

Language Trends 2010 Secondary (CILT, ALL, ISMLA)

Data report, 21 January 2011
Analysis based on 711 responses

The following sections are included in this analysis of key results from the Secondary Language Trends survey:

- Survey background, methodology and sample design (*page 1-2*)
- DfE data trends of GCSE language entries at KS4, 1994-2010 (*page 3*)
- Secondary school survey summary of key findings (*pages 4-6*)
- Full data tables of survey analysis (*pages 7-17*)
- Appendix A: Further data analysis of language take-up in schools by school characteristics and region, maintained schools only (*pages 18-19*)
- Appendix B: Sample reliability analysis, comparisons of the achieved survey sample with the national population of all schools on key indicators/ variables. (*page 20*)

Aim

This survey has been carried out annually since 2002 to track developments in language provision and take up in secondary schools.

Sample

Invitation to the online questionnaire was sent out to a representative random sample of 2,000 secondary schools in England, stratified by LEA, selected from the National Foundation for Educational Research database. 1500 maintained schools and 500 independent schools were included in proportion with the respective school populations in England. The sample excluded middle schools deemed secondary and special schools.

Questionnaire content

The core questions explore secondary school languages provision in the following areas, some of these were new questions in this year's survey (noted as **NEW** below):

Languages offered in secondary schools

- The range of languages offered in schools at KS3, KS4, post-16 and outside curriculum time

Key Stage 4

- Whether languages are optional or compulsory for pupils at KS4 in the school
- The proportion of pupils currently studying a language in Year 10 and Year 11 in the schools
- Current school trends in pupil take-up across the different languages offered at KS4 and overall

Post 16

- Current school trends in pupil take-up across the different languages offered at post-16 and overall
- Measures teachers regard as most effective in improving the take-up of languages post 16 **NEW**

Key Stage 3

- The take-up of languages at KS3 and changes to languages provision at KS3
- Whether schools have started receiving significant numbers of pupils in Year 7 who have learned a language at KS2 and what measures schools have taken to build on their prior learning **NEW**

Measures to increase take up and their impact

- School involvement in measures to increase take up and their impact
- Other accreditation offered for languages, apart from GCSE, and views of these alternatives
- Other accreditation offered for languages, apart from A level and AS, and views of these alternatives

CPD

- Teachers' awareness of CPD providers, attendance of CPD training over the past year and their preferred format of CPD training **NEW**

Fieldwork and Response

An online questionnaire was developed in summer 2010. An invitation letter with log-in details of the online questionnaire addressed to Heads of Languages was despatched to 2,000 schools on 20 September 2010. A few reminder letters and emails were sent to Heads of Languages throughout the term. In order to allow schools of more time to complete the survey, the deadline was extended to 17 December 2010, when the term ends for most schools.

Information regarding alternative ways of responding to the survey including faxing, e-mailing or telephoning was also sent to schools.

This year's survey also formed part of a wider exercise with Links into Languages to map the sector and identify priorities for development. This coordinated approach also avoided confusion among schools over various surveys on secondary languages carried out nationally near the time of this survey.

A total of 566 maintained schools and 145 independent schools responded by 17 December 2010, yielding an overall response rate of 36%.

Some key variables were supplied with the sample file allowing us to get an accurate picture of our responding schools. Comparisons of our achieved sample with the national population of schools have been carried out and the results show that our sample has a similar profile to that of the whole population of schools in England with most variables. Analysis was carried out on school type, region and educational and social indicators of the school. The tables of these analyses are located in Appendix B.

DfE schools data trends in French, German & Spanish GCSE entries

Source: Department for Education revised data (12 January 2011) including both maintained and independent schools, <http://www.education.gov.uk/rsgateway/DB/SFR/s000985/index.shtml>. See CILT paper *GCSE language entries trend analysis, all schools in England, 1994 – 2010*, for a fuller analysis and data notes at http://www.cilt.org.uk/home/research_and_statistics/statistics/secondary_statistics/gcse_exam_entries.aspx.

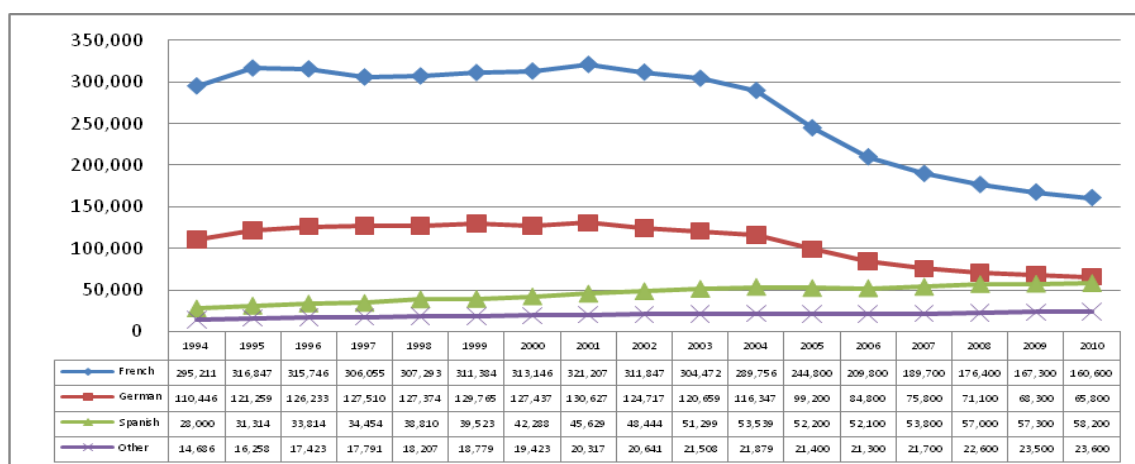
DfE revised data released on 12 January 2011, highlighted that:

- After particularly dramatic falls during 2004 to 2006, 43% of all KS4 school pupils in England entered for a language at GCSE in summer 2010.

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
% of pupils entered for a language GCSE	71%	75%	78%	76%	78%	76%	73%	68%	59%	51%	46%	44%	44%	43%

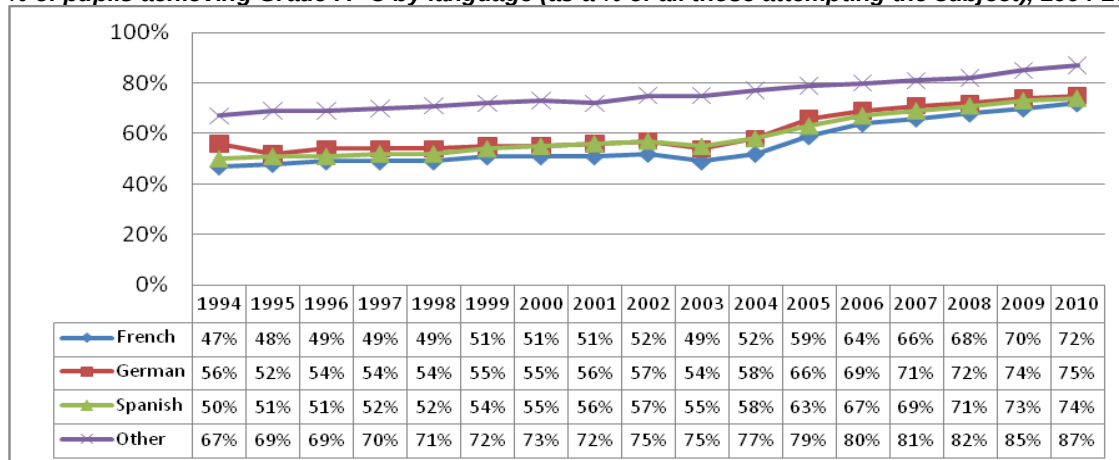
- In summer 2010, 40% of comprehensive school pupils at KS4 were entered for a modern language whilst 91% of selective schools and 79% of independent schools KS4 pupils were entered for a modern language.
- The declines in language entries started in 2002. Since reaching a peak in 2001 total language entries have fallen by 41% to 308,200 in 2010. The decline has slowed down since 2008, with an annual decrease of 3-4%.

Number of pupils studying languages, schools in England, 1994-2010



- While the overall entries for GCSE languages have been declining over the years, the achievements of language GCSE have improved over the same period. Around three quarters of all pupils taking French (72%), German (75%), Spanish (74%) and 87% of pupils taking other languages achieved an A*-C grade in 2010. This compares with 70% for English and 65% for Maths.

% of pupils achieving Grade A*-C by language (as a % of all those attempting the subject), 1994-2010



- 31.6% of KS4 pupils achieved A*-C in a Modern Foreign Languages and 15.6% achieved the English Baccalaureate in 2009/10 (22.0% of pupils were entered for subjects that covered all the component subjects of the English Baccalaureate).

Summary of Secondary Language Trends survey findings

(based on 566 maintained & 145 independent school responses)

Language take-up and provision

Languages provided in schools at KS3, KS4, post-16 and outside curriculum time (*Tables 1, 2& 3*)

- In maintained schools, French was reported being provided by almost all schools, followed by Spanish (76%) and then German (67%). 17% of all maintained schools offer Italian and 16% Mandarin. Both of these languages are as, or more, likely to be taught outside curriculum time.
- Independent schools reported a wider range of languages on offer. French is provided by almost all independent schools followed by Spanish (94%) and German (88%). Two out of five independent schools (40%) offer Italian and more than a third (37%) of independent schools reported offering Mandarin (although Mandarin is more likely to be offered outside curriculum time). Approximately a quarter (23%) offer Russian and almost one in five offer Japanese (19%) (Japanese is more likely to be offered outside curriculum time.)
- The main languages offered at KS4 are French followed by Spanish and then German.
- These also remain the languages most commonly available post-16.

For a full overview of languages offered at the different levels, KS3, KS4 and post-16 as well as outside the curriculum see tables 1 and 2.

Pupil take-up of languages at KS4 (*Tables 3-6 and Appendix A Tables A1, A2 and A3*)

- Four out of five (80%) maintained schools in England reported that languages were now optional for their pupils at KS4. This compares with 11% of responding independent schools who said that languages were an option for their pupils.
- More than three out of five maintained secondary schools in England have less than 50% of their pupils studying languages in Year 10 (64%) and Year 11 (62%). Almost two out of five maintained schools (39%) have less than 25% of their pupils studying languages in Years 10 and 11.
- In the independent sector, the majority of schools (92%) have more than three-quarters of their pupils studying a language in Year 10 and Year 11.
- The majority of independent schools (97%), compared to nearly two thirds of maintained schools (67%), reported having pupils studying more than one language at Key Stage 4.
- Grammar schools are more likely to report a higher take-up of languages than comprehensive schools, as are schools with a higher educational achievement and from a more privileged social background (maintained schools only).
- Regionally, schools in the South East remain most likely to report a take-up of 50% or over, and schools in the North East continue to be most likely to report take-up of less than 50% (maintained schools only).

Trends over the past three years in pupil take-up at KS4 as reported by schools (*Tables 7 and 8*)

(Based on 453 maintained schools that reported languages were optional at KS4)

- Schools with languages optional at KS4, were asked whether they had seen any changes in pupil take-up for each language over the last 3 years and to report on the general trend in language take-up at KS4. While nearly half (48%) reported an overall decrease in take-up, a quarter (25%) reported an increase in take-up, with another 28% reported no change in take-up.
- 45% schools reported a decrease in French take-up or discontinuing French while 24% reported an increase. This is about the same proportion as in 2009.
- More than half of schools reported a decrease in German take-up or discontinuing German (51%). Almost another quarter of schools (23%) reported increased take-up. This is a smaller gap compared to the situation in 2009, where 60% of schools reported a decrease in German take-up or its discontinuation and only 21% reported an increase in the take-up or introducing German.
- The increase of Spanish seen in previous years is still continuing but seems to have slowed down since 2009. 32% schools reported a decrease in take-up or discontinuing Spanish in 2009 compared to 25% in 2008 and this percentage remained unchanged for 2010. However, the proportion of schools that reported an increase in take-up or introducing Spanish is still substantially higher than that in French and in German.

Language provision and take-up over the last 3 years post-16 (Tables 9, 10, 11 and 12)

(Based on 337 maintained schools and 127 independent schools with Year 12 and 13 pupils)

- Schools with Year 12 and Year 13 pupils were asked whether they had seen any changes in pupil take-up for each language over the last 3 years and to report on the general trend in language take-up post-16. From different rates of take-up, a little over a quarter of schools (28% for maintained and 25% for independent schools) reported an increase in overall take-up in languages, as compared to a third (35% for maintained schools and 31% for independent schools) in 2009.
- Approximately a third of maintained schools (34%) and a quarter of independent schools (27%) reported a decrease in overall take-up. This is compared to 26% for maintained schools and 22% for independent schools in 2009.
- More than two out of five schools (42% for maintained schools and 41% for independent schools) reported a decrease in German take-up or discontinuing German. Around one in five schools reported an increase in German take-up or the introduction of German post 16.
- Approximately a third of maintained schools reported decrease or discontinuation in French (33%) while about another quarter (27%) reported increase or introduction of the language.
- 31% of maintained schools reported decrease or discontinuation of Spanish whilst in the independent sector, the proportion is much lower (17%). In the meantime, more than a third of maintained schools (36%) reported an increase or introduction of the language and this proportion in the independent sector is 44%.
- Heads of Languages were also asked what measures they considered most effective in improving the take-up of languages post 16. Three out of five Heads of Languages (61%) from maintained schools believe that greater support from Senior Management Team is the most effective. For Head of Languages from independent schools, more than half of them regard opportunities for work placement or exchanges abroad as most effective. Better qualified and more experienced teaching staff is also considered as most effective by over two out of five independent schools (43%).

Language provision in KS3 (Tables 13, 14 and 15)

- A majority of schools said all, or almost all, pupils studied a language at KS3 (96% for maintained schools and 99% for independent schools).
- We asked teachers whether there had been any changes to languages provision in their schools at KS3. Approximately four out of five (82%) maintained schools and three out of five independent schools (61%) reported that there had been changes at KS3 over the last few years.
- Maintained schools have seen a variety of changes in KS3. While approximately a third (35%) of them reported making modifications to the curriculum to cater for Year 7 pupils with KS2 languages, a third of them (33%) reported reduced weekly lesson time for KS3 languages. A quarter of maintained schools reported the introduction of one or more languages and around two out of five maintained schools reported the introduction of accreditation. In the meantime, 19% said KS3 years have been shortened to 2 years.
- Changes in independent schools are less varied, mainly on the introduction of new languages (34%) and shortened weekly lesson time for KS3 (21%).
- Almost four out of five schools have started receiving significant numbers of pupils in Year 7 who have studied a language at KS2 (79% among maintained schools and 78% among independent schools).
- A majority of schools reported having taken some measures to build on pupils' prior learning at KS2 (86% among maintained and 88% among independent schools) and the most popular measure is using schemes of work that can cater for the needs of pupils with different prior learning. More independent schools seem to take a larger range of measures to build on pupils' prior learning than maintained schools.

Measures to increase take-up

Measures to increase take-up (Table 16 and 17)

- The 2010 survey saw more schools (97% maintained schools and 92% of independent schools) taking measures to improve pupil attitude and to increase take-up. This increase is particularly interesting for independent schools (compared to 81% in 2009) although caution needs to be taken in interpreting such an increase as this year's survey added more options to the question.
- The most commonly reported measures among both maintained and independent schools are new teaching approaches (66% in maintained and 61% in independent schools) and international links/exchanges/visits (61% in maintained and 55% in independent schools).
- Other measures often taken by maintained schools include Information, Advice and Guidance within the school (46%) and other externally-organised activities (46%), the use of Languages Work materials (44%), participation of the Routes into Languages scheme (41%) and introducing alternative accreditation to GCSE and A level (37%).
- Other measures often taken by independent schools include externally organised activities (44%) and change of awarding body for GCSE/A level (37%).
- Nearly half (48%) of the maintained schools that reported using externally organised activities, new teaching approaches and international links believe that such measures have improved pupils' attitudes toward languages.
- Of the relatively small number of maintained schools that reported making language compulsory as a measure, 44% believe that this measure has increased take-up of languages. Again, of a relatively small number of maintained schools that reported modification to the option system or support from the Senior Management Team, approximately a third of them believe that such measures have increased take-up of languages.

Alternative accreditation

Accreditation for languages offered by schools, apart from GCSE, AS and A level (Tables 18, 19 and 20)

- Nearly half (45%) of all responding maintained schools currently offer another accreditation for languages apart from GCSE and A level. This proportion has increased substantially from 22% in 2006, but is slightly down from 2009 (47%).
- The proportion of independent schools offering an alternative qualification is much lower than that in maintained schools (24%), although it has risen from 17% in 2009. In the meantime, fewer independent schools are considering alternative accreditation than in 2009 (12% vs. 26%).
- For maintained schools, the most commonly offered alternative accreditations are FCSE (14%) and Asset Languages (11%) for KS3, NVQ (13%) and Asset Languages (7%) at KS4 and Asset Languages (4%) post 16.
- From a much smaller base number, the most often offered alternative accreditations among independent schools are IGCSE, International Baccalaureate and Asset Languages.

Professional development training for language teachers in secondary schools

CPD (Table 21, 22 and 23)

- A majority of schools are aware of CILT as a CPD provider (95% among maintained schools and 96% among independent schools, followed by ALL (82% among maintained and 86% among independent schools). Maintained schools are substantially more aware of other CPD providers than independent schools, apart from commercial providers and universities.
- In the past year, almost half of the maintained schools (48%) took part in CPD training organised by Local Authorities whereas independent schools were more likely to use CPD organised by commercial providers (60%).
- In the meantime, 15% of maintained schools and 21% of independent schools reported no participation in CPD in the past year.
- In terms of the preferred length and format of CPD training, both maintained schools (82%) and independent schools (92%) overwhelmingly prefer a one-day course, if such courses are available. Slightly more than half of the schools also said they would prefer in-school sessions run by an external trainer. CPD sessions within the department are also favoured by 56% of maintained schools and 38% of independent schools, followed by online courses with self access.

DATA TABLES

The data is based on 711 schools responding to the survey and includes independent and maintained schools (results presented separately). Numbers of schools missing each question are recorded at the foot of each table and excluded from the percentage calculations unless otherwise stated.

Table 1: Which languages are being taught in MAINTAINED SCHOOLS

All maintained schools

	School provides language at any level *	at KS3	at KS4	Post 16	Outside curriculum time
Arabic	5%	1%	1%	1%	4%
French	99%	98%	96%	83%	7%
German	67%	58%	60%	52%	6%
Italian	17%	4%	6%	6%	9%
Japanese	8%	1%	2%	4%	5%
Mandarin	16%	3%	3%	5%	13%
Russian	7%	0%	2%	3%	4%
Spanish	76%	63%	64%	53%	12%
Urdu	10%	5%	6%	3%	4%
BASE: Total number of schools	566	566	566	340	566

Table 2: Which languages are being taught in INDEPENDENT SCHOOLS

All independent schools

	School provides language at any level *	at KS3	at KS4	Post 16	Outside curriculum time
Arabic	12%	3%	4%	3%	9%
French	98%	95%	97%	98%	8%
German	88%	77%	81%	80%	10%
Italian	40%	6%	12%	27%	20%
Japanese	19%	4%	3%	7%	14%
Mandarin	37%	10%	9%	12%	30%
Russian	23%	9%	11%	15%	12%
Spanish	94%	81%	89%	89%	10%
Urdu	2%	1%	1%	1%	1%
BASE: Total number of schools	145	145	145	128	145

* Includes schools teaching the language in the curriculum at KS3, KS4, post-16 level or outside curriculum time.

Percentages for post-16 are based on schools with Year 12 and 13 pupils only. 60% of the maintained schools and 88% of the independent schools responded to the survey reporting having Year 12 and 13 pupils. This data is based on these 468 schools (340 maintained and 128 independent schools).

Other languages mentioned were Latin (34 schools), Polish (20 schools), Bengali (13 schools), Portuguese (10 schools), Turkish (7 schools), Panjabi (7 schools), Dutch (5 schools), Greek (3 schools), Gujarati (3 schools), Ancient Greek (3 schools), Somali (3 schools), Hindi (2 schools) and others by 7 schools (including maintained and independent schools).

Take-up of languages at Key Stage 4

Table 3: Status of language learning in schools – compulsory or optional?

All schools

	% 2010 Maintained schools	% 2010 Independent schools	% 2009 Maintained schools	% 2009 Independent schools
Compulsory	20%	89%	24%	82%
Optional	80%	11%	76%	18%
<i>Optional for all pupils</i>	69%	7%	64%	16%
<i>Optional for some but not all pupils</i>	11%	4%	12%	2%
TOTAL	100%	100%	100%	100%
Total number of schools	564	144	566	92

2 maintained and 1 independent schools didn't respond to this question in 2010 and 10 were missing in 2009.

The proportion of all maintained schools with languages still compulsory in 2005 was 26% and 30% in 2004.

Languages remain compulsory in only 16% of all comprehensive schools (down from 20% in 2009), compared with 77% of all maintained grammar schools (down from 81% in 2009). Excluding specialist language colleges, languages were compulsory in 13% of all other maintained schools (down from 16% in 2009). 94% of specialist language colleges reported compulsory status for languages.

Table 4: Proportion of pupils studying languages in Year 11, 2010

All schools

	% 2010 Maintained	% 2010 Independent	% 2009 Maintained	% 2009 Independent	% 2008 Maintained	% 2008 Independent
All or more than 75%	21%	92%	27%	84%	25%	86%
50% to 75%	17%	1%	17%	11%	20%	7%
Less than 50%	62%	6%	57%	5%	55%	7%
<i>25% to 49%</i>	23%	2%	25%	3%	24%	3%
<i>Less than 25%</i>	39%	3%	32%	2%	31%	4%
TOTAL	100%	100%	100%	100%	100%	100%
Total number of schools	564	144	566	92	643	196

2 maintained and 1 independent schools didn't respond to this question in 2010, 10 in 2009 and 16 missing in 2008

The overall percentage for maintained schools with >75% take-up in Year 11 is 21% as shown above, but with large variations between comprehensive schools and maintained grammar schools. 16% comprehensive schools reported a take-up of more than 75% in Year 11 whereas the percentage for grammar schools is 94%.

Table 5: Proportion of pupils studying languages in Year 10, 2010*All schools*

	% 2010 Maintained	% 2010 Independent	% 2009 Maintained	% 2009 Independent	% 2008 Maintained	% 2008 Independent
All or more than 75%	21%	92%	26%	87%	24%	88%
50% to 75%	15%	2%	14%	8%	21%	6%
Less than 50%	64%	6%	59%	5%	55%	6%
25% to 49%	25%	3%	27%	3%	23%	2%
Less than 25%	39%	3%	33%	2%	32%	4%
TOTAL	100%	100%	100%	100%	100%	100%
Total number of schools	564	144	566	92	640	195

2 maintained and 1 independent schools didn't respond to this question in 2010, 10 in 2009 and 20 in 2008.

The overall percentage for maintained schools with >75% take-up in Year 10 is 21% as shown above, but with large variations between comprehensive schools and maintained grammar schools. 16% comprehensive schools reported a take-up of more than 75% in Year 10 whereas the percentage for grammar schools is 97%.

For profiles of schools with less than 50% of pupils taking a language in Year 10, please refer to Appendix 1.

Table 6: Are any of these pupils studying more than one language?

	Maintained		Independent	
Are any of these pupils studying more than one language?	School count 2010	% 2010	School count 2010	% 2010
No	188	33%	5	3%
Yes	376	67%	139	97%
Total number of schools*	564	564	144	144
Is the second language studied in curriculum time?	School count 2010	% 2010	School count 2010	% 2010
Yes	290	79%	134	97%
No	43	12%	1	1%
Arrangements vary	36	10%	3	2%
Total number of schools**	369	369	138	138

* 2 maintained and 1 independent schools didn't respond to the question.

** This is based on the number of schools who reported having pupils studying more than one language (376 maintained and 139 independent schools), among which 7 maintained schools and 1 independent school didn't respond to the follow-up question about whether the second language was studied in curriculum.

Maintained schools with language study optional at KS4

Four out of five (453 out of 564) of maintained schools who answered the relevant question reported that languages were optional for their pupils at KS4.

Note: Only 11% (16 out of 144) independent schools reported languages were optional at KS4. The responses to these additional questions for independent schools are available but not reported on here below, due to small numbers.

Table 7: Overall reported trend in pupil take-up at KS4 over past 3 years, MAINTAINED SCHOOLS with languages optional

All maintained schools with language study optional at KS4

	% maintained schools 2010	% maintained schools 2009	% maintained schools 2008	% maintained schools 2007
Increase	25%	26%	22%	21%
No change	28%	25%	26%	17%
Decrease	48%	48%	52%	61%
TOTAL	100%	100%	100%	100%
Total number of schools	452	429	494	511

1 missing response to this question in 2010, 1 missing in 2009, 16 missing in 2008 and 9 in 2007

Table 8: Overall reported trend in pupil take-up at KS4 by language over the past 3 years, for French, German and Spanish

All maintained schools with language study optional at KS4 offering the specific language in discussion

	% 2010 French	% 2009 French	% 2010 German	% 2009 German	% 2010 Spanish	% 2009 Spanish
Increase	24%	23%	23%	19%	36%	35%
New	0%	0%	0%	2%	7%	10%
No change	31%	29%	26%	19%	25%	22%
Decrease	44%	46%	38%	43%	27%	27%
Discontinued	1%	2%	13%	16%	6%	5%
TOTAL	100%	100%	100%	100%	100%	100%
Total number of schools	441	425	278	258	300	273

Post 16

Table 9: Overall reported trend in pupil take-up over past 3 years at post-16

Schools with Year 12 and Year 13 pupils

	% 2010 Maintained	% 2010 Independent	% 2009 Maintained	% 2009 Independent
Increase	28%	25%	35%	31%
No change	38%	48%	39%	46%
Decrease	34%	27%	26%	22%
TOTAL	100%	100%	100%	100%
Total number of schools	337	127	347	83

4 schools with Year 12 and 13 pupils didn't respond to this question in 2010 and 6 didn't in 2009.

Table 10: Overall reported trend in pupil take-up by language over past 3 years, for French, German and Spanish at post-16, MAINTAINED SCHOOLS

Maintained schools with Year 12 and Year 13 pupils

	% 2010 French	% 2009 French	% 2010 German	% 2009 German	% 2010 Spanish	% 2009 Spanish
Increase	24%	30%	19%	22%	29%	38%
New	3%	2%	1%	3%	7%	10%
No change	40%	43%	38%	35%	34%	33%
Decrease	27%	18%	29%	29%	24%	13%
Discontinued	6%	7%	13%	11%	7%	5%
TOTAL	100%	100%	100%	100%	100%	100%
Total number of schools	325	330	227	239	200	193

Table 11: Overall reported trend in pupil take-up by language over past 3 years, for French, German and Spanish, Post-16, INDEPENDENT SCHOOLS

Independent schools with Year 12 and Year 13 pupils

	% 2010 French	% 2009 French	% 2010 German	% 2009 German	% 2010 Spanish	% 2009 Spanish
Increase	20%	26%	17%	19%	41%	46%
New	0%	1%	0%	0%	3%	0%
No change	52%	50%	43%	43%	39%	43%
Decrease	28%	23%	39%	36%	16%	11%
Discontinued	0%	0%	2%	1%	1%	0%
TOTAL	100%	100%	100%	100%	100%	100%
Total number of schools	123	80	109	72	117	72

Table 12: Which of the following measures do you consider most effective in improving the take-up of languages post 16?

Schools with Year 12 and Year 13 pupils

	% Maintained schools	% Independent schools
More collaboration with schools/colleges/universities	25%	8%
Better career services	15%	11%
Better qualified and more experienced teaching staff	22%	43%
More relevant qualifications/courses	30%	29%
More time for languages in the curriculum	38%	34%
Opportunities for work placement/exchanges abroad	40%	52%
Opportunities to practice with native speakers of the language	36%	46%
Greater support from Senior Management Team	61%	39%
Other	11%	10%
Total number of schools	337	127

4 schools didn't respond to this question

Responses won't add up to 100% as more than one measure could be reported.

Key Stage 3

Table 13: Do all (or almost all) pupils study a foreign language in KS3?

All Schools

	% Maintained schools	% Independent schools
Yes	96%	99%
No	4%	1%
TOTAL	100%	100%
Total number of schools	554	140

17 missing responses to this question

Table 14: Have there been any changes to languages provision at KS3 over the last few years in your school?

All Schools

	% Maintained schools	% Independent schools
YES, we've had changes to our KS3 provision *	82%	61%
<i>One or more languages have been introduced</i>	25%	34%
<i>One or more languages have been discontinued</i>	16%	7%
<i>Accreditation has been introduced</i>	22%	5%
<i>Weekly lesson time reduced for KS3 languages</i>	33%	21%
<i>KS3 has been shortened to two years</i>	19%	2%
<i>Modifications to the curriculum to cater for Yr7 pupils with KS2 languages</i>	35%	14%
<i>Other changes</i>	10%	7%
NO changes have been made to our KS3 provision	18%	39%
TOTAL	100%	100%
Total number of schools	554	140

* Responses won't add up to 82% and 61% as more than one KS3 change could be reported.

17 missing responses to this question

Table 15: Transition and progression from Key Stage 2

All Schools

	Maintained		Independent	
Have you started receiving significant numbers of pupils in Yr 7 who have studied a language at KS2?	School count 2010	% 2010	School count 2010	% 2010
No	115	21%	31	22%
Yes	439	79%	109	78%
Total number of schools*	554	554	140	140
What arrangements do you have to build on their prior learning?	School count 2010	% 2010	School count 2010	% 2010
Yes, measures have been taken**	372	86%	94	88%
<i>All pupils are able to continue with the same language that they have learned at primary</i>	122	28%	52	49%
<i>All pupils begin a new language in Year 7</i>	60	14%	21	20%
<i>Our schemes of work cater for the needs of pupils with different amounts of prior knowledge</i>	283	65%	55	51%
<i>Pupils are tested upon entry and set according to ability and progression</i>	50	12%	35	33%
<i>Other</i>	54	12%	9	8%
No measure has been taken	61	14%	13	12%
Total number of schools***	433	433	107	107

* 12 maintained schools and 5 independent schools didn't respond to this question.

** Percentages don't count towards 86% and 88% as more than one measure could be reported.

*** This is based on the number of schools who reported starting receiving significant numbers of pupils in Year 7 who have studied a language at KS2 (439 maintained and 109 independent schools), among which 6 maintained schools and 2 independent schools didn't respond to the follow-up question about whether they had arrangements to build on pupils' prior learning.

Measures to increase take-up

Table 16: Has your school been involved in any measures to increase take-up?

All schools

	% 2010 Maintained	% 2010 Independent	% 2009 Maintained	% 2009 Independent
Yes, some measures have been taken*	97%	92%	94%	81%
<i>Routes into Languages</i>	41%	10%	27%	7%
<i>Business-education partnerships</i>	14%	1%	12%	0%
<i>Other externally-organised activities</i>	46%	44%	32%	29%
<i>Internal promotion/career talks</i>	N/A	N/A	48%	41%
<i>IAG within the school</i>	46%	34%	N/A	N/A
<i>Use of Languages Work materials</i>	44%	18%	41%	23%
<i>Introduction of a new language</i>	28%	20%	N/A	N/A
<i>New courses</i>	N/A	N/A	59%	44%
<i>New teaching approaches</i>	66%	61%	57%	46%
<i>Modification to the option system</i>	22%	20%	N/A	N/A
<i>Making languages compulsory</i>	13%	23%	N/A	N/A
<i>Support from Senior Management Team</i>	19%	14%	N/A	N/A
<i>International links/exchanges/visits</i>	61%	55%	N/A	N/A
<i>Alternative accreditation to GCSE/A level</i>	37%	12%	N/A	N/A
<i>Change of awarding body for GCSE/A level</i>	23%	37%	N/A	N/A
<i>New school policies</i>	N/A	N/A	14%	13%
<i>Other</i>	7%	8%	20%	17%
No measures have been taken	3%	8%	6%	19%
Total number of schools	559	142	564	90

* Responses won't add up to 97% and 92% as more than one measure could be reported.

10 missing responses (7 maintained schools and 3 independent schools) to this question in 2010

Table 17: Impact of the measures

Maintained schools taking the measures

	No impact at all	Too soon to say	Cancelled by other factors	Improved attitude	Increased take-up	Total number
Routes into Languages	8%	33%	17%	33%	5%	227
Business-education partnerships	12%	31%	18%	28%	6%	78
Other externally organised activities	4%	10%	12%	48%	11%	258
IAG within the school	6%	11%	22%	28%	12%	259
Use of Languages Work materials	9%	19%	20%	40%	4%	248
Introduction of a new language	3%	23%	5%	27%	27%	154
New teaching approaches	3%	22%	10%	48%	4%	368
Modification to the option system	7%	12%	11%	13%	33%	123
Making languages compulsory	8%	6%	6%	18%	44%	72
Support from Senior Management Team	2%	12%	13%	30%	32%	104
International links/exchanges/visits	3%	11%	11%	48%	15%	341
Alternative accreditation to GCSE/A level	5%	23%	13%	34%	13%	208
Change of awarding body for GCSE/A level	6%	41%	5%	22%	8%	128

Alternative accreditation

Table 18: Do you offer any other accreditation for languages apart from GCSE and A level?

All Schools

	% 2010 Maintained	% 2010 Independent	% 2009 Maintained	% 2009 Independent
Yes	45%	24%	47%	17%
No, but we are considering this	22%	12%	43%	26%
No	33%	64%	10%	58%
TOTAL	100%	100%	100%	100%
Total number of schools	559	142	562	90

7 maintained schools and 3 independent schools didn't respond to this question in 2010 and altogether 16 schools didn't respond to this question in 2009. The proportion of maintained schools offering alternative accreditation has risen substantially from 29% in 2007 and 22% in 2006.

Table 19: Other accreditation offered at KS3 and KS4, apart from GCSE

Percentages based on all schools

	% Maintained schools		% Independent schools	
	KS3	KS4	KS3	KS4
Asset Languages	11%	7%	6%	4%
CBLC	0%	1%	0%	0%
ELC	6%	3%	0%	0%
FCSE	14%	3%	3%	1%
NVQ Language Units	6%	13%	0%	0%
IGCSE	0%	1%	3%	12%
International Baccalaureate	0%	0%	0%	0%
Pre-U	0%	0%	0%	1%
BASE: Total number of schools	559		142	

10 missing responses to this question

Table 20: Other accreditation offered post 16, apart from AS and A level

Percentage based on schools with Year 12 and Year 13 pupils

	% Maintained schools	% Independent schools
Asset Languages	4%	2%
CBLC	1%	0%
ELC	1%	0%
FCSE	0%	1%
NVQ Language Units	3%	0%
IGCSE	0%	0%
International Baccalaureate	3%	6%
Pre-U	0%	3%
BASE: Total number of schools	337	127

4 schools with Year 12 and 13 pupils didn't respond to this question.

Table 21: Which of these providers of CPD for language teachers are you aware of?*All Schools*

	% 2010 Maintained	% 2010 Independent
ALL	82%	88%
CILT	95%	96%
Links into Languages	72%	29%
SSAT	49%	14%
LA	72%	18%
University	42%	35%
Commercial Provider	54%	61%
Another school	44%	21%
Total number of schools	554	138

12 maintained schools and 7 independent schools didn't respond to this question.

Responses won't add up to 100% as more than one option could be chosen.

Table 22: Have you or members of your department attended a course in the past year?*All Schools*

	% 2010 Maintained	% 2010 Independent
ALL	15%	23%
CILT	19%	20%
Links into Languages	30%	6%
SSAT	25%	4%
LA	48%	6%
University	12%	17%
Commercial Provider	35%	60%
Another school	25%	11%
None	15%	21%
Total number of schools	554	137

12 maintained schools and 8 independent schools didn't respond to this question.

Responses won't add up to 100% as more than one option could be chosen.

Table 22: Which of the following types of CPD would you be most likely to choose, if available?*All Schools*

	% Maintained	% Independent
One day course	82%	92%
External series of sessions spread over a term/year	17%	8%
External weekend course	4%	8%
External week long summer school	2%	4%
National conference	17%	23%
In-school session led by external trainer	56%	51%
In-school CPD run within the department	56%	38%
Online course/module – self access	21%	27%
Blended learning including both face to face and online	8%	10%
Accredited course	10%	8%
Total number of schools	554	138

Appendix A

Analysis of language take-up by school characteristics, specialism and region (maintained schools only)

Table A1: Proportion of schools with under 50% of their Year 10 pupils studying a language by school characteristics

Maintained schools only

	% of schools reporting less than 50% languages take-up	Base <i>n</i>
ALL MAINTAINED SCHOOLS	64%	564
School type		
Comprehensive School	69%	529
Grammar School	0%	35
Educational achievement		
Lowest band	92%	91
Second lowest band	83%	109
Middle band	77%	118
Second highest band	61%	98
Highest band	25%	148
Social background *		
Average or higher proportions of pupils eligible for free school meals	89%	169
Lower than average proportions of pupils on free school meals	54%	395

2 missing responses to this question

* Indicated by the percentage of pupils on free school meals. The average for all pupils in maintained schools in England is 14.2%. Low indicates schools in which the proportion of pupils eligible for free school meals is lower than 14.2%.

Table A2: Proportion of schools with under 50% of their Year 10 pupils studying a language by specialist school status (maintained schools)

Maintained schools only

	% with less than 50% languages take-up	Base number
ALL MAINTAINED SCHOOLS	64%	564
All schools with a language specialist status	4%	46
All schools with a non-language specialist status	68%	480
All schools with no specialist status	87%	38

2 missing responses to this question

Table A3: Proportion of schools with under 50% of their Year 10 pupils studying a language by region of school (maintained schools)

Maintained schools only

	% with less than 50% languages take-up	Base number
ALL MAINTAINED SCHOOLS	64%	564
North East	86%	25
North West	61%	45
Yorkshire & the Humber	77%	46
East Midlands	62%	33
West Midlands	71%	48
Eastern	62%	38
London	68%	41
South East	47%	42
South West	64%	45

2 missing responses to this question

Appendix B

Sample reliability analysis, comparisons of the achieved and issued survey samples with the national population of all maintained schools on key indicators/ variables

Table B1: School Type

Maintained schools

	Number in achieved survey sample	% in achieved survey sample	Number in issued survey sample	% in issued survey sample	Number in population (NFER data)	% All schools in England
Secondary Modern	27	4.8%	76	5.1%	147	5.3%
Comprehensive to 16	212	37.5%	556	37.1%	1002	35.9%
Comprehensive to 18	281	49.6%	744	49.6%	1399	50.2%
Grammar	35	6.2%	84	5.6%	164	5.9%
Other Secondary school	0	0.0%	3	.2%	3	.1%
Academies	11	1.9%	37	2.5%	74	2.7%
BASE	566	100.0%	1500	100%	2789	100%

Table B2: Region

Maintained schools

	Number in achieved survey sample	% in achieved survey sample	Number in issued survey sample	% in issued survey sample	Number in population (NFER data)	% All schools in England
North East	29	5%	73	5%	136	5%
North West	75	13%	215	14%	399	14%
Yorkshire and the Humber	60	11%	150	10%	279	10%
East Midlands	53	9%	125	8%	233	8%
West Midlands	68	12%	182	12%	337	12%
East of England	61	11%	166	11%	309	11%
London	61	11%	207	14%	385	14%
South East	89	16%	234	16%	435	16%
South West	70	12%	148	10%	276	10%
BASE	566	100%	1500	100%	2789	100%

Table B3: Educational and Social indicators

Maintained schools only

	% or MEAN AVERAGE proportion in achieved survey sample	% or MEAN AVERAGE proportion for all maintained schools in England
Educational achievement*		
Highest band	26%	20%
Second highest band	17%	20%
Middle band	21%	20%
Second lowest band	19%	20%
Lowest band	17%	20%
Social background		
% of pupils on free school meals	13%	14%**

* Measured by percentages of gaining 5 or more GCSE A*-C (from NFER database) - quintiles

** Source data from DfE: Schools, Pupils and Their Characteristics: January 2010 and updated in June 2010
<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>