your school is already so far advanced that you may well think we don't really need this, which is, would be fair enough.

HT D Yeah, I'm sure we'll be.

NF We're super interested in our very, very good schools having a go as well. So, you don't have to commit to anything today, obviously, but I'll send the things to you and you can have a think about it and get back to me in September maybe. Did you want to ask anything? I've (inaudible 31:11) away there for a bit. Did you have any question?

HT D I think, so my question was, with the stuff the research that's been done in America with it, what difference has it made? Like is there evidence around the impact it's made?

NF Yes. So basically, improved literacy outcomes, and also improved social outcomes in terms of sense of school belonging, and teachers’ growth around their engagement with understanding the need for more talk. Because if children don't talk first then they're not going to be able to read and write, as you know, because you are doing that already as it were. So, yes, and in the small project we had with the Southampton schools, the outcomes we had were that the EAL children's outcomes were improved in speaking, listening, and reading comprehension specifically. That was doing it over about six months. It was doing it in a slightly more concentrated way. But so, we are looking to say, will these materials work for schools first? And then the next project on would be, okay, do these materials work with this school for a longer period of time, to actually raise outcomes? So that would be a whole other. We're not trying to prove anything at the moment with these, but we can, yes, promise you that in previous projects they have had measurable improvements.

HT D Yeah, brilliant. And sounds like within a short period of time, which is great. With our mobility, I think that's the thing as well, to be able to say to staff that actually this could have a really good impact in a short amount of time.

NF We hope so, yeah. It's hard to know because we're deliberately not taking any actual measures of that because it would be a bit meaningless with the shape of the project as it is. But, yes, in terms of staff wanting reassurance, we're not just giving you some materials that we don't know what they do as it were.

HT D Yeah, no, brilliant. That's great. (Inaudible 33:06).

NF Well, it's been lovely talking to you. Have you got any other questions before we wrap up and I let you get back to your busy…?

HT D (Inaudible 33:12).

NF Lunchtime and having your break hopefully. Have a wonderful break over the summer.

HT D You too, I hope you get one.

NF Yes, some of it. Yeah, and I'll send you stuff through and then I'll check back in with you in September.

HT D Yeah, perfect.

NF (Inaudible 33:26) I feel.

HT D Brilliant.

NF Lovely to meet you both. Thanks so much.

HT D Yeah, you too. Thanks, (inaudible 33:30).

NF Alright, take care. Bye.