



## **English – the Key to Integration in London**

Case Study template – please do not exceed two sides of A4

**Project Lead:**

**Project Title:**

**Subject:**

**Key Stage:**

**Grant Awarded:**

### **Introductory paragraph**

The project addressed mothers' lack of English skills and confidence that affected their communication with schools regarding their children's education. It also recognised that accessing ESOL classes at colleges is not possible for mothers with pre-school children and low incomes, as the cost of tuition fees and childcare is prohibitive. This was remedied by offering weekly ESOL classes of two hours at Vauxhall Children's Centre and Reay School.

### **Key points**

Progress so far and early learning – bullet points (maximum of six points)

This can include things which have not gone as well/plans needed to be amended

- Mothers improved their level of speaking, reading and writing in English
- Mothers have increased levels of confidence
- Mothers feel more confident accessing services without an interpreter
- Mothers are communicating more with their children's teachers and school staff
- Mothers passed Trinity exams, enabling them to access higher education and vocational training
- Mothers are planning to continue with their ESOL studies if available, and have expressed great disappointment that the project is not continuing.

### **Impact on mothers' English**

The project provided a unique opportunity for the learners to undertake accredited ESOL exams. For all levels, this boosted their confidence and encouraged them to progress further. Additionally, for the higher levels, the exam result had a direct impact on their career ambitions. For example, one mother wished to do Level 3 in Social Work, and was ecstatic when she passed Level 2 Speaking & Listening, the highest level offered at colleges. Proof of her English ability was required for accessing the Level 3 course.

Proven success at Entry 3 can assist with citizenship applications, which conveys a sense of belonging and can boost mothers' confidence. Some of the mothers said they would pursue citizenship applications.

The mothers were introduced to English Literature graded readers of different levels, and they learnt how to choose the right level for their ability. This will help instil a love of reading, which is the best way to increase vocabulary. In the final session, we watched the film Northanger Abbey, which we had read, and they were able to understand it.

### **Impact on mothers' involvement with the school**

Mothers have discovered a keen interest in English literature, and want to continue to meet monthly to read together. This will benefit their children immensely.

### **Impact on pupils**

Mothers said that before the course, their children would always correct their English, and they also used to ask their children to explain their ESOL homework to them. Now, however, they feel they can help their children with *their* homework.

### **Project delivery**

Two courses of different levels took place at Vauxhall Children's Centre, and one at Reay School. The Vauxhall classes were particularly well attended, with an average of 10 learners per class.

### **Further details**

- Video of the participants giving final feedback:

<https://www.dropbox.com/s/3bhabpovc0xjeiv/P1090225.MOV?dl=0>

- Final words from the tutor:

<https://www.dropbox.com/s/jeicr90m3iqwins/P1090226.MOV?dl=0>