Languages at key stage 4 2009: evaluation of the impact of the languages review recommendations: findings from the 2009 survey

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Executive summary

Introduction

In 2008, the then Department for Children, Schools and Families (DCSF) commissioned the National Foundation for Educational Research (NFER) to examine the impact of the Languages Review on languages at Key Stage (KS) 4 in maintained schools in England. This report presents findings from a large-scale questionnaire survey conducted in the first year of what was originally planned to be a three-year evaluation, but which was discontinued in July 2010.

Policy background

The evaluation was undertaken against a background of development and change in language provision in schools in England. In 2002 the Government set out its long-term commitment to change the languages capability of the nation in the National Languages Strategy, *Languages for All: Languages for Life. A Strategy for England* (DfES, 2002). One of its key objectives was to increase the numbers of pupils studying languages post-14 and to allow for greater flexibility of languages courses and accreditation at KS4. However, languages were removed from the core curriculum in 2004. Instead it became an entitlement for all pupils to continue their language learning after three years of mandatory study in KS3. The Languages Review (Dearing and King, 2007), was commissioned in response to the subsequent accelerated decline in languages uptake at KS4 and to strengthen incentives for schools and young people to continue with languages post-14. In addition to broad recommendations to encourage KS4 uptake, it included specific recommendations for initiatives to promote languages at KS4 (for example, the introduction of new languages performance indicators to improve schools' accountability). In addition to the Review's recommendations, an earlier letter of 2006 from the then Schools Minister stated the Government's expectation that all schools would set a benchmark (of between 50 and 90 per cent) for the numbers of students studying languages leading to a recognised qualification at KS4.

About this study

The main aims of the evaluation were to collect factual data on languages provision and uptake at KS4 in maintained secondary schools in England and to investigate heads of languages' perceptions of the impact of the Languages Review recommendations on languages at KS4. The evaluation comprised both quantitative

and qualitative strands and included a questionnaire survey to heads of languages and case study visits to a small number of schools.

In April 2009 the research team sent out the questionnaire to heads of languages departments in a nationally representative sample of 2,500 schools (80 per cent of all maintained schools in England).

The main purpose of the survey was to

- gather descriptive information on patterns of language provision at KS4 and factors which impact on uptake at KS4
- examine any early indications of the impact of the Languages Review recommendations.

As the survey was conducted in the second academic year after the publication of the Languages Review, it was likely that some of the recommendations would be at an early stage of implementation and not yet embedded in schools.

Survey findings

In order to contextualise patterns of language provision in the schools survey, the questionnaire asked schools to indicate whether languages would be compulsory or optional at KS4 from 2009/10. More than two thirds of heads of languages (69 per cent) reported that languages would be an optional subject at KS4 from 2009/10,[1] 11 per cent said that languages would be compulsory for some but not all, and 18 per cent said that languages would be compulsory for all pupils at KS4.

Key findings from the survey are reported under three headings:

1. Breadth and flexibility of provision and accreditation
2. Factors supporting languages uptake at KS4
3. Impact of the Review's main recommendations.

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[1] This mirrors recent research on language policy and provision at KS3 (Evans and Fisher, 2009) where it was found that languages were optional in approximately two-thirds of schools.

Breadth and flexibility of provision and accreditation

The questionnaire explored which languages schools would be teaching at KS4 in 2009/10 and the accreditation pathways they would be offering. Heads of languages' responses showed that:

- Schools in the sample expected to be teaching and accrediting a variety of languages from 2009/10.

- French, Spanish and German would be most commonly taught, but small numbers of schools would be offering other languages such as Italian, Mandarin and Urdu.

- Approximately two-thirds of schools had not changed the languages they offered at KS3 and KS4 since the removal of the statutory requirement to offer a working language of the EU from 2008/09.

- Schools offered the same accreditation pathways regardless of the languages they taught: almost all schools offered the GCSE full course at KS4, nearly half GCE AS level, and just under a fifth Asset Languages. About a third (34 per cent) of schools fast tracked their pupils to GCSE.

- Most schools provided languages accreditation for fluent speakers of languages not taught in their curriculum (for example, for pupils' home languages).

- A higher proportion of schools with the following characteristics[2] offered a wider range of languages and accreditation pathways: higher achieving schools, schools with low proportions of FSM pupils and schools where languages have compulsory status.

- A higher proportion of schools with higher proportions of pupils with EAL taught the languages of their local communities.

Factors supporting languages uptake at KS4

The questionnaire also sought information on the factors that supported languages uptake at KS4, including training and resources available, the use of ICT, and support from external organisations. Heads of languages' responses showed that:

- Languages departments had received substantial training in the last year, particularly on the new languages GCSE, the new secondary languages curriculum, the KS2 Languages Framework, and new developments in ICT. Fewer teachers said they had received training in alternative KS4 pathways or in teaching languages through other subjects.

- Schools had used a wide range of resources and guidance to support languages teaching and learning in the last year. The most frequently used resources were

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[2] Schools are classified into quintile bands for the following characteristics: achievement, per cent of pupils eligible for FSM and per cent of pupils with EAL. Where reference is made to higher achieving schools, this denotes schools in the top two quintiles; where reference is made to lower achieving schools, this denotes schools in the bottom two quintiles. Similarly, where reference is made to schools with high or low proportions of pupils eligible for FSM or with EAL, this denotes schools in the top and bottom two quintiles respectively.

- also the most established (such as the information available from CILT or QCDA).

- Schools made wide use of ICT to support languages teaching and learning, including websites and interactive whiteboards.

- Many schools had additional staffing support for languages (for example, a foreign language assistant, teaching assistant or LA languages advisor). The level of staffing support was highest in Specialist Language Colleges.

- Schools received support for languages from external sources, in particular from schools and organisations abroad, regional support networks, other secondary schools, and national support networks.

- Heads of languages felt that teaching approaches, activities, and resources were the main factors which supported uptake at KS4.

- They felt that optional status of languages at KS4 was the main barrier to uptake.

Impact of the Review's main recommendations

In addition to providing information on the broader recommendations of the Languages Review, the questionnaire explored the impact of specific recommendations which had been implemented from the 2008/09 academic year. Heads of languages said that:

- The broader recommendations of the Review (the Primary Languages Initiative, broader range of languages, flexibility of accreditation) were having some positive effect on uptake of languages taught at KS4; but relatively high proportions of schools reported no impact of these recommendations.

- Fewer heads of languages reported a positive effect of the more specific recommendations of the Review (the language Performance Indicators, changes to the Self Evaluation Form and the role of School Improvement Partners) or impact of the Government's stated expectation that schools would set a benchmark for uptake.[3]

Conclusion

Findings from the survey provide a snapshot of KS4 languages provision and uptake and support for languages in the survey sample for the 2009/2010 academic year. Schools overall were teaching a wide range of languages at KS4 and offering a variety of different accreditation pathways. Languages departments had received substantial training for languages in the last year; they had wide access to resources and

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[3]   In 2006 a letter from the then Schools Minister to Headteachers set out the DCSF's expectation that all schools should set a benchmark of between 50 and 90 per cent for their KS4 pupils studying a language leading to a recognised qualification.

guidance, and they received support for languages teaching and learning both within school and from external sources.

The findings also provide some evidence of impact of the Languages Review in the second year of its implementation, though in some schools the level of impact was relatively low at that stage and there was limited awareness of the new initiatives that the Review recommends.

1.   Introduction

In 2008, the Department for Children, Schools and Families (DCSF) commissioned the National Foundation for Educational Research (NFER) to examine the impact of the Languages Review (Dearing and King, 2007) on languages at Key Stage (KS) 4 in maintained schools in England. This report presents findings from a questionnaire survey conducted in the first year of what was originally planned to be a three-year evaluation, but which was discontinued in July 2010. This report focuses on provision of languages at KS4 and perceptions of the impact of the Review's recommendations.

In view of the timing of the questionnaire survey, in the second academic year after the publication of the Languages Review[4], the findings reported here should be seen as a snapshot of heads of languages' perceptions in 2009: many of the recommendations of the Review were at an early stage of implementation and not yet embedded in schools.

1.1   Recent policy on languages in secondary schools

The evaluation was undertaken against a background of development and change in language provision in schools in England. This section provides a brief policy background to the study.

In 2002, the National Languages Strategy, *Languages for All: Languages for Life. A Strategy for England* (DfES, 2002), set out the government's long-term commitment to change the languages[5] capability of the nation. It had the following three main objectives:

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[4]   The Languages Review was published in March 2007. Implementation of its recommendations began in the 2008/09 academic year.

[5]   The term 'languages' encompasses all modern foreign languages other than English, including EU and non-EU languages, major world languages, and languages known as 'community' or 'home' languages. The main languages surveyed for this evaluation are listed in Figure 2.4.

1. to improve the teaching and learning of languages in schools, including delivering an entitlement to language learning for pupils at KS2

2. to introduce a recognition system ('The Languages Ladder'[6]) which would complement existing qualifications frameworks and give people credit for their language skills, and

3. to increase the number of people studying languages in further and higher education and in work-based training.

A key objective of the Strategy was to increase the numbers of pupils studying languages post-14 and to allow for greater flexibility of languages courses and accreditation at KS4. At the same time, however, the Government announced its intention to amend the statutory requirement at KS4 so that schools would no longer be required to teach a language to all pupils. This came into effect in September 2004, when language learning was removed from the core curriculum. Instead it became an entitlement for all pupils to continue their language learning after three years of mandatory study in Key Stage 3 (KS3).

The Languages Review, published in 2007, was commissioned in response to the subsequent accelerated decline in languages uptake at KS4 and to strengthen incentives for schools and young people to continue with languages post-14. Its main recommendations were: languages to become part of the statutory primary curriculum, improved professional development for languages teachers, and a more flexible curriculum and more varied languages offer at KS4.

Among other things, the Review recommended that a number of initiatives be introduced:

- new languages Performance Indicators to improve schools' accountability

- a communications campaign to raise the profile of languages

- changes to the Self Evaluation Form to prompt schools about languages provision.

- an Open School for Languages (an ICT project to engage secondary pupils in innovative ways), and

- the establishment of nine Regional Languages Support Centres to support languages teachers across England.

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[6]   See: http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00811-2007.pdf. The system provides a 'ladder of recognition', starting at a basic grade of competence and continuing beyond school alongside GCSE, A level and NVQ qualifications.

In addition to this, the Review proposed that schools should provide a broader range of languages in schools (including the major spoken world languages as well as the languages traditionally taught at secondary level) to engage learners and to generate a pool of more relevant national language expertise. This was taken into account during consultation on the new secondary curriculum, with the result that the statutory requirement to offer a working language of the European Union in KS3 was removed from the 2008/2009 academic year.

Recent policy developments, the recommendations of the Languages Review, and subsequent initiatives to strengthen the position of languages at KS4 formed the conceptual base for the evaluation. In addition to this, the study was informed by related research commissioned by the then DCSF into language provision at KS2 (Wade and Marshall, 2009) and at KS3 (Evans and Fisher, 2009).

1.2 Aims and objectives

The overarching aim of this study was to examine the languages that pupils study at KS4 in maintained secondary schools in England by collecting data on provision and uptake and to investigate heads of languages' perceptions of the impact of the Languages Review recommendations on languages at KS4. The overall study, which comprised both quantitative and qualitative work, was structured around the following broad themes:

- patterns of provision and uptake of taught languages at KS4
- factors which impact on uptake of taught languages at KS4
- training and support for languages teaching and learning
- overall impact of the Languages Review recommendations.

Detailed research questions are integrated into Chapter 2, which discusses each of these broad areas in turn.

The quantitative strand of the work carried out in 2009 aimed to explore patterns of provision and uptake in languages at KS4. It comprised a questionnaire survey to heads of languages departments in England, and a data collection exercise on the numbers of pupils choosing to take one or more languages at KS4 from September 2009.

The qualitative strand of the work aimed to develop a deeper understanding of practices relating to languages at KS4 and examine more closely schools' views on initiatives to promote uptake. It comprised case study visits to five schools in the autumn of 2009. Interviews were conducted with the head of languages, languages teachers, careers advisors and pupils (both those who had chosen to study a language at KS4 and those who had not)[7].

1.3   Methodology for the quantitative strand

This report contains findings from the large-scale questionnaire for heads of languages departments. As described above, the research team also collected pupil data on options choices, but it has been agreed not to include the analysis of the uptake data collection exercise in this report owing to difficulties in achieving a good response rate.

The questionnaire survey

The research team sent a twelve-page questionnaire for heads of languages departments at the end of April 2009 to a sample of 2,500 secondary schools, which represented 80 per cent of all maintained secondary schools in England.

The NFER drew a nationally representative sample of secondary schools in February 2009. The sample was stratified by overall school performance at KS4, government office region and school type. The team checked to ensure that the sample was representative of specialist status, in particular the proportion of schools with language specialist status (Specialist Language Colleges) in the sample.

The questionnaire sought information on provision of languages at KS4, including the range of languages taught and variety of accreditation offered, as well as the support received for language teaching and learning (for example, training and resources available). It also sought heads of languages' views on the factors that enabled or hindered languages uptake in their schools, and their overall views on the impact of the Languages Review recommendations. The research team sent paper versions of the questionnaire with an accompanying explanatory letter to all heads of department,

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[7] A brief summary of findings from the case studies is now available at:
http://www.education.gov.uk/research/data/uploadfiles/DFE-RBX-10-011.pdf

who were also given the option of completing the questionnaire online. Of the 2500 schools in the sample, 1134 returned questionnaires, a response rate of 45.4 per cent.

When the team carried out initial analysis to see whether the profile of responding schools reflected that of all maintained secondary schools in England in terms of school characteristics,[8] they found that that there were statistically significant differences between the responding sample and all secondary schools in terms of proportions of pupils with English as an additional language (EAL) and eligible for free school meals (FSM). Schools with higher proportions of EAL and FSM pupils were less likely to respond, though no significant differences were found between the proportions of Specialist Language Colleges in the sample and all secondary schools. We decided, therefore, to weight the data in order to ensure that the sample was representative of all schools. Full details of this are provided in the introduction to the appendices.

The team analysed the data descriptively to explore patterns of language provision, support received, and heads of languages' perceptions of the impact of the Review's recommendations. In addition to this, they examined variations according to school characteristics and status of languages at KS4. Frequency tables and selected crosstabulations for the weighted data are presented in the appendices to this report.

1.4   Structure of the report

The structure of the report is outlined below.

Chapter 2 reports on findings from the questionnaire survey. It examines provision of languages at KS4, including the status of languages in the school sample, the range of languages taught and forms of accreditation available, the factors which impact on uptake of taught languages at KS4, and the training and support schools receive for language teaching and learning. It concludes with an examination of the impact of the Languages Review's main recommendations on uptake of taught languages at KS4.

Chapter 3 summarises the key findings from the survey.

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[8]   For school characteristics (achievement, per cent of pupils eligible for FSM and per cent of pupils with EAL), schools are classified into quintile bands.

Data of particular interest are presented in figures within the chapters and a complete set of frequency tables and selected crosstabulation tables is provided in the appendices.

2. Questionnaire survey

2.1 Provision and uptake at Key Stage 4

The first section of the questionnaire focused on the languages that schools would be teaching at KS4 in the following academic year (2009/10) and the accreditation pathways they would be offering. Specific areas of interest were opportunities for pupils to pursue fast tracked courses to GCSE, changes in the range and balance of EU and non-EU languages taught since 2008/09, and the extent to which schools had set a benchmark for the percentage of pupils who would be taking a language at KS4. Whilst the main focus was on taught languages, the questionnaire also asked heads of languages if they provided opportunities for fluent speakers of languages not taught in the school to take a qualification in those languages.

Compulsory or optional status of languages at KS4

In order to contextualise patterns of provision and uptake in the sample, heads of languages were asked to indicate whether languages would be compulsory or optional at KS4 from 2009/10 (given the policy change from compulsory to entitlement status in 2004/5). Figure 2.1 below shows their responses.

Figure 2.1.   Status of languages at KS4 in English schools in the 2009/2010 academic year
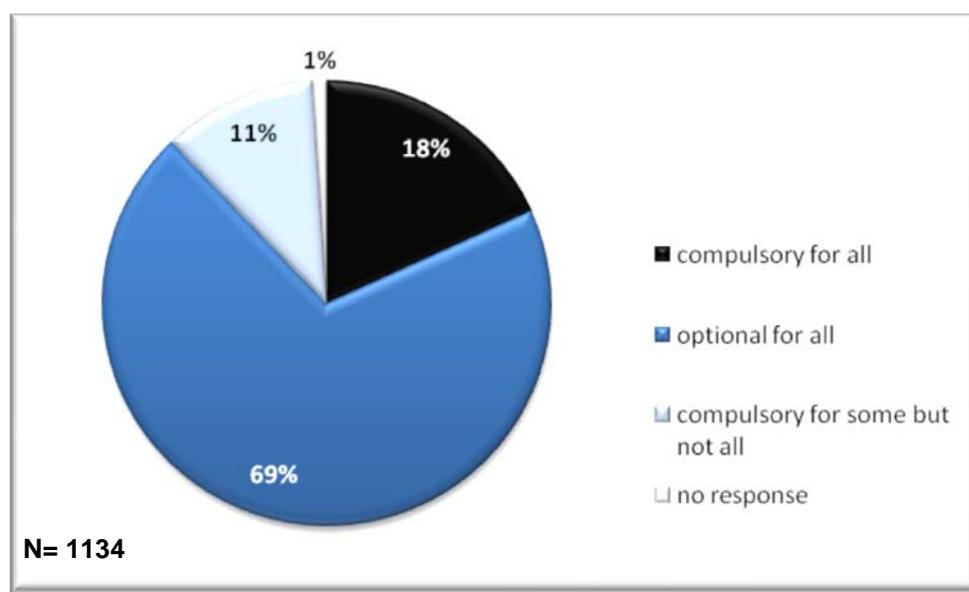
As Figure 2.1 shows, languages were an optional subject at KS4 in the majority of schools in the sample. More than two thirds of schools had elected to offer languages

on an optional basis in KS4 and less than one in five schools reported that all pupils would be required to take at least one language in the 2009/2010 academic year.

As might be expected, the majority of schools with language specialist status required pupils to study languages at KS4. In fact, 91 per cent of Specialist Language Colleges said that languages were compulsory for all at KS4, and five per cent said that languages were compulsory for some (a further four per cent did not answer the question). In contrast, languages were optional in most of the schools without language specialist status (76 per cent).

Further analysis by other school characteristics[9] showed that languages were compulsory in a higher proportion of:

- higher achieving schools (as shown in Figure 2.2 below)
- grammar schools
- schools with low proportions of pupils eligible for FSM. (as shown in Figure 2.3 below).

On the other hand, languages were optional in a higher proportion of:

- lower achieving schools
- secondary modern or comprehensive schools
- schools with high proportions of pupils eligible for FSM.

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[9] As noted in the Introduction, schools are classified into quintile bands for the following characteristics: achievement, per cent of pupils eligible for FSM and per cent of pupils with EAL. Where reference is made to higher achieving schools, this denotes schools in the top two quintiles; where reference is made to lower achieving schools, this denotes schools in the bottom two quintiles. Similarly, where reference is made to schools with high or low proportions of pupils eligible for FSM or with EAL, this denotes schools in the top and bottom two quintiles respectively.

Figure 2.2. **Status of languages in schools with different levels of achievement**[10]
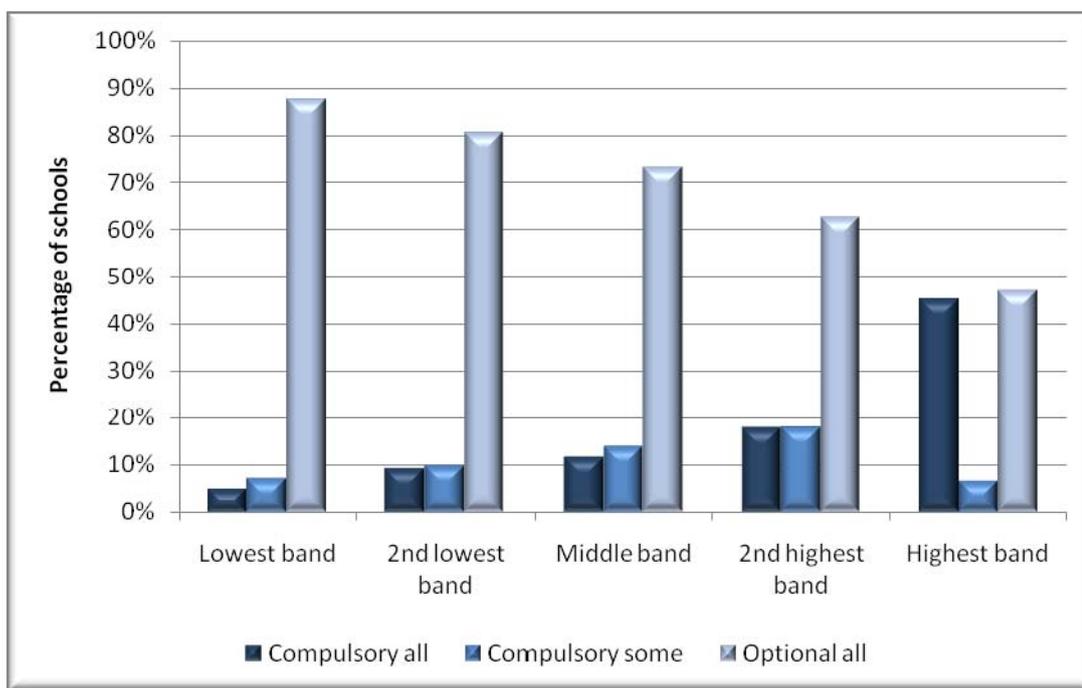
Figure 2.3. **Status of languages in schools with different proportions of pupils eligible for free school meals (FSM)**[11]

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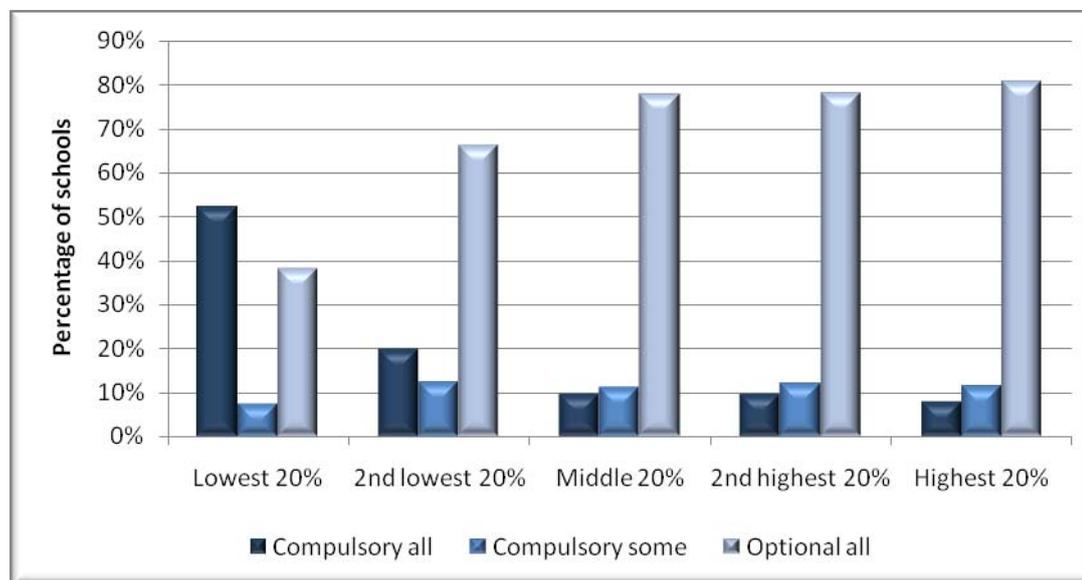
[10] Schools are classified into quintile bands according to their relative proportion of achievement at GCSE compared with all school in England.

[11] Schools are classified into quintile bands according to their relative proportion of pupils eligible for FSM compared with all secondary schools in England.

Benchmark for uptake

With the removal of compulsory status at KS4, it was recognised that many schools might start to offer languages on an optional basis. In order to maintain a high level of uptake of languages at KS4, in 2006 the then Government outlined an expectation that all schools would set a benchmark, or target, of between 50 and 90 per cent of their KS4 pupils studying a language leading to a recognised qualification at KS4.[12] The questionnaire asked heads of languages whether their school had set a benchmark for uptake, what level had been set and whether the benchmark had been met.

Almost three fifths of schools (59 per cent) said that they had not set a target for future uptake but nearly one in five (19 per cent) said that they had set a benchmark for the 2009/2010 academic year. Of the 219 schools that said they had set a benchmark, the average (mean) level of the benchmark was around two thirds of pupils (64 per cent), though it ranged from five per cent of pupils (one school) to 100 per cent (33 schools). Only ten per cent of schools that had set a benchmark had set it at a level lower than the minimum 50 per cent target recommended by the then DCSF.

A number of schools said the benchmark was not applicable to them because languages were compulsory (effectively a benchmark of 100 per cent). If this number is combined with those that said they set a benchmark at 100 per cent, despite the optional status of languages at their schools, this suggests that nearly 16 per cent of schools in the sample were setting a target of 100 per cent languages uptake at KS4. When asked about meeting the benchmark they had set, just over half of the 219 schools with a benchmark (51 per cent) said that they had met the target for the coming academic year but almost a third (29 per cent) said they did not know if they had met the target yet.[13]

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[12] In 2006 a letter from the then Schools Minister to Headteachers set out the DCSF's expectation that all schools should set a benchmark of between 50 and 90 per cent for their KS4 pupils studying a language leading to a recognised qualification.

[13] At the time of the survey the options process was ongoing and may not have been completed in all schools.

Range of languages taught and accredited at KS4

One of the main focuses of the questionnaire was to explore which languages would be taught and accredited[14] and what forms of accreditation would be offered for languages at KS4 in 2009/2010. The questionnaire asked heads of languages to indicate from a list of languages and accreditation pathways what their provision would be. Figure 2.4 below shows the range of languages they would be teaching.

Figure 2.4.   Languages taught in English schools in the 2009/2010 academic year
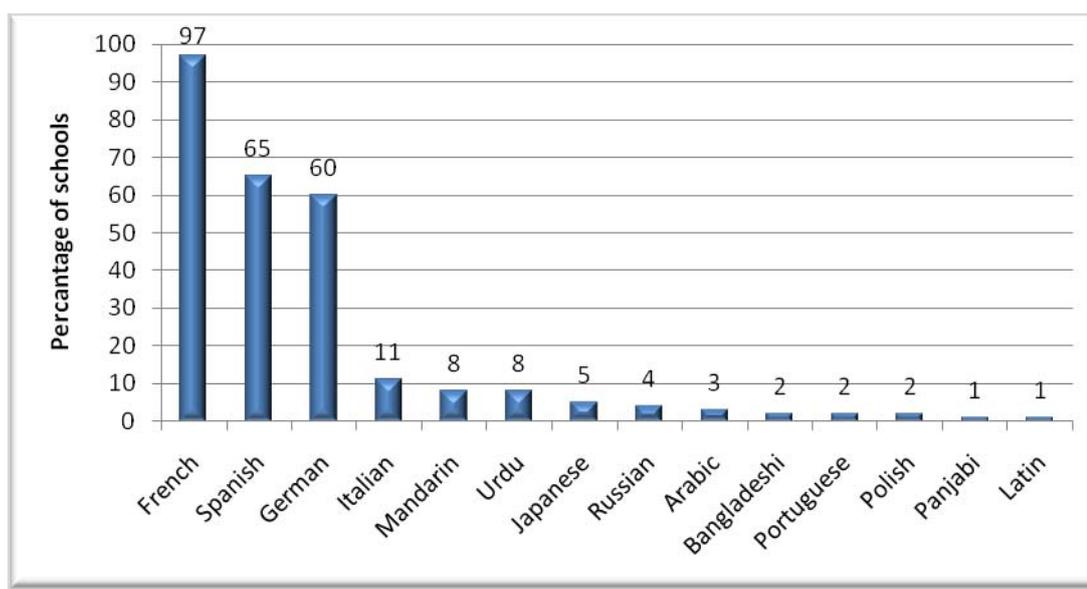
The figure shows that the three languages which have dominated the secondary languages curriculum, French, Spanish and German, were still most commonly taught at KS4, but that there was some diversification of provision.[15] French remained the most popular choice, taught by almost all schools, followed by Spanish and German, each taught by almost two thirds of schools. However, schools across England were also offering languages such as Italian, Mandarin and Urdu, albeit in smaller numbers. The most common combination of languages offered (22 per cent of schools) was French, Spanish and German, and schools typically offered a choice of two languages.

The languages offered were also examined by various school characteristics. As might be expected, there were some differences by school specialism: Specialist Language Colleges were more likely to offer German, Italian, Mandarin and Spanish than those

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[14]   This question asked specifically about languages that were taught to an accredited qualification, and does not include languages taught but not assessed.

[15]   This corroborates findings from CILT's (The National Centre for Languages) 2008 and 2009 surveys. See: http://www.cilt.org.uk/home/research_and_statistics/secondary/2008.aspx and http://www.cilt.org.uk/home/research_and_statistics/language_trends_surveys/secondary/2009.aspx

without Specialist Language status. They were also more likely to offer a broader range of languages than schools with a specialism in another subject and schools without a specialism.

In addition, schools with different characteristics appeared to offer different languages. For example, as shown in Figure 2.5, a higher proportion of schools with a high proportion of EAL pupils offered Urdu and Arabic (presumably because schools with high proportions of pupils for whom English was not their first language were likely to make provision for teaching the home languages of their pupils). German was more likely to be offered by schools with lower proportions of pupils with EAL.

Figure 2.5.   Offer of Arabic, Urdu and German by schools with different proportions of EAL students[16]
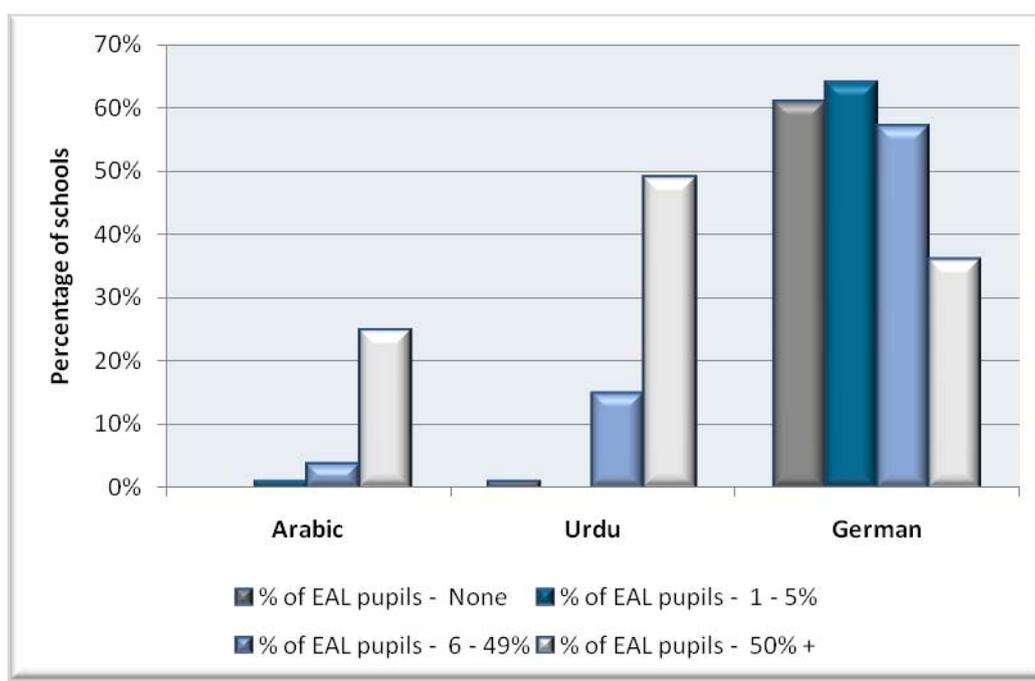
Only languages where significant differences were found are shown

In addition to this, a higher proportion of schools with higher proportions of pupils eligible for FSM offered Arabic and Urdu, whereas French, German, Italian, Mandarin, Russian and Spanish tended to be offered by schools with lower proportions of pupils eligible for FSM, as illustrated in Figure 2.6 below. Furthermore, higher proportions of schools with a high achievement record offered French, German, Italian, Japanese, Mandarin and Spanish, as illustrated in Figure 2.7 below.

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[16]   Schools are classified into quintile bands according to their relative proportion of pupils with EAL compared with all schools in England.

Figure 2.6. **Offer of languages by schools with different proportions of pupils eligible for free school meals (FSM)**[17]
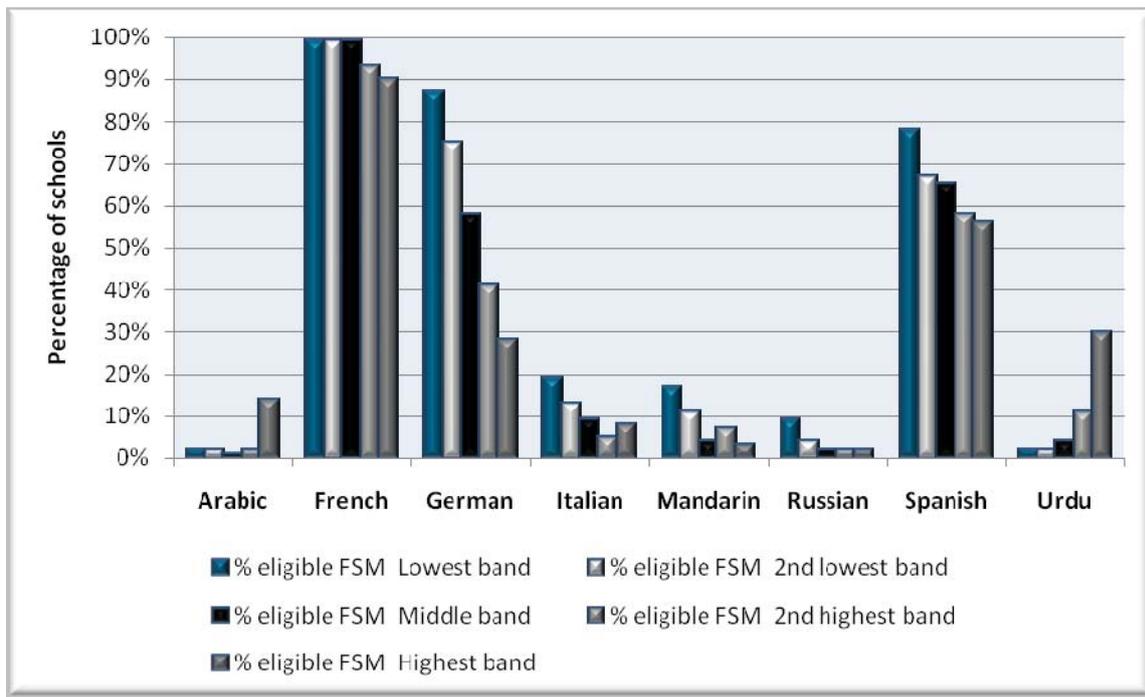
Only languages where significant differences were found are shown

Figure 2.7. **Offer of languages by schools with different levels of achievement at GCSE**[18]

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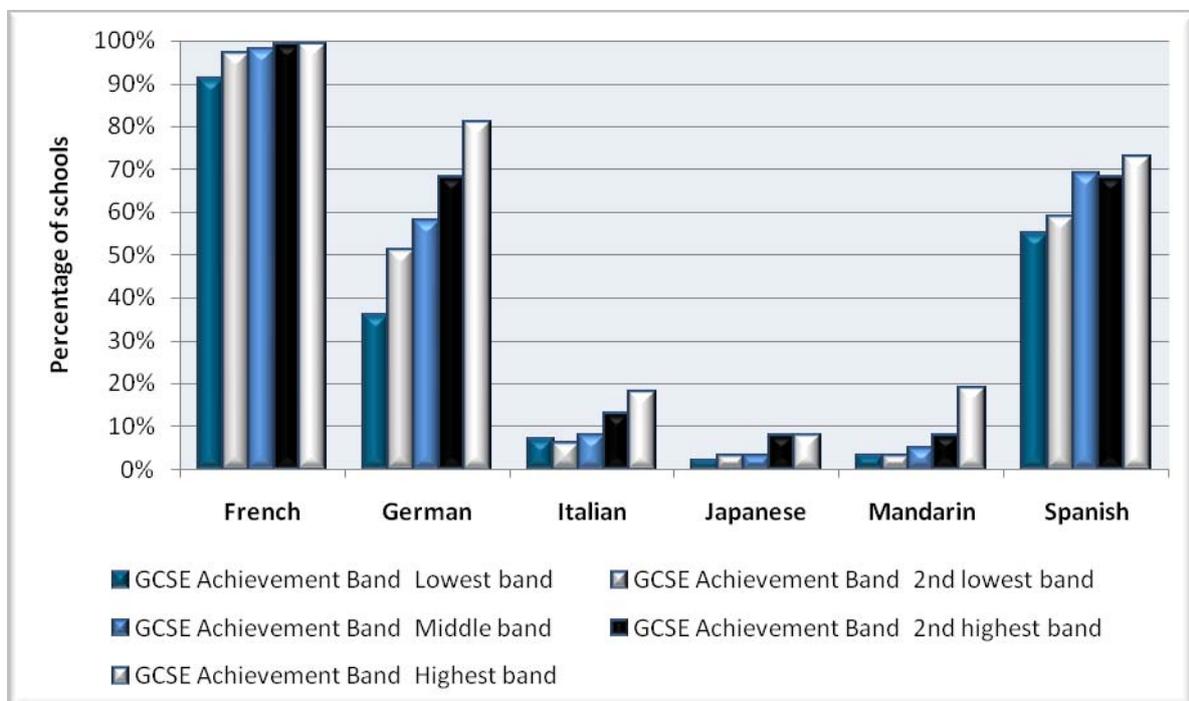
[17]   Schools are classified into quintile bands according to their relative proportion of pupils eligible for free school meals compared with all secondary schools in England.

[18]   Schools are classified into quintile bands according to their relative proportion of achievement at GCSE compared with all secondary schools in England.

It appeared from this analysis that some school characteristics (such as levels of FSM and EAL) were interrelated in terms of languages offered but it was not possible to examine this further within the timescale of this study.

Changes in range of languages taught at KS3 and KS4

Although languages remain a compulsory part of the curriculum at KS3, schools no longer have to offer a working language of the European Union.[19] As this could have an impact on the languages offered at KS4, the questionnaire asked schools if they had made any changes to the languages that they offered at both KS3 and KS4 since September 2008.

Two thirds (67 per cent) of schools said that they had not changed the languages they offered to pupils in KS3 and KS4. The most common change reported (seven per cent in both key stages) was, in fact, that they had added more languages from the European Union, suggesting that the removal of the statutory requirement had made little difference. No schools reported that they no longer taught any EU languages at KS3 and only two reported this at KS4. Four per cent of schools said that they had introduced non-EU languages to KS3 and the same proportion said they had done this at KS4.

Forms of accreditation available for taught languages

In addition to examining the languages offered by schools, the survey also explored the types of accreditation that schools would be offering for languages in 2009/10. These included GCSE pathways (full and short course), AS level, vocational qualifications and Asset Languages (accreditation for the Languages Ladder).

As expected, almost all schools (99 per cent) offered the GCSE full course. Almost half (43 per cent) offered the opportunity to study a language to AS level during KS4. In addition to this, 17 per cent of schools offered Asset Languages.

Generally schools offered either one or two choices of accreditation method. Most commonly schools only offered the opportunity to study a language at GCSE (full course) level (36 per cent), while 22 per cent of schools offered GCSE full course and AS level at KS4.

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[19]   The statutory requirement was removed from the 2008/09 academic year.

Analysis showed that there was no difference in the forms of accreditation offered for each language, with GCSE full course mostly commonly offered, followed by AS level and Asset Languages.

Further analysis showed that there were differences in the accreditations on offer according to school characteristics. Specialist Language Colleges offered a choice of more types of qualifications than schools without a languages specialism. For example, a higher proportion of Specialist Language Colleges offered pupils the opportunity to study a language to AS level or as part of the Languages Ladder (Asset languages) at KS4 than schools without specialist language status.

As might be expected, a larger proportion of higher achieving schools offered their pupils the opportunity to study a language at AS level than schools with a low record of achievement. In addition to this, higher achieving schools offered a wider range of accreditation pathways, as did schools with lower levels of pupils eligible for FSM, and larger[20] schools.

Provision explored by status of languages within the school

Further analysis was carried out to examine if there were any differences in the languages offered by schools where languages had compulsory status compared with those with optional status. Figure 2.8 shows the differences for each language.

Figure 2.8. **Languages offered in English schools in the 2009/2010 academic year split by status of languages within the school.**

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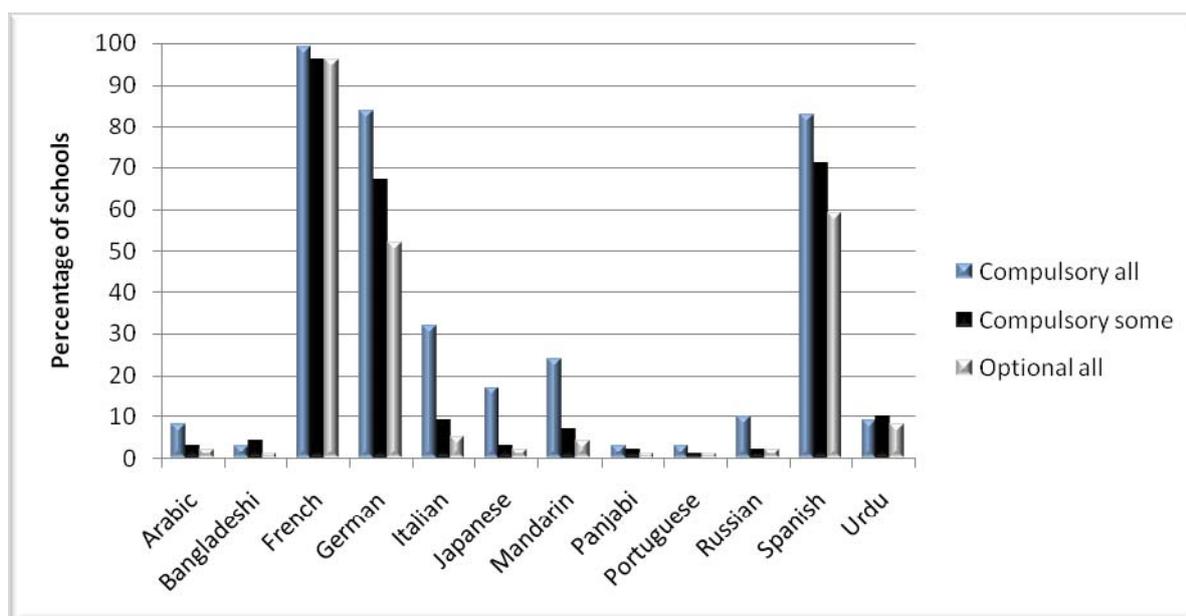
[20] Schools are classified as into three bands, small, medium and large.

Figure 2.8 shows that, with the exception of Urdu and Bangladeshi, all languages listed were taught by a higher proportion of schools in which languages were compulsory for all pupils than schools in which languages were compulsory for some, or were optional. The most marked difference was for German (offered by 84 per cent of schools where languages were compulsory for all, compared with 67 per cent of those where compulsory for some and 52 per cent of schools with optional languages). There were also significant differences for Italian, Japanese, Mandarin and Spanish. For example, world languages such as Mandarin and Japanese were both offered in a higher proportion of schools where languages were compulsory for all pupils at KS4.

Generally, schools where languages were compulsory for all pupils offered a wider choice of languages (mean of four) than schools where languages were compulsory for some (mean of three), who in turn offered more languages than schools with optional languages (mean of two). This links back to the findings reported earlier that higher proportions of Specialist Language Colleges offered languages on a compulsory basis and also offered more languages.

The team also carried out further analysis to examine if there were any differences in the accreditation pathways offered by schools where languages had compulsory status compared with those with optional status. Figure 2.9 shows the differences for each form of accreditation.

Figure 2.9.   Forms of accreditation offered in English schools in the 2009/2010 academic year split by status of languages within the school
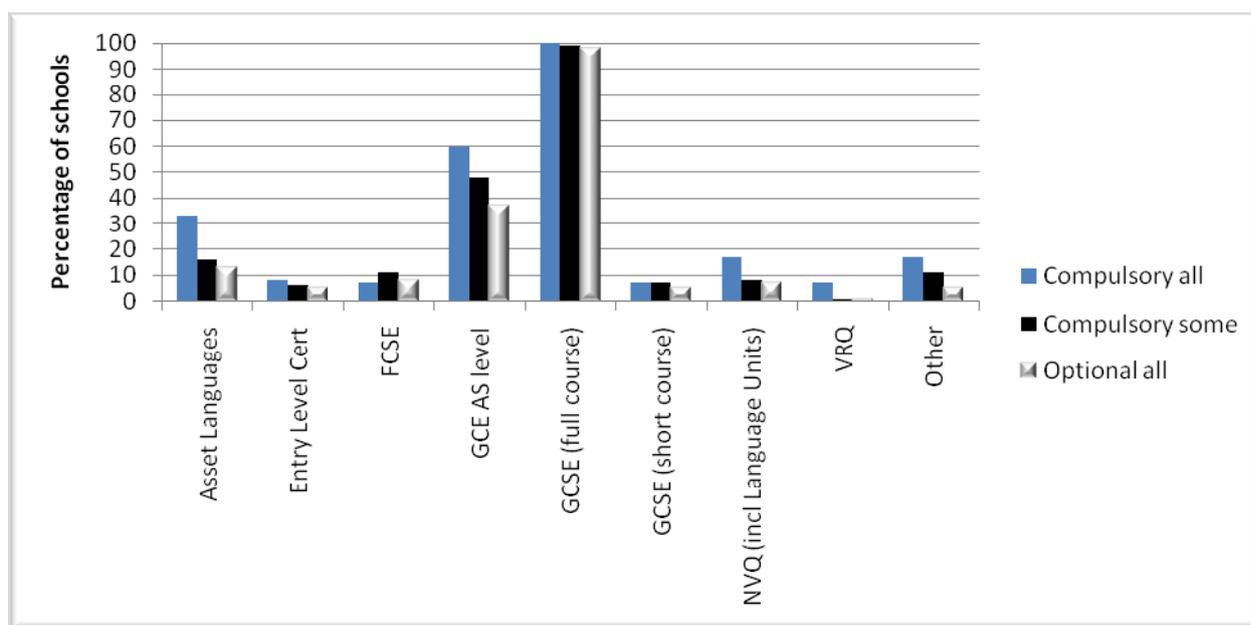
As Figure 2.9 shows, higher proportions on the whole of schools where languages were compulsory for all pupils offered the various qualifications (in particular alternatives to GCSE) compared with schools where languages were compulsory for some or optional for all.

Fast tracking

In the context of increasing provision of languages at KS2, the survey sought to gauge if this was resulting in pupils starting KS4 level language study earlier than Year 10. In all, 382 schools (34 per cent) said that they allowed pupils to start in Year 9 and complete in either 2 or 3 years or that they offered the opportunity to complete a language GCSE within one year. Fourteen per cent of schools said that pupils at their school could start a language GCSE in Year 9 and complete it within two years and 16 per cent reported that pupils could start the GCSE programme in Year 9 and complete it over three years (thus completing the course at the same time as the other GCSEs they would be taking). Only ten per cent of schools said that pupils in their school had the opportunity to study and complete a language GCSE within one year. The status of languages at KS4 (compulsory or optional) did not affect the likelihood of schools offering these fast track options to students.

Accreditation available for speakers of non-taught languages

Most schools (86 per cent) said that they offered pupils in their school who were already fluent in another language the opportunity to take a qualification in that language, other than through a taught route. Figure 2.10 shows that Polish, Spanish and Portuguese were most commonly accredited in this way.

Figure 2.10. The most commonly mentioned languages in which pupils take qualifications other than through a taught route
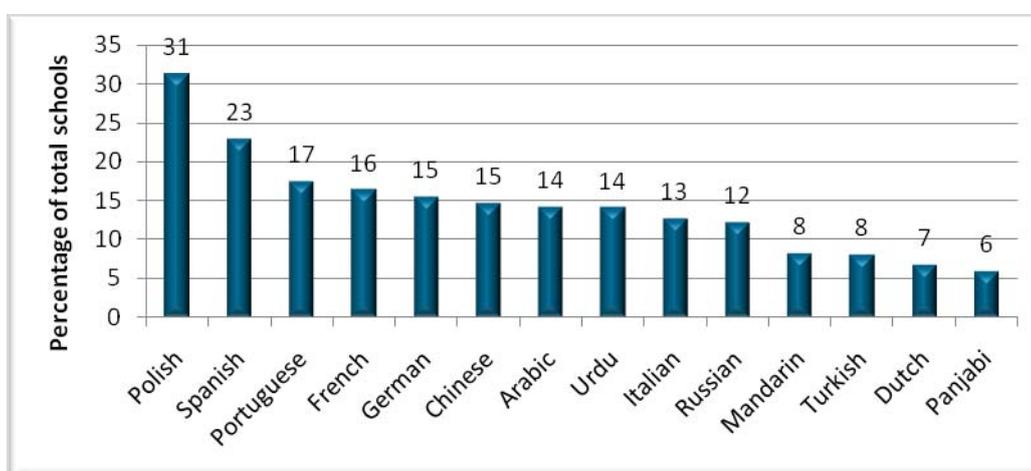
There was no relationship between the specialism of a school and the likelihood that it offered the opportunity to take a qualification in this way.

2.2 Factors which impact on uptake of taught languages at KS4

Enablers and barriers to languages uptake at KS4

Heads of languages were asked to indicate, from a list, which factors they considered to be enablers or barriers to uptake of taught languages at KS4 in their school. These included the attitudes of pupils, parents and the school towards languages, the support and resources provided for languages at the school, including the availability of new technologies, and factors specific to the different key stages, including the Primary Languages Initiative and post-16 languages provision. Their responses are presented in full in the appendix, along with cross tabulations according to the status of languages in their schools and school characteristics as appropriate. In what follows the terms 'enable', 'support' and 'encourage' are used interchangeably.

Figure 2.11 shows the factors thought most to enable languages uptake.

Figure 2.11. Factors enabling languages uptake at KS4
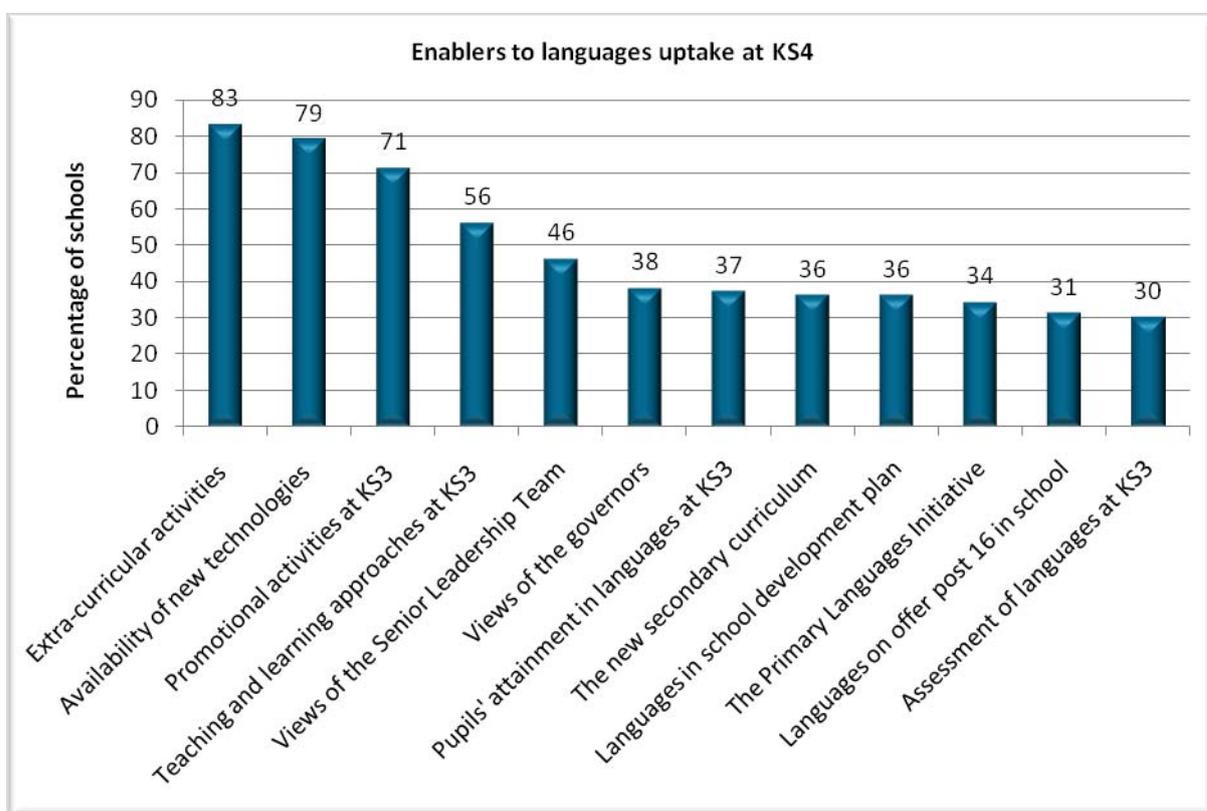
As can be seen, the main factors thought to support uptake were extra-curricular activities (such as theatre visits, exchanges and trips), the availability of ICT resources, and promotional activities at KS3 (such as assemblies, language days and outside speakers). Further analysis revealed that there was consensus between heads of languages in schools where languages were compulsory for all, compulsory for some, or optional for all, as to the main factors which enabled languages uptake at KS4.

The attitudes of the Senior Leadership team and the governors were considered to have an impact on uptake. Higher proportions of heads of languages thought that the Senior Leadership team's and the governors' views (46 per cent and 38 per cent respectively) had a positive rather than a negative impact, though some thought their views could impact in both directions. Views were divided, however, as to whether pupil and parent attitudes were enablers or barriers to languages uptake, or both.

When the responses were examined further to see if there was a difference in views according to whether languages were compulsory or optional, it was found that higher proportions of schools with languages in the core curriculum thought that views of the Senior Leadership team and the governors enabled languages uptake. For example, 74 per cent of heads of languages in schools where languages were compulsory for all thought senior management's views had supported uptake, as opposed to 35 per cent in schools where languages were optional. In addition, all Specialist Language Colleges thought that their language specialist status encouraged uptake at KS4.

Other factors thought to support languages uptake at KS4 included the new secondary curriculum (36 per cent), inclusion of languages in the school development plan (36 per cent) and the Primary Languages Initiative (34 per cent of respondents), though for each of these factors approximately a third of respondents said they were not sure about their impact. In addition to this, 31 per cent of heads of languages thought post 16 languages provision within the school supported uptake at KS4, whereas views were divided as to the impact of post 16 provisions elsewhere.[21]

Whilst the factors which heads of languages considered to enable uptake of taught languages at KS4 related mainly to teaching approaches and activities and to the availability of resources, the factors which they considered to be barriers to uptake were predominantly structural, relating in particular to the compulsory or optional

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[21] 38 per cent of the sample were 11 – 16 comprehensive schools so post-16 factors would not apply.

status of languages in the school (57 per cent of all responses) and the structure of the options system (62 per cent).

As might be expected, further analysis of the responses according to the status of languages (compulsory or optional) in the schools revealed considerable polarisation between schools with languages in the core curriculum and schools where languages were optional. About three quarters of schools where languages were optional said that the optional status of languages at KS4 was a barrier to uptake. This is shown in Figure 2.12 below.

Figure 2.12. Barriers to uptake of taught languages at KS4
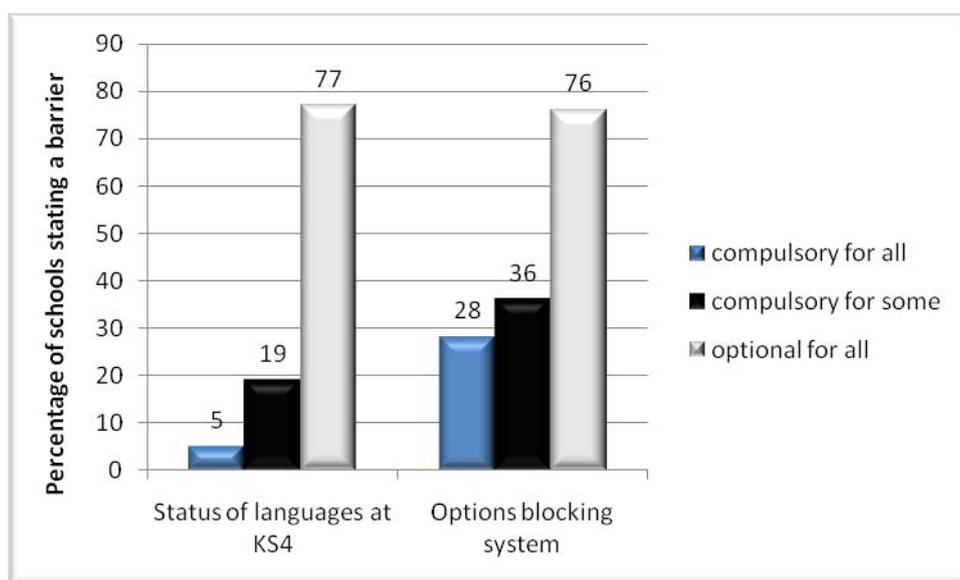
A full table of responses is provided in the appendices, but two other points in relation to KS4 are worthy of note:

- More than a third of heads of languages (39 per cent) thought that alternative pathways at KS4 were barriers to uptake and over a quarter said this was not applicable to them (suggesting, perhaps, that some schools were not yet offering a choice of accreditation at KS4)
- A majority of schools said that opportunities to take languages (as additional and specialist learning) within Diplomas were not applicable to them (70 per cent) or were not sure of their impact (19 per cent).

Promoting languages uptake at KS4

The survey also explored how schools promoted languages at KS4, by asking heads of languages to indicate from a list what their school did to raise awareness of languages within and outside school. Their responses are shown in Figure 2.13.

Figure 2.13.   Activities to raise awareness of languages
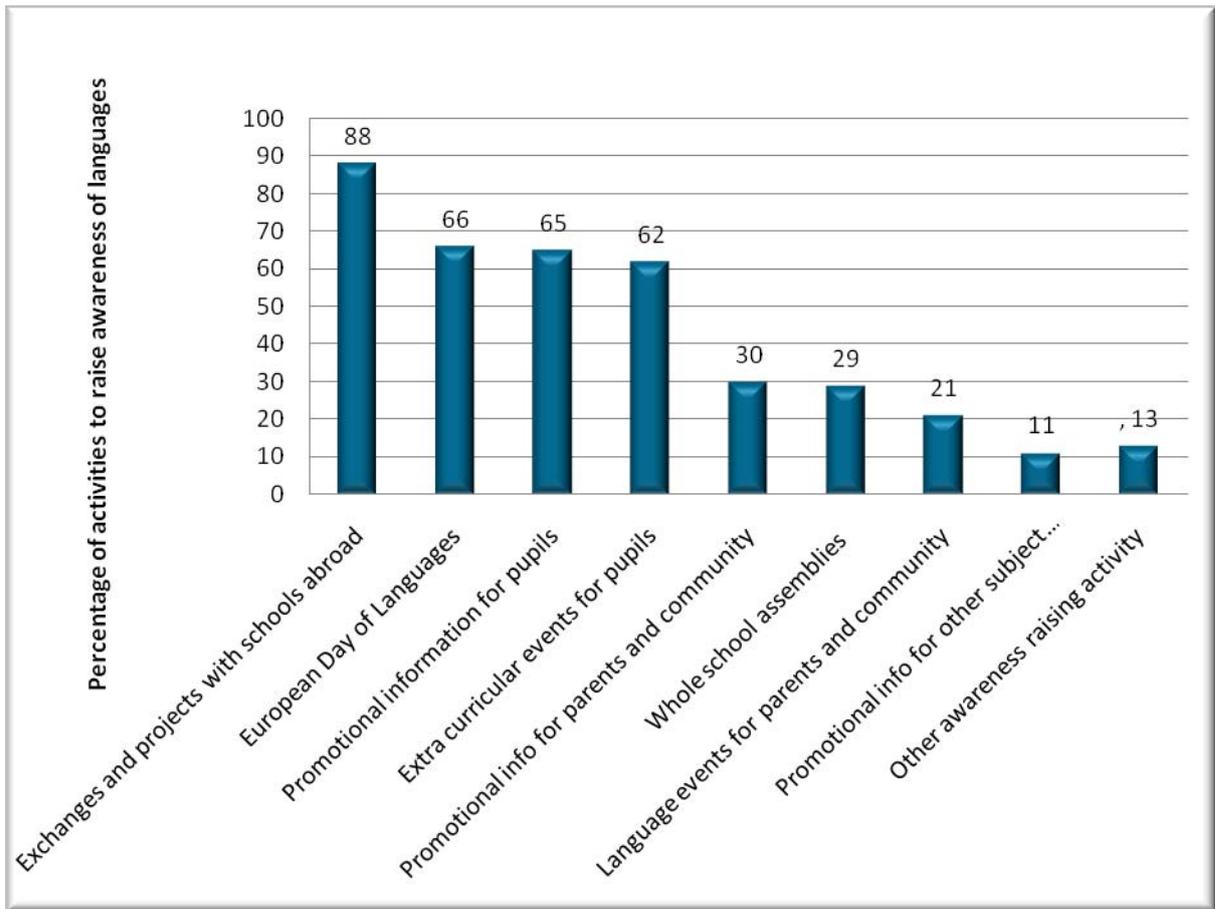
As Figure 2.13 shows, there were four main activities in which schools engaged to promote their languages: a very high proportion of schools (88 per cent) said they took part in trips, exchanges and curriculum projects with partner schools abroad, and about two thirds of schools said they participated in the European Day of Languages, produced promotional information for pupils, and organised extra curricular events for pupils. These activities are consistent with the factors which heads of languages thought most supported languages uptake at KS4. Further analysis according to whether languages were compulsory for all, compulsory for some but not all, or optional for all, revealed that the activities in which schools engaged to promote languages were the same regardless of languages status, but that there appeared to be a higher level of promotional activity in schools where languages were compulsory for all.[22] Overall, it was most common for schools to engage in three or four of these awareness raising activities.

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[22]   As this was a multiple response item, significance tests have not been carried out. The data have been taken at face value, i.e apparent differences in the raw percentages are reported, but it is not known whether they are statistically significant. This applies to all multiple response items in the report.

Other awareness raising activities mentioned by small numbers of schools included: language events at school (for example, 'fun sessions', food tastings and competitions); promotional events in association with higher education institutions (for example, language taster days at universities); work experience and trips abroad, and partnership working with primary and middle schools.

The questionnaire also asked which messages heads of department conveyed to promote languages uptake at KS4. It provided seven possible messages, including both utilitarian statements and those referring to the benefits of languages for personal development. The responses, are shown in Figure 2.14 below.

Figure 2.14.   Messages to promote positive awareness of languages
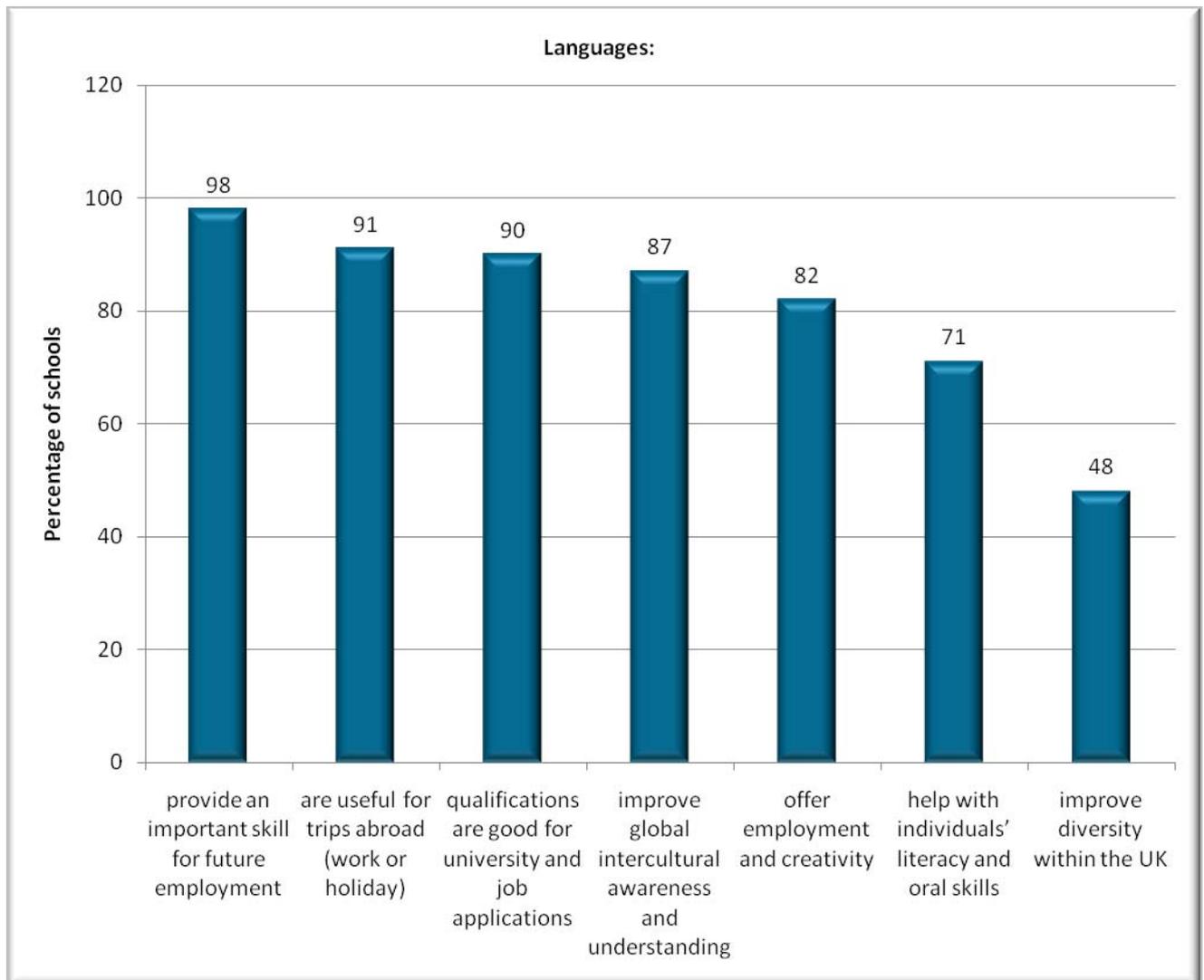
As Figure 2.14 shows, the three messages most commonly conveyed were utilitarian in nature:

1. Languages provide an important skill for future employment
2. Languages are useful for trips abroad (work or holiday)
3. Languages qualifications are good for university and job applications.

In addition to this, high proportions conveyed the message that languages are important for the development of skills and understanding, in particular, global intercultural awareness, employment and creativity, and literacy and oral skills. A variety of messages were specified under 'other' and these related mainly to personal development, such as individual's enjoyment, development of intellectual skills, and confidence building. The majority of heads of department conveyed between five and seven main messages when raising positive awareness of languages within their school. Schools said they conveyed the same messages regardless of school characteristics and the status of languages in their school.

Training and support for language teaching and learning

In order to gauge the impact of one of the Review's main recommendations for improved professional development for languages teachers, the questionnaire asked heads of languages to indicate, from a list, the areas in which members of their department had received training in the last twelve months. The list included:

- the new secondary languages curriculum
- the new languages GCSE
- integrating new developments in ICT into languages lessons
- Content and Language Integrated Learning (CLIL)
- developing different schemes of work for different KS4 pathways
- developing international links
- developing diversity awareness
- refresher courses on the language and culture of language(s) taught
- developing awareness of KS2 Framework
- understanding transition issues, and
- building on prior learning.

From their responses it appeared that training was happening regularly in languages departments. On average, schools said that at least one person in their department had

received training in four of the topics listed. For example, most schools (85 per cent) said that someone in their language department had received some training on the new languages GCSE within the last 12 months. In addition, almost three quarters (73 per cent) said that some training had been received on the new secondary languages curriculum.

Fewer schools, although still a substantial proportion, said that someone in the languages department had received training on the KS2 framework (47 per cent), on integrating new developments in ICT into languages lessons (40 per cent) and on transition issues (38 per cent). Almost a quarter of schools (23 per cent) said that someone in the languages department had received some training on developing international links.

A minority of schools said that a staff member had received training on schemes of work for different pathways at KS4 (12 per cent), or on how to integrate language learning into other curriculum areas (CLIL) (11 per cent). As will be outlined below, CLIL only appeared to be used in a minority of schools, so this is perhaps not surprising. Schools where languages were compulsory for all appeared to have received training in a slightly larger number of areas on average than other schools.[23]

Additional staffing support for languages within school and alternative methods

The questionnaire also sought information on additional staffing for languages in 2007/08 and 2008/09. For the current academic year (2008/09), many schools appeared to have at least some additional staffing support for languages: 57 per cent of schools reported having a foreign language assistant available in their languages department. In addition, 39 per cent of schools said their languages department had a teaching assistant and 32 per cent said they had access to a Languages Advisor from the Local Authority (LA). In the previous academic year 2007/08, slightly lower proportions of schools reported having each of the types of support listed. Further analysis showed, as might be expected, that a higher proportion of Specialist Language Colleges had access to language support staff such as foreign language assistants in the academic year 2008/09 as compared with other schools (94 per cent and 54 per cent respectively).[24]

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[23] This was a multiple response item and significance tests have not been carried out. The data have been taken at face value.

[24] This was a multiple response item and significance tests have not been carried out. The data have been taken at face value.

Heads of languages were also asked if their departments used a number of different methods of teaching languages in the 2007/08 and 2008/09 academic years, such as teaching other subjects through other languages, or the use of immersion courses.

For the current academic year (2008/09) heads of languages reported that these methods were rarely used. Access to off-site languages learning provision was mentioned most frequently, but by only 17 per cent of schools. One in eight schools (12 per cent) said that they offered classes in community languages for their pupils. Content and Language Integrated Learning (CLIL): teaching other subjects through languages (for example, teaching the history of the First World War in French) was reported by eight per cent of schools. Teaching languages in intensive or immersion courses (over a short period of time rather than over a year, for example) was relatively uncommon, with only five per cent of schools reporting that they offered this. Finally, languages were taught as part of a non-language vocational course in only four per cent of schools.

Heads of languages reported a similar picture in 2007/08 but there did appear to have been a slight increase in the proportion of schools offering alternative types of courses over the course of the two years. For example, only five per cent of schools reported using CLIL in the 2007/08 academic year, as compared with eight per cent in the 2008/09 academic year, as reported above.

There did appear to be some differences in the proportions of schools with access to support for languages when considered by the status of languages at KS4, as shown in Figure 2.15 below.

Figure 2.15.   Schools with access to resources to support languages in the academic year 2008/09 by status of languages within that school
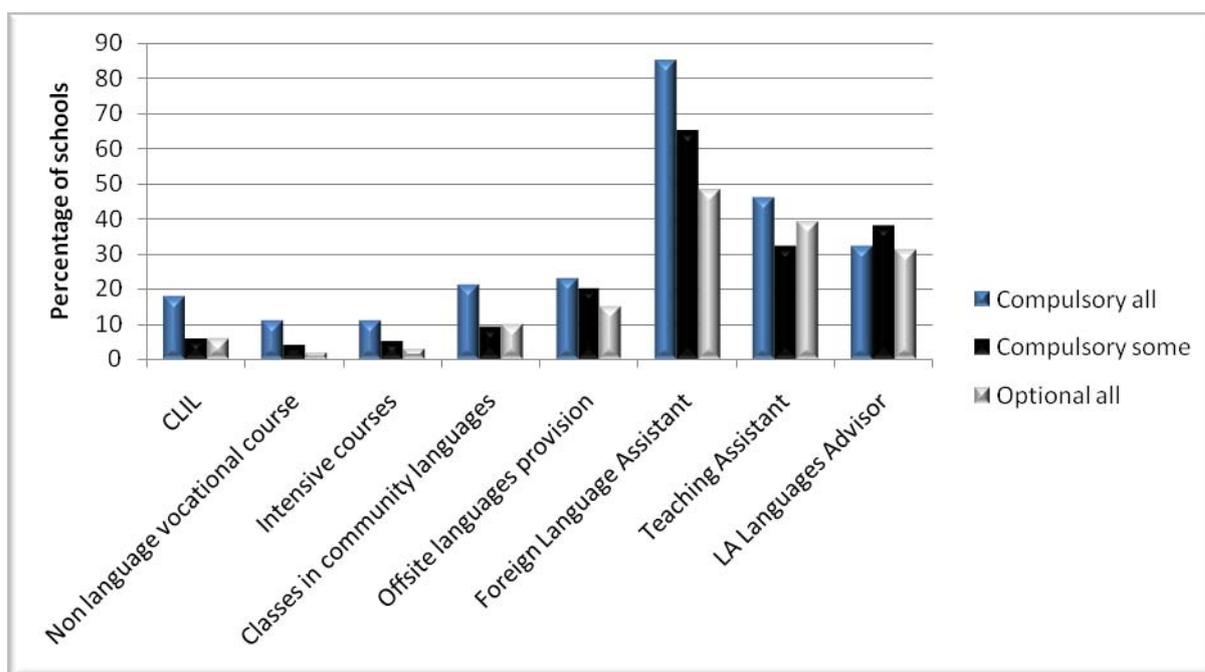
As Figure 2.15 shows, on the whole a higher proportion of schools where languages were compulsory for all students had access to, or provided the resources or methods of teaching languages shown.[25]

Use of ICT to support languages within school

Schools reported using a number of different ICT resources to support language teaching and learning. Almost all schools (97 per cent) said that they used websites to support the teaching and learning of languages. In addition, the majority of schools reported using online multimedia such as podcasts or you-tube (87 per cent) and interactive whiteboards (86 per cent). Approximately half of the schools (52 per cent) reported that they used learning platforms (Virtual Learning Environments or VLEs). This could reflect the fact that that not all schools had a learning platform and consequently not all of them had this resource available for any subjects.

Using ICT in an interactive way was less common: 36 per cent of schools used interactive multimedia such as photography, video and audio recording projects and only 15 per cent of schools used interactive classroom tools such as videoconferencing. More than a quarter of schools (26 per cent) reported that they used resource creation tools such as desktop publishing packages, suggesting that in these schools language teachers were creating or adapting teaching resources

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[25]   This was a multiple response item and significance tests have not been carried out. The data have been taken at face value.

themselves. Only 11 per cent of schools used social networking tools (such as blogs, wikis and live chat).

Use of external links to support languages

The questionnaire also sought information on the extent of schools' engagement with external stakeholders. When heads of languages were asked to indicate, from a list, any links that their language department had with other organisations in the 2008/09 academic year, the most popular response was links with schools or organisations abroad for the purposes of visits, exchanges or email exchanges (68 per cent). Almost as many schools (63 per cent) were involved in regional support networks such as the Strategic Learning Networks, the Comenius Network or Links into Languages. Around half said that their languages department had links with language departments in other secondary schools that did not have a language specialism (55 per cent); links with national support networks, such as the British Council, CILT or the Association for Language Learning (47 per cent); or links with Specialist Language Colleges (41 per cent). Links with Higher Education and Further Education were less common (23 per cent and 18 per cent respectively), as were joint curriculum projects with schools abroad (21 per cent) and links with business such as Education Business Partnerships (14 per cent). On average, schools reported having links to around three other organisations, suggesting that language departments commonly draw on information and share ideas with a variety of different organisations. Slightly higher proportions reported having each type of link for 2008/09 than for 2007/08.[26]

Additional analysis by school characteristics showed that in 2008/09 a higher proportion of language departments in schools with a language specialism had links with other organisations related to languages such as national support networks (86 per cent of Specialist Language Colleges, as compared with 43 per cent of schools without a specialism in languages). Furthermore, a higher proportion of language departments in Specialist Language Colleges also had links with other organisations that are not necessarily language specific, such as Further Education (38 per cent compared to 16 per cent) and Higher Education institutions (51 per cent compared with 21 per cent).[27]

Use of external links was also analysed according to the status of languages at KS4, as shown in Figure 2.16.

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[26] This was a multiple response item and significance tests have not been carried out. The data have been taken at face value.

[27] This was a multiple response item and significance tests have not been carried out. The data have been taken at face value.

Figure 2.16   Schools with languages departments with links to other organisations in the academic year 2008/09 by status of languages within that school
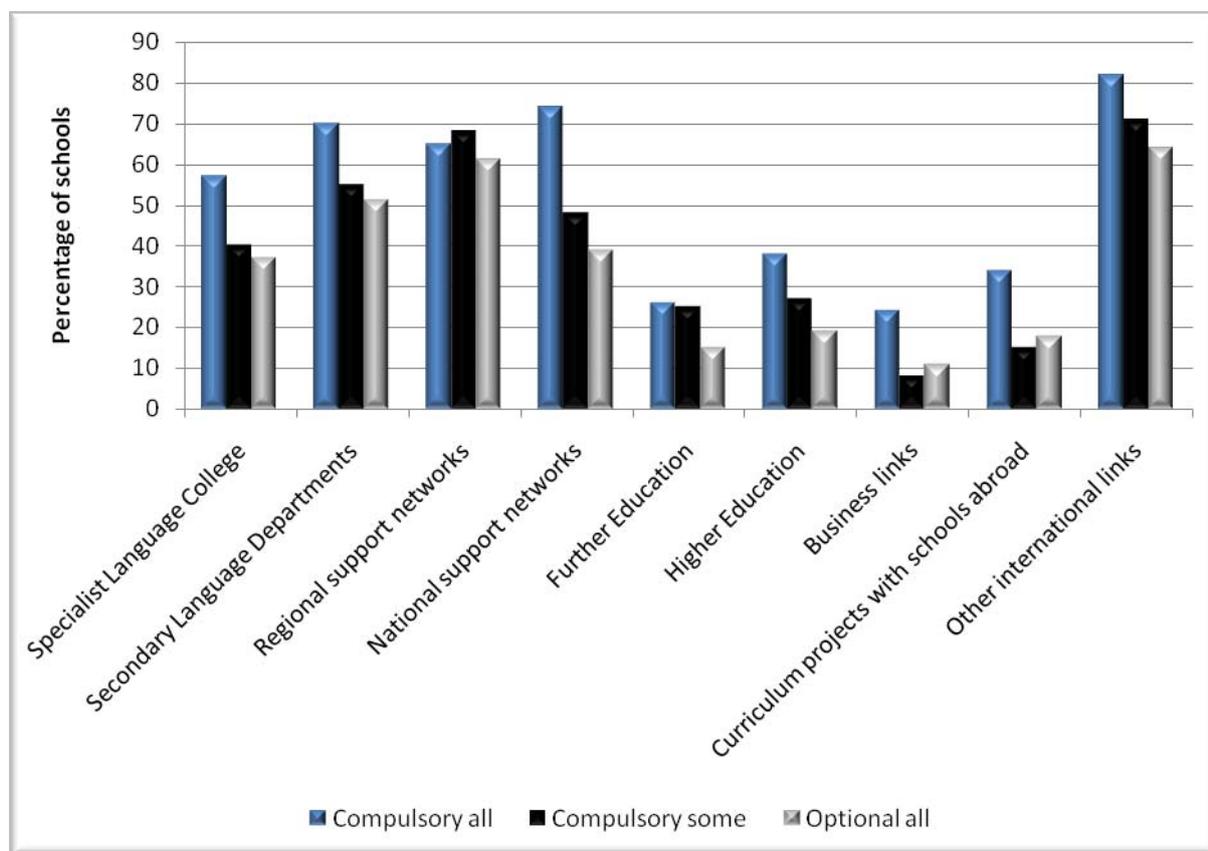
In line with the findings related to resources reported above, higher proportions of schools where languages were compulsory for all said that they had links with each of the organisations listed, when compared to schools where languages were compulsory for some students or were optional. However it should be noted that similar proportions of schools had links with Regional Support Networks regardless of the status of languages at KS4.[28]

Use of resources and guidance within school to support language teaching and learning

When schools were asked about their use of a list of resources and guidance (much of it online) within the last year, the majority of schools (81 per cent) said that they had used information and guidance provided by CILT (The National Centre for Languages). In addition, many schools said that they had used QCDA guidance (72 per cent) or Languages Work resources (59 per cent) within the last year.

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[28]   This was a multiple response item and significance tests have not been carried out. The data have been taken at face value.

Almost half said that they had used resources from Asset Languages (48 per cent). This is perhaps surprising considering that only 17 per cent of schools said they offered accreditation by Asset languages. As might be expected, all of the schools that offered accreditation by Asset Languages were at least aware of the resources available from Asset Languages and most of them had found the resources useful (82 per cent of schools offering Asset Languages).

Almost a third (32 per cent) said that they had used the SSAT (Specialist Schools and Academies Trust) website and almost a quarter had used the Languages ICT website (24 per cent). Relatively few schools, though, said that they had used the following resources:

- DCSF communications campaign website (16 per cent)
- DCSF CD-ROM for school leavers – Languages in KS4 (13 per cent)
- DCSF leaflet for parents: 'Talking Prospects' (10 per cent)
- Vocational Language Resource Bank (VLRB) (10 per cent).

As well as a low level of use of these resources, there appeared to be limited awareness of them: 61 per cent of schools said that they were not aware of the DCSF communications campaign website and 76 per cent of schools reported that they were not aware of the DCSF leaflet for parents. Some of these resources had been introduced relatively recently and this may explain the limited level of awareness of these new resources.

Generally, as Figure 2.17 shows, where schools had used a resource, they had found it useful. In particular, those using the Languages Work resources, the information from CILT and the Languages ICT website reported that they had found the resource useful.

Figure 2.17.   Proportion of schools that had used a resource and found it useful
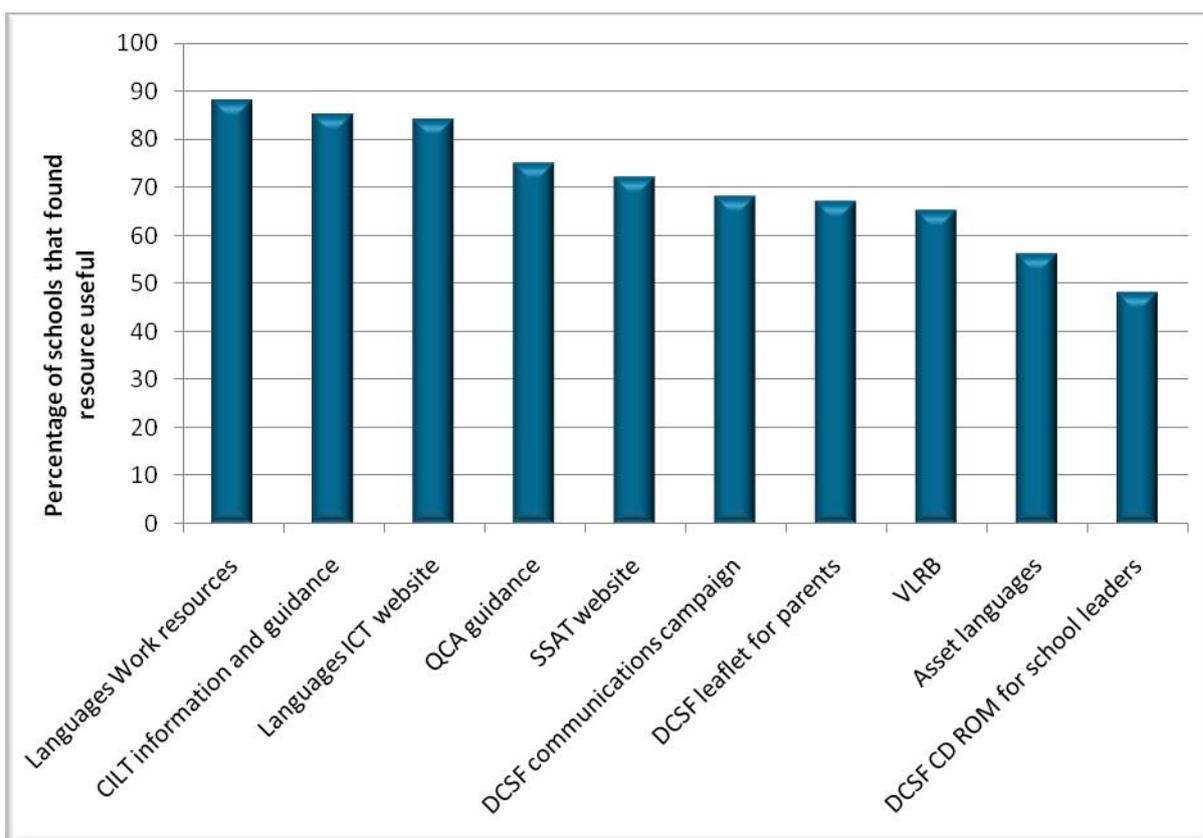
It should be noted that, whilst few schools said they used the leaflet for parents, communications campaign, VLRB and CD ROM for school leaders, those that had used them found them useful. As Figure 2.17 shows, around two thirds had found the leaflet for parents, the communications campaign website and the VLRB useful, and almost half had found the CD ROM for school leaders useful.

2.3   Impact of the Languages Review recommendations on uptake of taught languages at KS4

A summary question asked heads of languages to indicate what impact the recommendations of the Language Review were having on uptake of taught languages at KS4 in their school, and if there had been an impact, whether it was positive or negative. Heads of languages could also indicate if there had been no impact, if they were not aware of the recommendation, or if they were not sure. The recommendations listed were:

- the Primary Languages Initiative
- availability of a wider range of pathways and accreditation at KS4
- broader range of languages on offer
- the new languages Performance Indicators to improve schools' accountability
- a communications campaign to raise the profile of languages
- the benchmarking requirement for uptake at KS4[29]
- changes to the Self Evaluation Form to prompt schools about languages provision.
- School Improvement Partners' role to challenge and support schools about languages provision.

Schools' responses, which are presented in full in the appendices, indicate that the recommendations of the Languages Review, though in first two years of implementation, were beginning to have a positive impact on uptake of taught languages at KS4.

In summary, the four recommendations perceived to have had the most positive impact in schools overall were the Primary Languages Initiative (26 per cent of respondents), the Government's communications campaign (25 per cent), and offering a broader range of languages and accreditation at KS4 (20 and 19 per cent of respondents respectively). Recommendations where slightly fewer respondents had noticed a positive impact included changes to the Self Evaluation Form (16 per cent of respondents), the Language Performance Indicators (8 per cent) and the role of School Improvement Partners (8 per cent) and in addition to this, slightly few respondents had noticed a positive impact of the Government's expectation that schools would set a benchmark for uptake. Very little negative impact of the recommendations was perceived on the whole, though it is worth noting that 18 per cent of heads of languages thought that primary languages had had both positive and negative impact. Positive and negative impacts of the recommendations are shown in Table 2.1:

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[29] The expectation that schools should set a benchmark was included in the list of recommendations, though not a direct recommendation of the Review itself.

Table 2.1   **Positive and negative impacts of main recommendations of the Languages Review on uptake at KS4 (including the benchmarking expectation)**

	Positive impact	Negative impact	Both positive and negative impact
	%	%	%
The Primary Languages Initiative	26	3	18
Availability of a wider range of pathways and accreditation of KS4	19	8	11
Broader range of languages on offer	20	1	5
The new languages performance Indicators to improve schools' accountability	8	4	5
Communications campaign to raise the profile of languages	25	<1	3
The benchmarking requirement for uptake at KS4	10	2	6
Changes to the Self Evaluation Form to prompt schools about languages provision	16	<1	4
School Improvement Partners' role to challenge and support schools about languages provision	8	<1	3

N = 1134

Whilst some positive impact was perceived for all the recommendations listed, relatively high proportions of schools said there had been no impact of the recommendations on uptake of taught languages. As Table 2.2 shows, this was particularly the case with the Government's expectation that schools would set a benchmark (59 per cent of respondents felt no impact), and with the Review's recommendations for offering a wider range of languages and accreditation pathways (59 per cent and 46 per cent respectively), and recommendations relating to the new languages Performance indicators and the Self Evaluation Form (42 per cent for each). Also, over a third of respondents also thought there had been no impact of the Primary Languages Initiative, the communications campaign and School Improvement Partner's role. In addition to this, some heads of languages were not aware of role of School Improvement Partners (25 per cent), the Languages Performance Indicators (19 per cent), the Communications Campaign (16 per cent) and changes to the Self Evaluation Form (16 per cent).

Table 2.2   No impact of main recommendations of the Languages Review on uptake at KS4 or lack of awareness of recommendations

	No impact	I'm not aware of this
	%	%
The Primary Languages Initiative	36	1
Availability of a wider range of pathways and accreditation of KS4	46	1
Broader range of languages on offer	59	2
The new languages performance Indicators to improve schools' accountability	42	19
Communications campaign to raise the profile of languages	37	16
The benchmarking requirement for uptake at KS4	59	6
Changes to the Self Evaluation Form to prompt schools about languages provision	42	16
School Improvement Partners' role to challenge and support schools about languages provision	38	25
N = 1134		

Further analysis of the impact of the main recommendations by the status of languages in the school revealed interesting differences between schools where languages were compulsory for all compared with schools where languages were compulsory for some or optional for all. This is shown in Figure 2.18.

Figure 2.18.   Positive impact of Languages Review Recommendations
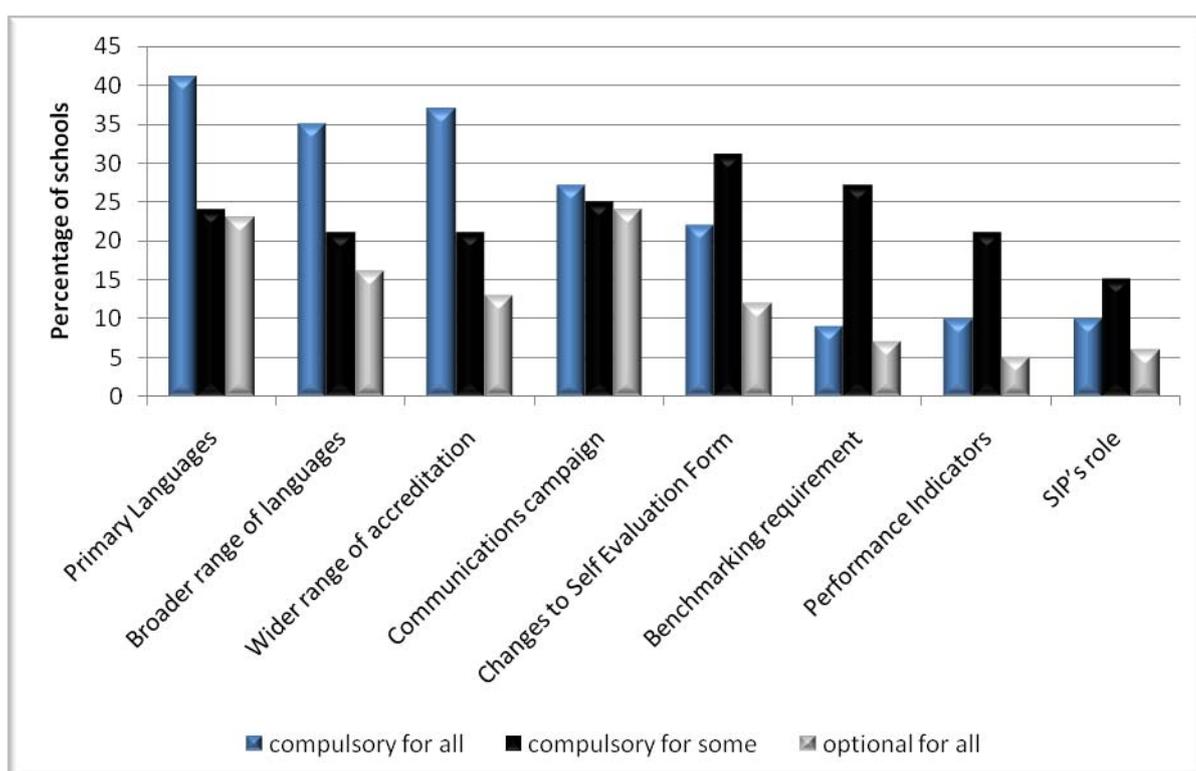
The figure above shows that higher proportions of heads of languages in schools where languages were compulsory perceived a positive impact of three main recommendations (primary languages, broader range of languages and wider range of accreditation). On the other hand, three recommendations (changes to the Self Evaluation Form, language Performance Indicators and the role of School Improvement Partners) and the expectation that schools would set a benchmark were perceived to have had a higher positive impact in schools where languages were compulsory for some than in schools where languages were compulsory for all and those where languages were optional. In schools where languages were optional at KS4, these four recommendations were perceived to be having the least positive impact.

In a further question, heads of languages were asked in more detail about the impact of the new languages Performance Indicators on attainment in languages at KS4, teaching and learning at KS4 and the profile of languages within the school and community. While some positive impact was perceived (for example, 19 per cent thought that Performance Indicators had had a positive impact on teaching and learning), approximately 60 per cent of respondents thought there had been no impact or were not sure about the impact.

In an additional open ended question, heads of languages were asked if they had anything to add about the impact of the Languages Review recommendations on languages at KS4. Approximately a quarter of schools overall wrote a response, with the most frequent comments relating to the following themes:

- the decline in numbers taking languages since loss of compulsory status
- the lack of support from the Senior Leadership Team
- the perception that languages was a harder subject than others at KS4 and needed to be aligned in terms of difficulty
- timetabling issues (for example, constraints of the options blocking system and reduced time allocation)
- the need to make languages compulsory until the end of KS4 for more able pupils
- the recommendations have had no impact.

Comments relating to the decline in uptake, to lack of management support for languages, the perceived difficulty of languages, and timetabling problems were more prevalent in the responses from schools where languages was an optional subject (though numbers of comments were too low to test for statistical significance).

Predictions for future uptake of taught languages at KS4

A slightly higher proportion of heads of departments' predicted a small increase rather than a decrease in taught languages uptake over the next three years, but these differences were not significant. Overall, 25 per cent thought that uptake would increase, 21 per cent thought it would decrease, and 40 per cent thought it would remain constant. Greater fluctuation in numbers was predicted in schools where languages were optional for (with 31 per cent of heads of languages predicting an increase, 26 per cent a decrease and 42 per cent predicting no change).

3. Summary of findings and conclusion

This section summarises the findings from a large-scale questionnaire survey which was conducted to evaluate the impact of the KS4 Languages Review. As explained in the introduction, the findings should be viewed very much as a snapshot of heads of languages' perceptions in 2009 when many of the recommendations of the Review were at a relatively early stage of implementation.

The research team sent the questionnaire to a representative sample of 2500 maintained secondary schools in England in April 2009. A total of 1134 schools responded to the survey. More than two thirds[30] of these reported that languages would be an optional subject at KS4 from 2009/10 and less than a third reported that languages would be part of the core curriculum for at least some pupils. In fact, less than one in five reported that languages would be compulsory for all pupils at KS4.

Specialist Language Colleges accounted for eight per cent of the sample (reflecting national proportions of Specialist Language Colleges) and, as might be expected, nearly all of these reported that languages would be compulsory.

Encompassed within the Languages Review were broad recommendations for a more varied and flexible languages curriculum at KS4, improved professional development for languages teachers, and languages for all KS2 pupils by 2010, as well as specific recommendations for initiatives to support languages uptake at KS4 which would be introduced from September 2008 onwards.

The survey sought both to supply a picture of KS4 provision in the 2009/10 academic year as well as indications of any impact of specific recommendations from the KS4 Languages Review. The main findings emerging are summarised below.

3.1 Breadth and flexibility of provision and accreditation

Whilst schools expected to be teaching and accrediting a variety of languages from 2009/10, by far the most commonly taught languages would be French, Spanish and German, with French offered by nearly all schools in the sample followed by Spanish and German (nearly two thirds of schools). Small numbers of schools said they would

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[30] This mirrors other research on language policy and provision at KS3 (Evans and Fisher, 2009) where it was found that languages were optional in approximately two-thirds of schools.

be offering other languages such as Italian, Mandarin and Urdu (in line with the Review's recommendation that schools should provide a broader range of languages, including the major spoken world languages). Approximately two-thirds of schools said that their languages offer at KS3 and KS4 had not changed since the removal of the statutory requirement to offer a working language of the EU from 2008/09, but a few did report that they had introduced non-EU languages to KS3 and KS4.

Not surprisingly, schools with higher proportions of pupils whose first language was not English were more likely to teach the languages of their local communities. The majority of schools also provided accreditation for languages which they did not teach (for example, for fluent speakers of Polish). Regardless of which languages were taught, almost all schools offered the GCSE full course at KS4, nearly half GCE AS level, and just under a fifth Asset Languages, with wider availability of different accreditation possibilities in Specialist Language Colleges than in other schools. Fast tracking to GCSE was a possibility in approximately a third of schools.

This survey also provided indications that there were differences in KS4 languages provision according to school characteristics[31]. Three trends emerged from the data:

1. Languages were compulsory in a higher proportion of higher achieving schools and schools with low proportions of FSM pupils than of lower achieving schools and schools with high proportions of FSM pupils.

2. A higher proportion of higher achieving schools and schools with low proportions of FSM pupils offered a wider range of languages and accreditation pathways, as did Specialist Language Colleges and other schools with languages in the core curriculum

3. A higher proportion of schools with high proportions of pupils eligible for FSM and of those with high proportions of EAL pupils taught Arabic and Urdu at KS4.

3.2 Professional development and support for language teachers

Languages departments appeared to have received substantial professional development in the last year, particularly on the new languages GCSE, the new secondary languages curriculum, the KS2 language Framework, and new developments in ICT. There was, however, less evidence of training in alternative KS4 pathways or in teaching languages through other subjects, and only small

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[31] Statistical analyses have not been carried out to examine the interrelationships between the school characteristics.

numbers of schools reported that they had provided such alternative courses in the last year.

When asked about support within schools for languages, high proportions of heads of languages said that they made use of ICT, including websites and interactive whiteboards. Many schools reported additional staffing support for languages, such as availability of a foreign language assistant, teaching assistant or LA languages advisor, but the level of additional staffing support reported, as might be expected, was higher in Specialist Language Colleges than elsewhere.

Schools also reported that they received external support for languages, including links with schools and organisations abroad, regional support networks, links with other secondary schools, and national support networks.

Schools had used a wide range of resources and guidance to support languages teaching and learning in the last year, and those they had used were, on the whole, found to be useful. Well established resources (such as the information available from CILT or QCDA) were most frequently used. Resources introduced more recently (for example, the DCSF leaflet for parents, 'Talking Prospects') were used by fewer schools, and many heads of languages reported that they were not aware of them.

Finally, when asked about factors which might be enablers or barriers to uptake of languages at KS4, heads of languages indicated that teaching approaches, activities and resources were the main enabling factors,[32] whereas structural issues (compulsory or optional status, the options blocking system) were considered to be the main barriers to uptake. Not surprisingly, structural barriers were at the forefront in schools where languages were optional at KS4.

3.3   Impact of the Review's main recommendations

Overall, the survey findings suggested that the broader recommendations of the Review (primary languages, broader range of languages, flexibility of accreditation) were perceived to be having some positive effect on uptake of languages taught at KS4, but relatively high proportions of schools reported no impact of these recommendations (for example, more than half of the respondents reported no impact

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[32]   This mirrors recent research on language policy and provision at KS3 (Evans and Fisher, 2009) where it was found that promotional activities, extra-curricular activities and teaching approaches were the main enablers to uptake of languages at KS4.

of the recommendation for a broader languages offer). Similarly, while a quarter of heads of languages thought that the Government's communications campaign was having a positive effect on uptake, over a third thought there had been no impact to date.

Fewer heads of languages reported a positive effect of the more specific recommendations of the Review (the language Performance Indicators, changes to the Self Evaluation Form and the role of School Improvement Partners) or of the Government's stated expectation that schools would set a benchmark. For example, whereas one in ten heads of languages thought that the benchmarking requirement was having an impact on uptake, more than half thought it had had no such impact. Whilst the survey did not explore the reasons for this, it is likely that heads of languages were not yet fully aware of these specific initiatives and/or not yet implementing them.

3.4 Conclusion

This report has presented some of the main findings from the questionnaire survey. These provide an overall picture of provision and uptake and support for languages at KS4 in the survey sample for the 2009/2010 academic year. They also provide some evidence of impact of the Languages Review in the second year of its implementation. At the time when the survey was conducted, however, the level of impact was relatively low in some schools and there was limited awareness of the new initiatives that the Review recommended.

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Online resources

Languages Work resources: http://www.languageswork.org.uk/

Vocational Language Resource Bank (VLRB): http://www.vlrb.org.uk/

Languages ICT website: http://www.languages-ict.org.uk/

CILT information and guidance (website, information sheets, enquiry service):
http://www.cilt.org.uk/

QCDA guidance: http://www.qcda.gov.uk/default.aspx

Asset Languages: http://www.ocr.org.uk/qualifications/type/asset/index.html

SSAT website (Specialist schools and academies Trust): http://www.specialistschools.org.uk/

Appendices:

Appendix 1.   Basic frequencies

Statistical tables for the questionnaire are presented in three appendices as follows:

Appendix 1: basic frequencies for all items on the questionnaire

Appendix 2: selected crosstabulation tables of key items on the questionnaire by schools characteristics

Appendix 3: selected crosstabulation tables of key items on the questionnaire by Question 1 (compulsory or optional status of languages at KS4).

The research team conducted analysis to see whether the profile of responding school reflected that of all secondary schools in terms of school characteristics (school size, school type, achievement at KS3 and GCSE, percentage of EAL pupils, percentage of pupils eligible for FSM, school specialism). This showed that there were significant differences between the responding sample and all relevant schools on two variables (percentage of EAL pupils, percentage of pupils eligible for FSM). When the sample was weighted on percentage of EAL pupils, it was found to be representative of FSM too, and so it was decided to weight all the analysis on the basis of percentage of EAL pupils, in order to ensure that the sample of respondents was fully representative of all secondary schools in England. As a result, all data presented in the appendices are weighted data.

Appendix 1 Basic frequencies for all items on the questionnaire

Table 1.   Status of languages at KS4

In your school, will foreign languages be compulsory or optional at KS4 in the 2009/10 academic year?	%
Compulsory for all	18
Optional for all	69
Compulsory for some but not all	11
No response	1
N =	**1134**

A single response item
Due to rounding, percentages may not sum to 100

Table 2. Accreditation for taught languages

Forms of accreditation available for the languages taught in your school in academic year 2009/10 at KS4	Language not taught	GCE AS Level	GCSE (full course)	GCSE (short course)	VRQ e.g. Certificate in Business language Competence (CBLC)	NVQ (including Language Units)	Asset Languages/Languages Ladder	Foundation Certificate in Secondary Education	Entry Level Certificate	Other accreditation	No response to this language
	%	%	%	%	%	%	%	%	%	%	%
Arabic	74	1	2	0	0	0	1	0	0	<1	23
Bangladeshi	74	1	1	<1	0	0	<1	0	0	0	24
French	1	39	95	4	1	7	13	6	5	2	0
German	28	25	58	2	1	3	6	2	1	2	12
Italian	65	3	8	0	0	0	2	1	<1	1	24
Japanese	70	1	3	<1	<1	0	1	0	0	1	25
Mandarin	67	1	3	<1	0	<1	2	<1	<1	2	25
Portuguese	73	1	2	0	0	0	<1	0	0	<1	25
Panjabi	73	<1	1	0	0	0	0	0	0	0	26
Russian	71	1	3	<1	<1	0	<1	0	<1	1	25
Spanish	23	21	60	2	1	5	7	3	2	3	12
Urdu	65	3	8	<1	0	0	1	0	0	<1	26
Other	0	1	4	0	0	0	0	0	0	1	94

N = 1134

A series of multiple response items

Table 3. Length of GCSE course

Does your school offer pupils the opportunity to do any of the following?	%
Start a language GCSE in Year 9 and study over two years	14
Start a language GCSE in Year 9 and study over three years	16
Study and complete a language GCSE within one year	10
Other	10
No response	58
N =	**1134**

A multiple response item

Table 4.   Qualifications for fluent speakers

Opportunities offered to pupils to take a qualification in that language other than via a taught route?	%
Yes	86
No	11
Not sure	2
No response	1
N =	**1134**

A single response item
Due to rounding, percentages may not sum to 100

Table 5.   Choice of languages taught in school at KS3 and/or KS4 since the removal of the statutory requirement

Has the choice of languages taught in your school at KS3 and/or KS4 changed since the removal of the statutory requirement to offer a working language of the European Union in KS3 from the 2008/09 academic year?	KS3 %	KS4 %
Yes, we have introduced non-EU languages	4	4
Yes, we have added more non-EU languages	1	2
Yes, we have added more EU languages	7	7
Yes, we now teach fewer EU languages	5	4
Yes, we no longer teach any EU languages	0	<1
Yes, the languages have changed but we still only offer EU languages	6	4
No, the languages we teach have not changed	73	70
Other	2	1
No response	6	12
N =	**1134**	**1134**

Two multiple response items

Table 6a.   School benchmark for percentage of pupils taking a language at KS4

Has your school set a benchmark (target) for the percentage of pupils in KS4 who will be taught at least one language (leading to a recognised qualification) during the 2009/10 academic year?	%
Yes	19
No	59
Not sure	7
Not applicable, languages are compulsory	13
No response	1
N =	**1134**

A single response item
Due to rounding, percentages may not sum to 100

Table 6b. Level of benchmark set

If yes, what benchmark has been set?	Median	Mean	Mode	Minimum	Maximum	N
	50%	64%	50%	5%	100%	219

Numerical data
Percentages provided by respondents

Table 6c. Has the benchmark been met?

Has the benchmark been met for 2009/10?	%
Yes	51
No	19
Do not know yet	29
No response	1
N =	**219**

A single response item
Due to rounding, percentages may not sum to 100

Table 7a. Enablers or barriers to uptake at KS4

Please indicate whether the following factors are enablers or barriers to uptake of taught languages at KS4 in your school?	Enablers %	Barriers %	Both %	Not sure %	Not applicable %	No response %
Attitudinal factors						
Pupil attitudes towards languages	15	35	42	2	5	1
Attitudes of parents	25	21	41	7	5	2
Views of the Senior Leadership Team	46	17	24	8	4	2
Views of the Governors	38	3	11	39	7	2
Factors relating to KS2 and KS3						
The Primary Languages Initiative	34	4	14	35	9	2
Teaching and learning approaches at KS3 (including KS3 Framework)	56	2	19	16	5	2
The new secondary curriculum	36	7	15	34	6	2
Assessment of languages at KS3	30	13	26	20	8	2
Pupils attainment in languages at KS3	37	16	32	7	5	2
Promotional activities at KS3 (e.g. assemblies, language days, outside speakers)	71	<1	5	11	11	2
N =1134						

A series of single response items
Due to rounding, percentages may not always sum to 100

Table 7b. Enablers or barriers to uptake at KS4

Please indicate whether the following factors are enablers or barriers to uptake of taught languages at KS4 in your school?	Enablers %	Barriers %	Both %	Not sure %	Not applicable %	No response %
Factors relating to KS4						
The options blocking system	10	62	16	2	8	1
Status of languages at KS4 (optional/compulsory)	19	57	13	4	5	1
Alternative pathways at KS4	9	39	8	14	27	2
Languages opportunities through Specialised Diplomas	3	5	1	19	70	2
School's overall performance in league tables	20	21	10	29	19	2
Factors relating to post 16						
Languages on offer post 16 (A level, International Baccalaureate) in the school	31	5	6	10	42	6
Languages offered post 16 by other education providers	10	10	5	25	44	6
Support and resources						
Extra-curricular activities (e.g. theatre visits, exchanges and trips)	83	2	3	5	7	1
Availability of new technologies to support teaching and learning	79	4	5	6	5	1
Specialist status of the school	23	25	8	17	25	2
Development plan	36	7	6	27	24	2
Other	2	3	<1	1	11	83
N = 1134						

A series of single response items
Due to rounding, percentages may not always sum to 100

Table 8. ICT resources used to support language teaching and learning

Indicate which of the following ICT resources your school uses to support language teaching and learning?	%
Websites (language learning, online newspapers)	97
Tools within the school's learning platform (e.g. virtual learning environment (VLE))	52
Online/computer-based multi-media (e.g. podcasts, BBC iplayer, you-tube, CDs/DVDs)	87
Interactive Whiteboards (e.g. SMART Board™)	86
Interactive classroom tools (e.g. audience response systems, videoconferencing)	15
Interactive multi-media (e.g. student photography or video/audio recording projects, text messaging)	36
Social networking tools (e.g. blogs, wikis, live chat)	11
Resource creation tools (e.g. cartoon development software, desktop publishing)	26
Other ICT resources	5
No response	1
N =	**1134**

A multiple response item

Table 9. Guidance used to support language teaching and learning

Which, if any, of the following have you used or not used in the last year to support language teaching and learning?	Used			Not used		
	Useful	Neither useful nor not useful	Not useful	Not used but aware of	Not aware of	No response
	%	%	%	%	%	%
DCSF CD-Rom for school leaders: Languages in KS4 – *10 questions and answers for School Leaders*	6	6	1	17	68	2
DCSF leaflet for parents: *Talking Prospects*	7	3		12	76	2
DCSF communications campaign website	11	4	1	20	61	3
Languages Work resources	52	6	1	15	23	2
Vocational Language resource Bank (VLRB)	7	2	1	16	70	3
Languages ICT website	20	3	1	23	50	3
CILT information and guidance (website, information sheets, enquiry service)	69	11	1	15	2	1
QCDA guidance	54	15	3	19	7	2
Asset Languages	27	10	11	47	3	2
SSAT website (Specialist Schools and Academies Trust)	23	7	2	34	31	3
N = 1134						

A series of single response items
Due to rounding, percentages may not always sum to 100

Table 10. Further provision and support for languages during academic years 2007/08 and 2008/09

Indicate which of the following your languages department had had access to or provided for the academic years specified?	2007/08 %	2008/09 %
Teaching other subjects through languages)Content and Language Integrated learning (CLIL))	5	8
Teaching languages as part of a non-language vocational course	3	4
Teaching languages in intensive and immersion courses (in blocks of time rather than over a longer period)	2	5
Classes in community languages for pupils at the school	11	12
Access to off-site languages learning provision	15	17
Foreign Language Assistant (FLA)	55	57
Teaching Assistant (TA) assigned to language lessons	38	39
Languages Advisor (from the LA)	32	32
No response	20	17
N =	**1134**	**1134**

Two multiple response items

Table 11. Language department links during academic years 2007/08 and 2008/09

Indicate which of the following links your languages department had had for the academic years specified?	2007/08 %	2008/09 %
Links with Specialist Language College(s)	38	41
Links with Secondary Language Departments (in schools other than Specialist Language Colleges)	50	55
Regional support networks (e.g. Strategic Learning Network, Comenius Centre)	59	63
Links with national support networks (e.g. British Council, The Specialist Schools and Academies Trust, CILT, association for Language Learning, cultural agencies)	42	47
Links with Further Education (FE)	16	18
Links with Higher Education (HE)	21	23
Business links (e.g. Education Business Partnerships)	11	14
Joint curriculum projects with schools abroad	16	21
Other international links (visits, exchanges, email links with schools/ organisations abroad)	64	68
No response	10	6
N =	**1134**	**1134**

Two multiple response items

Table 12. Language department staff training

In what areas related to languages teaching and learning, if any, has at least one member of the languages department received training in the last 12 months?	%
The new secondary languages curriculum	73
The new languages GCSE	85
Integrating new developments in ICT into languages lessons	40
Content and Language Integrated Learning (CLIL): how to integrate language learning into other curriculum areas	11
Developing schemes of work for different pathways at KS4	12
Developing international links	23
Developing diversity awareness	4
Refresher courses on the language and culture of language(s) taught	5
Developing awareness of KS2 Framework	47
Understanding of transition issues	38
Building on prior learning	12
Other	15
No response	4
N =	**1134**

A multiple response item

Table 13. Activities to raise awareness of languages

What, if any, of the following does the school do to raise awareness of languages either within or outside school?	%
Language events for parents and the community	21
Whole school assemblies focusing on languages	29
Participation in the European Day of Languages	66
Promotional information for parents and the community	30
Promotional information for other subject departments	11
Promotional information for pupils (e.g. newsletters, posters, displays, web material, external speakers)	65
Extra-curricular events for pupils (e.g. foreign language films)	62
Trips abroad/exchanges/curriculum projects with partner schools abroad	88
Other	13
No response	2
N =	**1134**

A multiple response item

Table 14. Messages to promote positive awareness of languages

When raising positive awareness of languages within your school, what are your main messages?	%
Languages provide an important skill for future employment	98
Language qualifications are good for university and job applications	90
Languages improve global intercultural awareness and understanding	87
Languages improve diversity within the UK	48
Languages offer employment and creativity	82
Languages help with individuals' literacy and oral skills	71
Languages are useful for trips abroad (work or holiday)	91
Other	10
No response	<1
N =	**1134**

A multiple response item

Table 15. Impact of main recommendations of the Languages Review on uptake at KS4

What impact, if any, are the following main recommendations of the Languages Review having on uptake of taught languages at KS4 in your school?	Positive impact %	Negative impact %	Both positive and negative impact %	No impact %	I'm not aware of this %	Not sure %	No response %
The Primary Languages Initiative	26	3	18	36	1	13	3
Availability of a wider range of pathways and accreditation of KS4	19	8	11	46	1	11	4
Broader range of languages on offer	20	1	5	59	2	7	6
The new languages performance Indicators to improve schools' accountability	8	4	5	42	19	17	5
Communications campaign to raise the profile of languages	25	<1	3	37	16	14	4
The benchmarking requirement for uptake at KS4	10	2	6	59	6	12	5
Changes to the Self Evaluation Form to prompt schools about languages provision	16	<1	4	42	16	17	4
School Improvement Partners' role to challenge and support schools about languages provision	8	<1	3	38	25	20	5
N = 1134							

A multiple response items
Due to rounding, percentages may not always sum to 100

Table 16.   Performance effect of indicators for languages

What effect, if any, have the new Performance Indicators for languages had on the following in your school?	Positive impact	Negative impact	Both positive and negative impact	No impact	I'm not aware of this	Not sure	No response
	%	%	%	%	%	%	%
Attainment in languages at KS4	14	2	6	48	12	14	4
Teaching and learning at KS4	19	1	8	43	11	15	4
The profile of languages within the school	17	2	6	48	10	13	3
The profile of languages amongst parents and the community	10	1	6	49	11	19	3
N = 1134							

A series of single response items
Due to rounding, percentages may not always sum to 100

Table 17.   Predictions for uptake of taught languages

What are your predictions for taught languages uptake in your school in three years time?	%
The proportion of pupils taking at least one taught language at KS4 will:	
Increase	25
Decrease	21
Remain constant	40
Not applicable (languages are compulsory in my school)	13
No response	2
N =	**1134**

A single response item
Due to rounding, percentages may not sum to 100

Table 18. Further comments on the impact of the Languages Review

If there is anything else you would like to say about the impact of the Languages Review recommendations on languages at KS4	%
Numbers have declined considerably since languages became an option subject	6
SLT/SMT not supportive	6
MFL seen as difficult/harder than other subjects/needs to be brought on a par	4
Timetable related issues (e.g. option blocking/reduced time allocation)	3
(Brighter) Pupils should do a language until age 16/end of KS4	3
Recommendations have had no effect	3
Other relevant/vague comment	2
Numbers declined due to limitations created by Diplomas/pathways	2
Benchmarking is having little impact/has come too late/needs to be stricter/realistic	2
Concerns about quality of language experience at KS2	2
High performing department/have achieved good results	1
Department promotes languages at KS4	1
Teaching languages in primary not (yet) impacting on secondary	1
Relevant materials/information not reaching Head of MFL Department	1
Exam boards need to make exams interesting/relevant/accessible	1
Positive about language teaching in primaries	1
School has good uptake of MFL	1
SLT/SMT are supportive	1
Budget constraints (e.g. impact on staffing/range of courses offered)	1
Emphasis/impact due to having other School Status (not languages)	1
Language review has become irrelevant due to impact of number of initiatives	1
School has (gained) Language College Status	1
Redundancies/MFL teacher posts have been suppressed	1
All primary schools feeding to a specific secondary should teach the same language	1
Pupils/parents not supportive	1
Need more alternatives to GCSE in MFL	1
Decline in/lack of able linguists in Britain	1
Uptake decreased at KS5	1
Impact of language review only marginally positive	1
Likely that languages will not remain compulsory at this school	1
Staffing difficulties/Changes to staff within department	1
Planned changes to GCSE for 2011 should improve the situation	1
Irrelevant /Uncodeable	1
No response	73
N = 1134	

An open ended, multiple response item

Appendix 2. Selected cross tabulation tables by school characteristics

Table1. Specialist language college by status of languages

			Q1 Compulsory or optional status				
			Compulsory all	Optional all	Compulsory some	Not Answered	Total
Langspec Specialist language school	No	Count	123	785	121	10	1039
		% within langspec Specialist language school	11.8%	75.6%	11.6%	1.0%	100.0%
	Yes	Count	86	0	5	4	95
		% within langspec Specialist language school	90.5%	.0%	5.3%	4.2%	100.0%

Table 2.   % FSM by status of languages

			Q1 Compulsory or optional status				Total
			Compulsory all	Optional all	Compulsory some	Not Answered	Compulsory all
Fsm07 % eligible FSM 2007 (5 pt scale)	Lowest 20%	Count	86	63	12	4	165
		% within fsm07 % eligible FSM 2007 (5 pt scale)	52.1%	38.2%	7.3%	2.4%	100.0%
	2nd lowest 20%	Count	59	198	37	6	300
		% within fsm07 % eligible FSM 2007 (5 pt scale)	19.7%	66.0%	12.3%	2.0%	100.0%
	Middle 20%	Count	27	219	31	4	281
		% within fsm07 % eligible FSM 2007 (5 pt scale)	9.6%	77.9%	11.0%	1.4%	100.0%
	2nd highest 20%	Count	21	169	26	0	216
		% within fsm07 % eligible FSM 2007 (5 pt scale)	9.7%	78.2%	12.0%	.0%	100.0%
	Highest 20%	Count	12	122	17	0	151
		% within fsm07 % eligible FSM 2007 (5 pt scale)	7.9%	80.8%	11.3%	.0%	100.0%

Table 3.   GCSE achievement by status of languages

			Q1 Compulsory or optional status				Total
			Compulsory all	Optional all	Compulsory some	Not Answered	Compulsory all
GCSE07 Achievement Band (total GCSE point score 2007)	Lowest band	Count	10	178	14	1	203
		% within GCSE07 Achievement Band (total GCSE point score 2007)	4.9%	87.7%	6.9%	.5%	100.0%
	2nd lowest band	Count	19	165	20	1	205
		% within GCSE07 Achievement Band (total GCSE point score 2007)	9.3%	80.5%	9.8%	.5%	100.0%
	Middle band	Count	26	166	31	4	227
		% within GCSE07 Achievement Band (total GCSE point score 2007)	11.5%	73.1%	13.7%	1.8%	100.0%
	2nd highest band	Count	43	150	43	4	240
		% within GCSE07 Achievement Band (total GCSE point score 2007)	17.9%	62.5%	17.9%	1.7%	100.0%
	Highest band	Count	104	108	15	4	231
		% within GCSE07 Achievement Band (total GCSE point score 2007)	45.0%	46.8%	6.5%	1.7%	100.0%

Table 4.   School type by status of languages

| | | | Q1 Compulsory or optional status | | | | Total |
			Compulsory all	Optional all	Compulsory some	Not Answered	Compulsory all
Type School type	Secondary Modern	Count	3	38	3	0	44
		% within Type School type	6.8%	86.4%	6.8%	.0%	100.0%
	Comprehensive to 16	Count	47	314	55	4	420
		% within Type School type	11.2%	74.8%	13.1%	1.0%	100.0%
	Comprehensive to 18	Count	92	395	62	8	557
		% within Type School type	16.5%	70.9%	11.1%	1.4%	100.0%
	Grammar	Count	59	11	1	2	73
		% within Type School type	80.8%	15.1%	1.4%	2.7%	100.0%
	Other Secondary schools	Count	5	14	2	0	21
		% within Type School type	23.8%	66.7%	9.5%	.0%	100.0%

Table 5/Question 2. Languages taught and accredited by specialist language college

	Specialist Language College	
	No	Yes
Arabic	2%	14%
Bangladeshi	1%	5%
French	96%	100%
German	57%	90%
Italian	7%	56%
Japanese	2%	37%
Mandarin	5%	39%
Portuguese	1%	7%
Panjabi	1%	5%
Russian	2%	21%
Spanish	62%	98%
Urdu	7%	14%
Other - 1	5%	16%
Other - 2	1%	5%
Other - 3	<1%	3%
None	<1%	
No Response	<1%	
N	1039	95

Table 6/Question 2. Languages taught and accredited by % FSM

	% eligible FSM 2007 (5 pt scale)				
	Lowest 20%	2nd lowest 20%	Middle 20%	2nd highest 20%	Highest 20%
Arabic	2%	2%	1%	2%	14%
Bangladeshi		<1%	<1%	2%	8%
French	99%	99%	99%	93%	90%
German	87%	75%	58%	41%	28%
Italian	19%	13%	9%	5%	8%
Japanese	9%	5%	5%	2%	3%
Mandarin	17%	11%	4%	7%	3%
Portuguese	1%	1%	<1%	5%	2%
Panjabi	1%	1%	1%	3%	1%
Russian	9%	4%	2%	2%	2%
Spanish	78%	67%	65%	58%	56%
Urdu	2%	2%	4%	11%	30%
Other - 1	8%	3%	4%	7%	8%
Other - 2	2%	1%	1%	2%	1%
Other - 3		1%	<1%	1%	
None	1%		<1%	<1%	
No Response					2%
N	165	300	281	215	152

Table 7/Question 2. Languages taught and accredited by GCSE achievement

	Achievement Band (total GCSE point score 2007)				
	Lowest band	2nd lowest band	Middle band	2nd highest band	Highest band
Arabic	6%	4%	1%	3%	2%
Bangladeshi	4%	1%	1%	2%	<1%
French	91%	97%	98%	99%	99%
German	36%	51%	58%	68%	81%
Italian	7%	6%	8%	13%	18%
Japanese	2%	3%	3%	8%	8%
Mandarin	3%	3%	5%	8%	19%
Portuguese	2%	1%	<1%	3%	2%
Panjabi	1%	1%	<1%	1%	3%
Russian	1%	2%	4%	5%	7%
Spanish	55%	59%	69%	68%	73%
Urdu	12%	9%	5%	8%	6%
Other - 1	6%	4%	3%	7%	6%
Other - 2	1%	1%	1%	2%	1%
Other - 3	1%		<1%		1%
None		<1%		1%	
No Response	1%				
N	**203**	**206**	**227**	**241**	**231**

Table 7/Question 2. Languages taught and accredited by % EAL pupils

	% of EAL pupils (2007)			
	None	1 - 5%	6 - 49%	50% +
Arabic		1%	4%	25%
Bangladeshi			2%	15%
French	96%	98%	96%	91%
German	61%	64%	57%	36%
Italian	7%	9%	15%	11%
Japanese	3%	5%	5%	8%
Mandarin	8%	8%	10%	6%
Portuguese		<1%	3%	8%
Panjabi		<1%	3%	6%
Russian	1%	4%	5%	2%
Spanish	63%	63%	70%	62%
Urdu	1%	<1%	15%	49%
Other - 1	3%	4%	7%	13%
Other - 2		1%	2%	4%
Other - 3		<1%	1%	
None		<1%		
No Response			<1%	2%
N	**123**	**580**	**337**	**74**

Table 8/Question 2. Accreditations provided by each school (for any language) by Specialist Language College

	Specialist Language College	
	No	Yes
GCE AS level	41%	62%
GCSE (full course)	98%	100%
GCSE (short course)	5%	6%
VRQ	2%	10%
NVQ (including Language Units)	8%	23%
Asset Languages / Languages Ladder	14%	55%
Foundation Certificate in Secondary Education	8%	8%
Entry Level Certificate	5%	9%
Other	6%	22%
No Response	1%	
N	**1039**	**95**

Table 9/Question 2. Accreditations provided by each school (for any language) by GCSE achievement

	Achievement Band (total GCSE point score 2007)				
	Lowest band	2nd lowest band	Middle band	2nd highest band	Highest band
GCE AS level	25%	38%	40%	50%	56%
GCSE (full course)	97%	99%	99%	99%	99%
GCSE (short course)	4%	3%	3%	7%	8%
VRQ	4%	1%	<1%	3%	3%
NVQ (including Language Units)	8%	9%	12%	10%	6%
Asset Languages / Languages Ladder	10%	17%	17%	20%	20%
Foundation Certificate in Secondary Education	10%	10%	8%	8%	4%
Entry Level Certificate	4%	8%	6%	7%	2%
Other	3%	4%	8%	9%	12%
No Response	1%	<1%		1%	
N	**203**	**206**	**227**	**241**	**231**

Table 10/Q2. Number of languages taught and accredited (including other) by school characteristics

		Mean	Median	Minimum	Maximum	N
Specialist language school	No	2.51	2.00	.00	10.00	1039
	Yes	5.10	5.00	2.00	12.00	95
% eligible FSM 2007 (5 pt scale)	Lowest 20%	3.33	3.00	.00	8.00	165
	2nd lowest 20%	2.86	3.00	1.00	11.00	300
	Middle 20%	2.54	2.00	.00	10.00	281
	2nd highest 20%	2.41	2.00	.00	12.00	215
	Highest 20%	2.59	2.00	1.00	10.00	152
Achievement Band (total GCSE point score 2007)	Lowest band	2.29	2.00	1.00	12.00	203
	2nd lowest band	2.44	2.00	.00	9.00	206
	Middle band	2.58	2.00	1.00	9.00	227
	2nd highest band	2.95	3.00	.00	10.00	241
	Highest band	3.26	3.00	1.00	11.00	231
Size of secondary school	Small	2.40	2.00	.00	12.00	372
	Medium	2.73	2.00	1.00	9.00	369
	Large	3.05	3.00	.00	11.00	373

Table 11/Q2   Number of types of accreditations (for any language) by school characteristics

		Mean	Median	Minimum	Maximum	Count
Specialist language school	No	1.87	2.00	.00	6.00	1039
	Yes	2.95	3.00	1.00	5.00	95
% eligible FSM 2007 (5 pt scale)	Lowest 20%	2.27	2.00	.00	5.00	165
	2nd lowest 20%	2.13	2.00	1.00	6.00	300
	Middle 20%	1.85	2.00	.00	5.00	281
	2nd highest 20%	1.86	2.00	.00	4.00	215
	Highest 20%	1.62	1.00	1.00	4.00	152
Achievement Band (total GCSE point score 2007)	Lowest band	1.67	1.00	1.00	5.00	203
	2nd lowest band	1.89	2.00	.00	4.00	206
	Middle band	1.94	2.00	1.00	6.00	227
	2nd highest band	2.13	2.00	.00	6.00	241
	Highest band	2.10	2.00	1.00	5.00	231
Size of secondary school	Small	1.71	1.00	.00	5.00	372
	Medium	1.94	2.00	1.00	6.00	369
	Large	2.22	2.00	.00	6.00	373

Appendix 3. Selected and cross tabulation tables by Question 1 (status of languages)

Table 1. Languages taught and accredited

Languages taught and accredited	Compulsory all %	Optional all %	Compulsory some %
Arabic	8	2	3
Bangladeshi	3	1	4
French	99	96	96
German	84	52	67
Italian	32	5	9
Japanese	17	2	3
Mandarin	24	4	7
Portuguese	3	1	1
Panjabi	3	1	2
Russian	10	2	2
Spanish	83	59	71
Urdu	9	8	10
Other 1	10	5	5
Other 2	3	1	2
Other 3	1	<1	
None		<1	1
No response		<1	
N =	**210**	**785**	**126**

More than one box may be ticked so percentages may not sum to 100

Table 2.   Accreditations provided by each school (for any language)

	Compulsory all	Optional all	Compulsory some
	%	%	%
GCE AS level	60	37	48
GCSE (full course)	100	98	99
GCSE (short course)	7	5	7
VRQ	7	1	1
NVQ (including Language Units)	17	7	8
Asset Languages / Languages Ladder	33	13	16
Foundation Certificate in Secondary Education	7	8	11
Entry Level Certificate	8	5	6
Other	17	5	11
No response		1	1
N =	**210**	**785**	**126**

More than one box may be ticked so percentages may not sum to 100

Table 3.   Length of GCSE course

	Compulsory all	Optional all	Compulsory some
	%	%	%
Start Year 9 and study over two years	18	12	20
Start Year 9 and study over three years	17	16	15
Study within one year	12	9	10
Other GCSE arrangement	11	10	8
No response	52	60	57
N =	**210**	**785**	**126**

More than one box may be ticked so percentages may not sum to 100

Table 4a.   Enablers or barriers to uptake - Pupil attitudes

	Compulsory all	Optional all	Compulsory some
	%	%	%
Enablers	30	11	9
Barriers	12	42	31
Both	35	43	51
Not sure	1	2	2
Not applicable	21	<1	6
No response	2	1	1
N =	**210**	**785**	**126**

A single response items
Due to rounding, percentages may not always sum to 100

Table 4b. Enablers or barriers to uptake - Parent attitudes

	Compulsory all %	Optional all %	Compulsory some %
Enablers	39	21	21
Barriers	8	24	19
Both	29	43	46
Not sure	4	7	8
Not applicable	19	1	6
No response	1	3	1
N =	**210**	**785**	**126**

A single response items
Due to rounding, percentages may not always sum to 100

Table 4c. Enablers or barriers to uptake - SLT views

	Compulsory all %	Optional all %	Compulsory some %
Enablers	74	35	64
Barriers	2	24	7
Both	12	28	18
Not sure	0	10	8
Not applicable	11	2	2
No response	1	2	2
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4d. Enablers or barriers to uptake - Governors views

	Compulsory all %	Optional all %	Compulsory some %
Enablers	64	28	56
Barriers	1	4	1
Both	5	13	11
Not sure	16	47	28
Not applicable	13	5	4
No response	1	3	1
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4e. Enablers or barriers to uptake - Primary Languages Initiative

	Compulsory all	Optional all	Compulsory some
	%	%	%
Enablers	44	31	36
Barriers	1	5	4
Both	13	15	11
Not sure	23	38	43
Not applicable	17	8	6
No response	2	3	1
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4f. Enablers or barriers to uptake - Teaching and learning approaches

	Compulsory all	Optional all	Compulsory some
	%	%	%
Enablers	53	55	68
Barriers	<1	3	1
Both	13	22	12
Not sure	17	17	15
Not applicable	14	3	2
No response	2	2	2
N =	**210**	**785**	**126**

A series of single response items
Due to rounding, percentages may not always sum to 100

Table 4g. Enablers or barriers to uptake - New secondary curriculum

	Compulsory all	Optional all	Compulsory some
	%	%	%
Enablers	36	36	39
Barriers	1	9	6
Both	11	16	13
Not sure	32	34	38
Not applicable	18	3	4
No response	2	2	
N =	**210**	**785**	**126**

A single response items
Due to rounding, percentages may not always sum to 100

Table 4h.   Enablers or barriers to uptake - Assessment at KS3

	Compulsory all %	Optional all %	Compulsory some %
Enablers	28	30	35
Barriers	7	15	12
Both	21	26	30
Not sure	21	21	19
Not applicable	22	5	4
No response	1	3	
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4i.   Enablers or barriers to uptake - Attainment at KS3

	Compulsory for all %	Optional for all %	Compulsory for some but not all %
Enablers	43	36	37
Barriers	7	19	12
Both	24	33	37
Not sure	7	8	8
Not applicable	17	2	5
No response	2	2	1
N =	**210**	**785**	**126**

A single response items
Due to rounding, percentages may not always sum to 100

Table 4j.   Enablers or barriers to uptake - Promotional activities at KS3

	Compulsory all %	Optional all %	Compulsory some %
Enablers	64	74	67
Barriers		1	
Both	2	5	5
Not sure	13	10	16
Not applicable	19	9	12
No response	2	2	
N =	**210**	**785**	**126**

A single response items
Due to rounding, percentages may not always sum to 100

Table 4k.   Enablers or barriers to uptake - Options blocking

	Compulsory all %	Optional fall %	Compulsory some %
Enablers	18	5	23
Barriers	28	76	36
Both	21	14	25
Not sure	2	2	3
Not applicable	29	3	10
No response	2	1	3
N =	**210**	**785**	**126**

A single response items
Due to rounding, percentages may not always sum to 100

Table 4l.   Enablers or barriers to uptake - Status of languages at KS4

	Compulsory all %	Optional all %	Compulsory some %
Enablers	66	3	41
Barriers	5	77	19
Both	9	12	27
Not sure	2	4	6
Not applicable	16	2	5
No response	2	1	2
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4m.   Enablers or barriers to uptake - Alternative pathways at KS4

	Compulsory all %	Optional all %	Compulsory some %
Enablers	22	5	11
Barriers	10	49	31
Both	7	7	14
Not sure	8	16	14
Not applicable	50	21	28
No response	3	1	2
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4n. Enablers or barriers to uptake - Specialised Diplomas

	Compulsory all %	Optional all %	Compulsory some %
Enablers	3	3	3
Barriers	2	6	3
Both	<1	2	
Not sure	11	21	17
Not applicable	81	66	75
No response	2	2	3
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4o. Enablers or barriers to uptake - Performance in league tables

	Compulsory all %	Optional all %	Compulsory some %
Enablers	32	16	28
Barriers	13	23	18
Both	10	9	12
Not sure	13	33	25
Not applicable	31	16	14
No response	1	2	3
N =	**210**	**785**	**126**

A single response items
Due to rounding, percentages may not always sum to 100

Table 4p. Enablers or barriers to uptake - Languages post 16 in school

	Compulsory all %	Optional all %	Compulsory some %
Enablers	52	25	35
Barriers	1	6	4
Both	6	5	6
Not sure	9	10	11
Not applicable	29	47	37
No response	2	7	9
N =	**210**	**785**	**126**

A single response items
Due to rounding, percentages may not always sum to 100

Table 4q.   Enablers or barriers to uptake - Languages post 16 other providers

	Compulsory all	Optional all	Compulsory some
	%	%	%
Enablers	13	9	12
Barriers	5	11	9
Both	6	5	4
Not sure	23	25	28
Not applicable	50	44	41
No response	3	7	7
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4r.   Enablers or barriers to uptake - Extra-curricular activities

	Compulsory all	Optional all	Compulsory some
	%	%	%
Enablers	85	81	86
Barriers	1	2	1
Both	2	3	4
Not sure	2	5	5
Not applicable	10	7	2
No response	1	1	2
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4s.   Enablers or barriers to uptake - New technologies

	Compulsory all	Optional fall	Compulsory some
	%	%	%
Enablers	79	78	83
Barriers	1	5	1
Both	3	6	4
Not sure	4	7	6
Not applicable	11	3	4
No response	1	1	2
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4t. Enablers or barriers to uptake - Specialist status

	Compulsory all %	Optional all %	Compulsory some %
Enablers	59	13	22
Barriers	5	32	16
Both	4	9	6
Not sure	5	20	19
Not applicable	24	24	35
No response	1	2	2
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4u. Enablers or barriers to uptake - Languages in school development plan

	Compulsory all %	Optional all %	Compulsory some %
Enablers	68	26	44
Barriers	1	9	1
Both	3	6	6
Not sure	13	29	31
Not applicable	14	27	16
No response	1	2	2
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 4v. Enablers or barriers to uptake - Other

	Compulsory all %	Optional all %	Compulsory some %
Enablers	3	1	2
Barriers	2	4	1
Both			1
Not sure	<1	1	2
Not applicable	14	10	9
No response	79	84	85
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 5a.   Guidance used - DCSF CD-Rom for school leaders

	Compulsory all	Optional all	Compulsory some
	%	%	%
Useful	5	6	8
Neither useful nor not useful	5	7	3
Not useful	2	1	
Not used but aware of	17	17	16
Not aware of	70	67	71
No response	1	2	2
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 5b.   Guidance used - DCSF leaflet for parents

	Compulsory all	Optional all	Compulsory some
	%	%	%
Useful	3	8	7
Neither useful nor not useful	4	3	2
Not useful	<1	<1	
Not used but aware of	11	12	12
Not aware of	80	75	76
No response	1	2	2
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 5c.   Guidance used - DCSF communications campaign website

	Compulsory all	Optional all	Compulsory some
	%	%	%
Useful	8	12	4
Neither useful nor not useful	4	4	5
Not useful	1	1	4
Not used but aware of	21	20	23
Not aware of	63	61	61
No response	2	3	3
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 5d. Guidance used – Languages Work

	Compulsory all	Optional all	Compulsory some
	%	%	%
Useful	45	55	47
Neither useful nor not useful	6	6	6
Not useful	1	1	3
Not used but aware of	19	14	16
Not aware of	27	22	28
No response	2	3	1
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 5e. Guidance used - VLRB

	Compulsory all	Optional all	Compulsory some
	%	%	%
Useful	8	6	6
Neither useful nor not useful	3	2	1
Not useful	2	1	
Not used but aware of	16	17	13
Not aware of	70	70	76
No response	1	3	4
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 5f. Guidance used – Languages ICT website

	Compulsory all	Optional all	Compulsory some
	%	%	%
Useful	22	18	27
Neither useful nor not useful	2	4	2
Not useful	<1	1	
Not used but aware of	26	23	15
Not aware of	47	50	53
No response	2	3	3
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 5g. Guidance used – CILT information and guidance

	Compulsory all	Optional all	Compulsory some
	%	%	%
Useful	71	69	68
Neither useful nor not useful	9	12	9
Not useful	1	1	2
Not used but aware of	16	15	20
Not aware of	3	2	1
No response		1	1
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 5h. Guidance used – QCDA guidance

	Compulsory all	Optional all	Compulsory some
	%	%	%
Useful	58	53	56
Neither useful nor not useful	13	16	10
Not useful	4	3	4
Not used but aware of	16	19	22
Not aware of	7	7	6
No response	1	2	2
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 5i. Guidance used – Asset Languages

	Compulsory all	Optional all	Compulsory some
	%	%	%
Useful	37	25	22
Neither useful nor not useful	9	10	8
Not useful	7	12	11
Not used but aware of	42	48	52
Not aware of	3	3	5
No response	1	2	2
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 5j. Guidance used – SSAT website

	Compulsory all	Optional all	Compulsory some
	%	%	%
Useful	51	16	23
Neither useful nor not useful	7	7	10
Not useful	2	2	
Not used but aware of	27	36	28
Not aware of	12	35	35
No response	<1	4	4
N =	**210**	**785**	**126**

A single response item
Due to rounding, percentages may not sum to 100

Table 6a. Access to further provision and support for academic year 2007/08

	Compulsory all	Optional all	Compulsory some
	%	%	%
CLIL	12	3	3
Non-language vocational course	8	2	3
Intensive courses	7	1	2
Classes in community languages	18	9	10
Offsite languages provision	20	13	14
Foreign Language Assistant	82	47	63
Teaching Assistant	41	38	30
Languages Advisor	31	34	36
No Response	8	23	22
N =	**210**	**785**	**126**

More than one box may be ticked so percentages may not sum to 100

Table 6b. Access to further provision and support for academic year 2008/09

	Compulsory all	Optional all	Compulsory some
	%	%	%
CLIL	18	6	6
Non-language vocational course	11	2	4
Intensive courses	11	3	5
Classes in community languages	21	10	9
Offsite languages provision	23	15	20
Foreign Language Assistant	85	48	65
Teaching Assistant	46	39	32
Languages Advisor	32	31	38
No Response	5	21	18
N =	**210**	**785**	**126**

More than one box may be ticked so percentages may not sum to 100

Table 7a. Links for academic year 2007/08

	Compulsory all	Optional all	Compulsory some
	%	%	%
Specialist Language College	51	35	36
Secondary Language Departments	67	47	46
Regional support networks	63	57	61
National support networks	67	36	40
Further Education	26	13	21
Higher Education	35	16	22
Business links	21	9	7
Curriculum projects with schools abroad	33	12	15
Other international links	78	60	61
No Response	6	12	9
N =	**210**	**785**	**126**

More than one box may be ticked so percentages may not sum to 100

Table 7b.   Links for academic year 2008/09

	Compulsory all %	Optional all %	Compulsory some %
Specialist Language College	57	37	40
Secondary Language Departments	70	51	55
Regional support networks	65	61	68
National support networks	74	39	48
Further Education	26	15	25
Higher Education	38	19	27
Business links	24	11	8
Curriculum projects with schools abroad	34	18	15
Other international links	82	64	71
No Response	2	8	4
N =	**210**	**785**	**126**

More than one box may be ticked so percentages may not sum to 100

Table 8.   Areas of training in the past 12 months

	Compulsory all %	Optional all %	Compulsory some %
New secondary languages curriculum	79	71	75
New languages GCSE	92	82	87
New developments in ICT	57	36	32
CLIL	22	9	5
Schemes of work for different pathways	19	10	6
International links	37	20	21
Diversity awareness	5	3	5
Refresher courses on language and culture	10	4	7
KS2 Framework	57	44	46
Transition issues	50	34	45
Building on prior learning	17	11	10
Other training received	19	15	13
No Response	1	5	2
N =	**210**	**785**	**126**

More than one box may be ticked so percentages may not sum to 100

Table 9.   **Activities to raise awareness of languages within or outside school**

	Compulsory all	Optional all	Compulsory some
	%	%	%
Language events	39	16	17
Whole school assemblies	45	25	27
European Day of Languages	79	63	64
Promotional information for parents and community	38	28	33
Promotional information for other subject departments	17	8	15
Promotional information for pupils	76	62	65
Extra curricular events for pupils	76	58	62
Projects with partner schools abroad	97	85	89
Other awareness raising	14	13	17
No Response	1	3	1
N =	**210**	**785**	**126**

More than one box may be ticked so percentages may not sum to 100

Table 10a.   **Impact of main recommendations – Primary Languages Initiative**

	Compulsory all	Optional all	Compulsory some
	%	%	%
Positive	41	23	24
Negative	2	3	2
Both positive and negative	15	19	17
No impact	26	39	42
I'm not aware of this	1	1	
Not sure	10	13	14
No Response	5	2	1
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 10b. Impact of main recommendations – Wider range of pathways and accreditation

	Compulsory all %	Optional all %	Compulsory some %
Positive	37	13	21
Negative	1	10	8
Both positive and negative	9	11	12
No impact	37	50	44
I'm not aware of this	1	2	1
Not sure	8	11	13
No Response	6	4	2
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 10c. Impact of main recommendations – Broader range of languages

	Compulsory all %	Optional all %	Compulsory some %
Positive	35	16	21
Negative	1	1	
Both positive and negative	5	5	3
No impact	45	62	66
I'm not aware of this	1	2	1
Not sure	7	8	5
No Response	7	6	3
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 10d. Impact of main recommendations – Languages Performance Indicators

	Compulsory all %	Optional all %	Compulsory some %
Positive	10	5	21
Negative	3	4	2
Both positive and negative	9	5	4
No impact	37	45	32
I'm not aware of this	16	21	14
Not sure	20	15	23
No Response	7	5	4
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 10e.   Impact of main recommendations – Communications campaign

	Compulsory all	Optional all	Compulsory some
	%	%	%
Positive	27	24	25
Negative			1
Both positive and negative	1	4	4
No impact	37	38	31
I'm not aware of this	14	17	21
Not sure	12	13	16
No Response	8	4	3
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 10f.   Impact of main recommendations – Benchmarking requirement

	Compulsory all	Optional all	Compulsory some
	%	%	%
Positive	9	7	27
Negative		3	4
Both positive and negative	5	6	12
No impact	60	62	37
I'm not aware of this	7	7	3
Not sure	10	12	14
No Response	8	4	3
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 10g.   Impact of main recommendations – Changes to Self Evaluation Form

	Compulsory all	Optional all	Compulsory some
	%	%	%
Positive	22	12	31
Negative		1	1
Both positive and negative	5	4	3
No impact	35	47	25
I'm not aware of this	15	16	18
Not sure	16	17	19
No Response	7	3	3
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 10h.   Impact of main recommendations – School Improvement Partners' role

	Compulsory all	Optional all	Compulsory some
	%	%	%
Positive	10	6	15
Negative		<1	1
Both positive and negative	4	3	3
No impact	40	40	23
I'm not aware of this	21	26	31
Not sure	16	20	24
No Response	9	4	3
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 11a.   Effect of Performance Indicators for languages – Attainment at KS4

	Compulsory all	Optional all	Compulsory some
	%	%	%
Positive	19	12	19
Negative	1	2	2
Both positive and negative	6	7	3
No impact	44	50	45
I'm not aware of this	12	12	13
Not sure	15	14	15
No Response	2	4	3
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 11b.   Effect of Performance Indicators for languages – Teaching and learning at KS4

	Compulsory all	Optional all	Compulsory some
	%	%	%
Positive	25	16	19
Negative	<1	1	2
Both positive and negative	7	8	6
No impact	39	45	41
I'm not aware of this	12	10	14
Not sure	16	15	15
No Response	2	4	3
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 11c. Effect of Performance Indicators for languages – Profile of languages within school

	Compulsory all	Optional all	Compulsory some
	%	%	%
Positive	22	15	19
Negative	1	3	1
Both positive and negative	8	6	6
No impact	43	50	45
I'm not aware of this	11	10	13
Not sure	14	13	13
No Response	1	4	3
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 11d. Effect of Performance Indicators for languages – Profile of languages amongst parents and the community

	Compulsory all	Optional all	Compulsory some
	%	%	%
Positive	17	8	8
Negative	1	1	1
Both positive and negative	3	6	7
No impact	43	51	50
I'm not aware of this	12	11	15
Not sure	22	18	16
No Response	1	4	3
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

Table 12. Predictions for taught languages uptake

	Compulsory all	Optional all	Compulsory some
	%	%	%
Increase	5	31	20
Decrease	4	26	20
Remain constant	19	42	57
Languages are compulsory	66	<1	3
No Response	6	1	
N =	**210**	**785**	**126**

A single response item
Due to rounding errors percentages may not sum to 100

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