Evaluation of the Languages Support Programme in Teaching Schools

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● independent ● insights ● breadth ● connections ● outcomes

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Acknowledgements

Contents

Executive Summary

Background

Languages education in England faces a major challenge to raise the status and profile of languages in the school curriculum and improve young people's foreign language proficiency. Important changes are taking place in languages education policy context, with the introduction of the English Baccalaureate and changes to requirements for languages in primary schools.

This report presents the findings and conclusions from an evaluation of the Languages Support Programme. The programme was delivered by the CfBT Education Trust on behalf of the Department for Education which funded it from January 2012 to March 2013. The CfBT Education Trust worked with 34 Teaching Schools as well as over 300 primary, secondary and special schools in these Teaching School Alliances (TSAs) to deliver the Languages Support Programme in England. The aims of the programme were to develop the capacity of the Teaching Schools to develop and share best practice in languages education so that achievement in languages education could be improved nationally. The Languages Support Programme employed nine regionally-based Languages Programme Mentors who supported the TSAs and helped them to develop and implement their Languages Development Plan.

The CfBT Education Trust commissioned the National Foundation for Educational Research (NFER) to undertake an independent evaluation of the Languages Support Programme. The evaluation was conducted between February and April 2013. The evaluation aimed to examine the processes of implementation and the impacts of the programme to date.

Key findings

The Languages Support Programme had made a valuable contribution to the teaching and learning of modern foreign languages in England. Levels of participation in programme activities were high and these projects were seen as effective in bringing about a wide range of improvements in languages provision, directly related to the aims of the programme. Participation and impact were rather greater for secondary teachers than for primary teachers.

There was a range of evidence that the Languages Support Programme had made progress in relation to the following Key Performance Indicators:

- providing mentoring and support to primary and secondary Teaching Schools and their Alliances – programme participants valued the support provided including the effective and sometimes inspiring nature of the mentors.

- providing support to improve the confidence and language proficiency of languages teachers at Key Stage 2 – there was a substantial increase in confidence and language proficiency of teachers which was gained from involvement in well-planned and well-conducted projects.

- enabling increased liaison between primary and secondary schools, including an improved understanding of transfer and transition issues between Key Stage 2 and Key Stage 3 – this was a particular success of the programme which encouraged a range of imaginative linking work.

- engaging the senior management of TSAs in improvement in languages education across the schools in their Alliances – there were examples of senior leaders and TSA managers encouraging the development of the programme.

- equipping Specialist Leaders in Education (SLEs) with responsibility for languages in the participating TSAs to continue supporting the sharing of best practice and improvement of languages post-2013 – there was an upward trend in the number of teachers working to become SLEs.

The evaluation found that the learning projects developed by teachers met criteria set by the Language Support Programme. These included:

- Sustainability – actions to sustain developments in classroom practice and dissemination strategies included continuing professional development activities and the development and dissemination of new teaching and learning resources.

- Replicability – actions to replicate best practice included the development of teaching and learning resources which are now available to other schools as well as for re-use in programme schools.

- Measurement – a substantial minority of both primary and secondary teachers found that the programme had been effective or very effective in improving assessment, marking, monitoring and evaluation practice.

- Working in partnership - partnership working emerged from the evaluation as a major success of the programme, valued enthusiastically by primary and secondary teachers alike. In the survey, it was rated the most effective aspect of the programme by the secondary teachers, and one of the most effective by their primary colleagues.

There were a number of other noteworthy aspects of the programme recorded by the evaluation. The case studies found that special schools had a particular contribution to make in developing pedagogy with implications for all pupils, not just those with special educational needs. Across the whole programme, the sheer creativity of the activities and resources generated by teachers who were given the time to work collaboratively emerged from all of the case studies. Innovative ways of meeting the Ofsted recommendations for increasing use of the target language and developing intercultural understanding were evident in several projects. Impacts on pupils were also apparent throughout, with many

quotations from children and young people who had discovered the relevance and excitement of languages learning.

TSA staff and teachers considered that the progress made by their involvement in the programme represented a good start in setting up and developing language projects but new practices had not yet been embedded as projects had only run for one or two school terms and they thought it too early a stage for evaluating impact. Whilst keen to sustain progress in the future, some maintained that continuing these developments was going to be very challenging without dedicated management resources and without the support from a mentor. There was disappointment that the Languages Support Programme had been discontinued.

Conclusions

The Languages Support Programme was a change agent which contributed to the teaching and learning of modern foreign languages in England. The model of change, where innovation was led by TSAs assisted by external mentors, proved to be successful in terms of driving innovation and maximising collective action for improvement in languages provision.

Schools participating in the surveys and the case studies were positive about the benefits of the programme which they considered had given an impetus to review their approach to languages education and to improve it where appropriate. Feedback suggested that these were initial benefits which TSAs and schools planned to build on. It was too early to measure the impact of the programme on pupils' educational attainment.

The programme helped TSAs and individual schools to increase their breadth of vision and take stock of language provision. This enhanced their understanding of where language teaching and learning needed to be diversified and strengthened. The programme also gave them time and resources to innovate.

The evaluation evidence showed that the contribution of the Languages Support Programme was multi-dimensional. Its contributions covered working relationships, good practice, pedagogy, resources and expertise.

Implications

There are three main implications of the evaluation findings for policy and practice in languages education.

The first implication focuses on sustaining progress made by the TSAs in the Languages Support Programme. The challenge for them is to maintain the momentum of innovation in languages provision now that the funded part of the programme has finished. This involves embedding change in schools that participated in the programme and disseminating good practice to other schools in the TSA. An effective way of guiding this process would be for

TSAs to produce annual languages development plans (similar to those produced for the programme) and review progress against objectives. This would provide a framework for planning, implementing, monitoring and reviewing sustained change.

The second implication involves the TSAs which participated in the programme continuing to monitor the language educational outcomes for pupils and sharing the results with all schools in their alliances. This would provide a useful assessment of the medium- and longer-term contribution of the programme to pupils' achievement and attainment in foreign languages.

The third implication concerns how best to disseminate and make the most of the achievements of the Languages Support Programme at the national level. This would involve policy makers providing the drive and direction to extend the reach of the programme's impacts to other groups of schools including other TSAs, school federations, education trusts and academy chains. A modest investment to disseminate the accumulated valuable cache of ideas, practices and resources would pay dividends - the funding and work of the Languages Support Programme would have a multiplier effect on languages provision across England.

The legacy of the Languages Support Programme could be substantial and far-reaching if the educational gains made to date are built on and the implications identified by this evaluation are acted upon by policy makers and senior and middle leaders in the education sector.

Evaluation methodology

The evaluation methodology comprised:

- An inception meeting between CfBT and the evaluation team
- An interview with the Head of Language Strategy and Delivery, CfBT Education Trust
- A desk study to provide the foundations for data collection by synthesising what was already known about the programme and its implementation
- A programme of eight case studies of a variety of TSAs participating in the programme, to gain descriptive information and the views of participating staff and pupils
- A questionnaire survey of participants (76 primary teachers and 71 secondary teachers) in comparison with a sample of non-participating teachers (153 primary teachers and 244 secondary teachers).

1. Introduction

1.1 Background

Languages education in England faces a major challenge to raise the status and profile of languages in the school curriculum and improve young people's foreign language proficiency. Take up of languages is declining at a time when England needs more foreign language speakers. For example, in their report on the findings from the 2012 Language Trends survey, Tinsley and Board (2013) noted that the decline in the numbers of entries for French and German at GCSE were not offset by increases in entries for GCSE in Spanish and other foreign languages. There was a similar 'pattern of decline' at A level. Furthermore, Tinsley and Board (2013) reported the key finding from the European Commission's first European Survey on Language Competences which 'showed that only 9% of English pupils surveyed at age 15 were competent in their first foreign language beyond a basic level, compared to 42% of their peers across all the European countries taking part' (p.4)

Important changes are taking place in languages education policy context. The introduction of the English Baccalaureate (EBacc) as a school performance measure which recognises where pupils have achieved a GCSE C grade or better across a range of subjects, including a language, has had some impact on the take-up of languages though it is questionable whether this will be sustained. For example, Tinsley and Board (2013) reported that the increase in the take-up of languages in Year 10 following the introduction of the EBacc 'has been carried through into Year 11 and maintained in Year 10, but there is little evidence of a continuing upward trend in Year 10. Some schools with very low take-up are edging this up but the overall impression is that any changes in response to the announcement of the EBacc have already been made and that schools are not planning any further measures to continue to increase take-up' (p.6). The other main policy change relates to the government's proposals for the National Curriculum in Key Stages 2 and 3. These indicate an intention to make a foreign language compulsory in Key Stage 2 from 2014.

The Department for Education launched the Languages Support Programme to promote the take-up of languages and enhance the quality of languages education in schools. Details of the programme are provided below.

1.2 The Languages Support Programme

The Languages Support Programme was delivered by the CfBT Education Trust on behalf of the Department for Education which funded it from January 2012 to March 2013. The CfBT Education Trust worked with 34 Teaching Schools as well as over 300 primary, secondary and special schools in these Alliances (TSAs) to deliver the Languages Support Programme in England. The CfBT Audit Report (2012) stated that the aims of the programme were to 'develop the capacity of the Teaching Schools to share and develop best practice in

languages education so that standards in languages education can be improved nationally' (p.4). the programme was practitioner focused and led as Churches (Ed) (2013) explained:

> *One of our core beliefs was that practitioners working with children in schools every day were best placed to know what works and what does not, to explore ways of improving the teaching and learning of languages and to share them with other practitioners. By focusing on the teaching and learning of languages, we hoped also to be able to contribute more widely to sustainable, collaborative school working practices by supporting the development of a cadre of confident and reflective practitioners with sound subject knowledge, able to provide school-based leadership across phases and beyond the geographical constraints of their own school setting (p.4).*

The Languages Support Programme included five Key Performance Indicators (KPIs) which set out the programme's performance measures and deliverables by end of Phase 1 (January – August 2012) and end of Phase 2 (September 2012 – March 2013). The KPIs were as follows:

1. The programme provides mentoring and support to primary and secondary teaching schools and their Alliances
2. The programme provides support to improve the confidence and language proficiency of languages teachers at Key Stage 2
3. The programme enables increased liaison between primary and secondary schools including an improved understanding of transfer and transition issues between Key Stage 2 and Key Stage 3
4. The programme engages the senior management of TSAs in improvement in languages education across the schools in their Alliances
5. Specialist Leaders of Education with responsibility for languages in the participating TSAs are equipped to continue supporting the sharing of best practice and improvement of languages education post 2013.

The Languages Support Programme employed nine regionally-based Languages Programme Mentors who supported the TSAs and helped them to develop and implement their Languages Development Plan. This included a programme outline, setting out what the TSA aimed to achieve in a period of two or more years, and a work plan for each project. These were to include the following:

- two or more projects focusing on improving standards in languages education
- a programme of at least two years' duration
- a focus on sharing or developing best practice in language teaching
- an element of action research
- cross-phase activity (for example, Key Stage 2 to Key Stage 3 transition)
- continuing profession development (CPD) in languages for primary teachers in participating schools.

Each project was required to focus on one or more of the areas for improvement in languages education identified in the Ofsted (2011) report *Modern Languages: Achievement and Challenge 2007-2010.* These areas included developing pupils' early skills in reading and writing foreign languages and ensuring intercultural understanding is built into languages work at primary level and placing more emphasis on the regular use of the target language in lessons and using a variety of approaches to enthuse pupils and increase their confidence, competence and ambition in modern languages at secondary level. Each project had to meet five criteria as follows:

- Sustainability – developments in classroom practice and strategies to disseminate these beyond the period of programme support and DfE funding.
- Replicability – best practice identified or developed can be adopted by other schools, without significant additional resource, and that there is a strategy in place for local, regional or national dissemination
- Measurement – there are mechanisms in place to measure improvement, for example in skills, achievement, confidence or attitude, whether for teachers or pupils
- Accountability – there are quality assurance mechanisms in place for this programme within the TSA and roles and responsibilities are understood by all colleagues involved
- Working in partnership – at least two schools are involved in any one project and procedures are developed to ensure ongoing support and collaboration.

The Languages Development Plans indicated that in summer 2012 individual TSAs were planning partnerships of different sizes and composition. The majority of TSAs (20) planned a partnership of between six and ten schools and nine TSAs a partnership of between 11 and 15 schools. In addition, a small number (three) were to have five participating schools and one large TSA 17 participants. Most of the proposed partnerships comprised a mix of secondary and primary schools, in varying ratios, led by a secondary school (24 TSAs) or a primary school (eight TSAs). Five partnerships also included one or more special schools, one of which was to be led by a special school.

The balance between secondary, primary and special schools in the partnerships and the way they are led varied across the partnerships. These are some examples of the organisational models proposed:

- a primary led TSA in London comprising one secondary school and 11 primary schools
- a secondary led TSA in the south west comprising one secondary school and 13 primary schools
- a secondary led TSA in the east of England comprising 12 secondary schools and five primary schools
- a secondary led TSA in the north east comprising seven secondary schools, one of which also has a primary phase. This partnership of schools was selected to work within the programme because it is in 'challenging circumstances' in relation to languages
- a TSA in the south west led by a special school and comprising two special schools, one secondary school and six primary schools.

These organisational models were designed to address the specific development aims of the individual TSAs across England and they reflect the varying emphases of the work in different alliances and the kinds of activities planned. In addition, the level of involvement of the member schools varied across the TSAs. In some TSAs, member schools were involved in all the activities planned; in others, subsets of member schools were involved in one or other of the activities.

1.3 Report structure

Chapter 2 describes the evaluation methodology including details of the survey samples and the profile of case-study interviewees. Chapter 3 presents the findings from the surveys with particular reference to the comparison of baseline and endpoint data from the TSA programme schools and the analysis of data from the TSA programme schools and comparison schools. Chapter 4 presents the eight case studies and discusses the emerging findings. Chapter 5 concludes the report by presenting the conclusions from the evaluation and drawing out the implications for future policy for and practice in languages education.

Survey tables are provided in the appendix. Publication references are provided at the back of the report.

2. Evaluation Methodology and Samples

The CfBT Education Trust commissioned the National Foundation for Educational Research (NFER) to undertake an independent evaluation of the Languages Support Programme. The evaluation was conducted between February and April 2013. The evaluation aimed to examine the processes of implementation and the impacts of the programme so far, answering the following research questions:

- What models of support and development have been introduced as part of this programme?
- How do the elements of support (for example, programme management, steering advice, mentoring, school senior leadership, specialist leaders in education, professional development training, peer-to-peer support, school-to-school support, action research, specific interventions for pupils) work together in providing development within each model?
- What evidence is there of impacts of the programme in participating schools over the year?
- How have teachers' practices and feelings of professional confidence developed in the course of the year?
- How do the responses of participating teachers to key questions compare to the responses of the teaching population as a whole?
- What promoting and inhibiting factors can be identified within the different models? How have potential barriers been overcome?
- What recommendations can be derived for sustainability and scalability of this and similar programmes, within each model and across the various models?

The evaluation methods comprised the following elements:

- An inception meeting between CfBT and the evaluation team
- An interview with Head of Language Strategy and Delivery, CfBT Education Trust
- A desk study to provide the foundations for data collection by synthesising what was already known about the programme and its implementation
- A series of case studies to a variety of TSAs participating in the programme, to gain descriptive information and the views of participating staff and pupils
- A questionnaire survey of participants, augmented by a survey of non-participants for comparison.

Further details of the research methods used are presented below and in chapters 3 and 4.

2.1 Inception meeting and interview

An inception meeting took place with CfBT staff who had management responsibility for running the Languages Support Programme, followed by an interview with the Head of Language Strategy and Delivery, CfBT Education Trust. This initial contact and data collection provided an understanding of policy context and programme background and operation.

2.2 Desk study

The desk study reviewed Languages Support Programme documentation, including TSAs' Languages Development Plans. This provided a comprehensive picture of the characteristics of each TSA participating in the programme including aims and features of each development plan and the type of activities each TSA had planned. This information enabled the NFER research team to identify a set of eight TSAs for case-study work, covering a range of schools and exhibiting a variety of models of the programme. The meeting and interview with CfBT staff and the desk study helped to inform the development of the interview schedules for the case studies.

2.3 Case studies

The evaluation team undertook a programme of eight case studies of TSAs which equated to around a quarter of the TSAs participating in the programme. The purpose of the case studies was to capture the activities, changes and impacts that had taken place in course of the programme, and to trace the interrelationships between participants – programme managers, mentors, senior leaders, teachers and pupils. The case studies were selected to provide a range of TSAs in terms of socio-economic status of pupils, geographical region, urban and rural location, and programme model (e.g. TSA-led by a primary, secondary or special school). Interviews were carried out with headteachers and/or senior leaders, the programme leader and teachers in the Teaching School, where focus groups with pupils were also conducted. Where appropriate, the research team carried out staff interviews and pupil focus groups in another school in the same TSA. They also conducted interviews with the mentors who worked with the case-study TSAs.

2.4 Questionnaire survey

In March 2012, CfBT administered a Skills Audit questionnaire to participating teachers, later feeding back the findings in order to help schools refine their intervention models. Primary and secondary schools received different versions of this questionnaire. The resulting findings provide a baseline measure, against which progress over the year can be gauged.

We devised corresponding endpoint questionnaires for primary and secondary schools, retaining a large number of the previous questions so that direct comparisons could be made. The questions explored: languages provision within school; collaboration between

schools; continuous professional development (CPD) in languages; resources; and languages across the school. Additional questions, specific to the endpoint survey, explored respondents' own contribution to the programme and their views of its effectiveness.

The endpoint questionnaire was provided online to all those who had responded to the original Skills Audit, details of whom had been provided by CfBT. To maximise school engagement, a token incentive was offered and five rounds of reminders, by email, fax or telephone. The survey ran for one month, from mid-March to mid-April.

A comparison group was also recruited to the endpoint survey. This allowed comparisons to be made between the responses of the programme participants and teachers of languages in general. The comparison questionnaires, again one for primary and one for secondary, contained the same questions as for the programme schools, so that direct comparisons could be made. Instead of the questions about their experiences of the languages support programme, comparison respondents were asked what kind of support would be most useful in developing their languages provision.

Table 2.1 shows the achieved samples for primary and secondary surveys in the programme and comparison groups, with the numbers responding to the CfBT Skills Audit in 2012 also included for reference.

Table 2.1   Achieved samples for questionnaire surveys

	CfBT Skills Audit 2012	Programme schools 2013	Comparison schools 2013
Primary	173	76	153
Secondary	141	71	244

The response rates for programme schools were rather disappointing, corresponding to 50 per cent of the secondary schools and 45 per cent of the primary schools that had previously completed the CfBT Audit. The target for comparison schools was 250, with 98 per cent achieved for the secondary sample and 61 per cent for primary. The implication is that some of the findings for the programme schools in this report will need to be interpreted with some caution, as the endpoint findings represent a different and smaller subset of programme schools than the baseline figures. The characteristics of languages teaching in the sample schools are described in Chapter 4.

3. Findings from the Questionnaire Survey

The questionnaire survey, completed in March 2013, gave a broad view of activities, experiences and views in the programme schools and in a group of comparison schools which were not part of the programme. The findings can also be compared to the CfBT 2012 Audit, in cases where the same questions were asked. Further details of the methodology and samples were given in chapter 2 above. This chapter highlights the emerging impacts of the Languages Support Programme as revealed by selected questionnaire responses[1].

3.1 Languages teaching in the sample schools

The survey participants gave information about the languages taught in their schools and other relevant characteristics. Table 3.1 lists the languages taught most frequently in the primary and secondary schools that were part of the programme and comparison groups.

Table 3.1:   Languages taught in the sample schools

	Primary schools		Secondary schools	
	Programme %	Comparison %	Programme %	Comparison %
French	80	84	100	98
Spanish	37	27	81	77
German	9	8	71	62
Italian	1	1	23	17
Mandarin/Chinese	5	2	21	11
Latin	-	-	20	18
Japanese	0	3	16	5
Russian	-	-	10	5
Urdu	-	-	3	11
Number of schools	76	153	71	244

NFER 2013 endpoint survey for programme schools; NFER 2013 survey for comparison schools

Small numbers of secondary schools – fewer than ten per cent – reported teaching Arabic, Bengali, Dutch, Ancient Greek, Gujarati, Panjabi, Polish, Portuguese and Turkish. Some of these less common languages tended to be taught outside curriculum time rather than as part of mainstream key stage provision. In primary schools, Arabic, Polish, Portuguese,

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[1] Full tables of responses to the 2013 questionnaires are given in Appendix 1 and a full report of the 2012 Audit was produced by CfBT.

introduction to languages' and 'language of the month' were each listed once by the comparison group.

Schools varied in the number of languages offered. Table 3.2 shows the percentage of schools teaching one or more languages.

Table 3.2: Numbers of different languages taught in the sample schools

	Primary schools		Secondary schools	
	Programme %	Comparison %	Programme %	Comparison %
None	1	5	0	0
One language	72	71	4	6
2 languages	20	17	20	32
3 languages	5	8	33	27
4 languages	1	0	14	16
5 languages	-	-	17	9
6 or more	-	-	11	10
Number of schools	76	153	71	244

NFER 2013 endpoint survey for programme schools; NFER 2013 survey for comparison schools

The questionnaire respondents were asked about a number of school characteristics that were relevant to their languages provision, and these responses are set out in Table 3.3. All of the programme schools were Teaching Schools or part of a Teaching School Alliance, as this was the basis on which they were selected for the programme.

Table 3.3: Characteristics of sample schools

	Primary schools		Secondary schools	
	Programme %	Comparison %	Programme %	Comparison %
Teaching School / Alliance	100	16	100	13
Initial Teacher Education	67	51	71	62
Languages SLE	16	12	17	9
Specialist school for languages	1	0	17	17
% of staff teaching languages	29	32	N/A	N/A
Number of schools	76	153	71	244

NFER 2013 endpoint survey for programme schools; NFER 2013 survey for comparison schools

The tables highlight a number of points of comparison between primary and secondary schools and between schools participating in the Languages Support Programme and the non-programme comparison schools.

As might be expected, primary schools teach fewer languages and are less likely than secondary schools to be a specialist school for languages. However, there are similar proportions of primary and secondary schools participating in Initial Teacher Education (ITE) and having a Specialist Leader of Education (SLE) for languages.

The schools in the comparison sample are somewhat less likely to teach a wide range of languages than programme schools, and also slightly less likely to participate in ITE and to have a languages SLE. The comparison secondary schools, however, have the same proportion of specialist schools for languages as the programme sample. Small percentages of both primary and secondary comparison schools are Teaching Schools or members of an Alliance. Languages provision in primary schools is similar across programme and comparison samples, with just a few more comparison schools than programme schools reporting no language provision.

3.2 Key findings from primary schools

Overview

Teachers who had participated in the programme gave a rating for its effectiveness in bringing about improvements in a number of aspects, and these responses give a useful summary of their views. Figure 3.1 shows the percentage of respondents giving a rating of 'very effective' or 'effective' for each of the aspects listed. The other possible options were 'quite effective' or 'not effective'.

Figure 3.1   Effectiveness of aspects of the Languages Support Programme in bringing about improvement
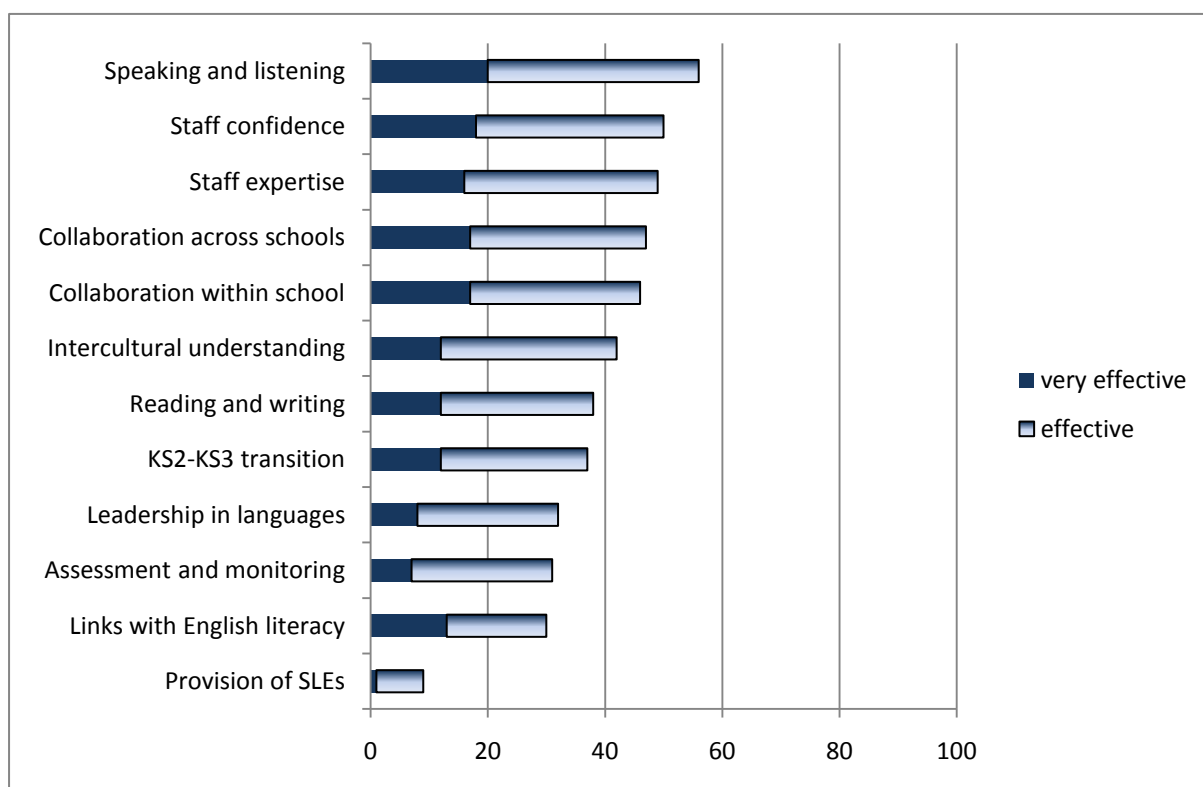
Source: NFER 2013 endpoint survey for programme schools. Based on 76 respondents

Schools and TSAs had a good deal of flexibility about the projects that formed the focus of their participation in the programme, so it is to be expected that there was a range of views in answer to this question. The responses indicate that participants did indeed view it as effective, or very effective, in improving a variety of aspects of languages work.
Most frequently identified, with 55 per cent, was an improvement in teachers' ability to develop speaking and listening in their pupils. An open question asking for the most beneficial aspect of the programme led one primary teacher to elaborate on this:

> *Children's confidence in speaking and listening has improved immensely. Children now engage in oral performance throughout the year, i.e. singing, acting and other school performances. This is incredibly rewarding to see and has had obvious impact on children's self-esteem.*

Around half of the respondents found the programme effective or very effective in improving the confidence and the expertise of teachers. Collaboration both across schools and within schools was also frequently identified. The option 'quite effective' was frequently selected by the remainder of respondents in many cases. The aspect least frequently found effective was the provision of Specialist Leaders of Education (SLEs) in languages; however, about two-thirds of the sample indicated that this was not applicable to them, suggesting that in only a few schools was this an explicit aim of the programme.

The responses to other questions elaborate upon these overview findings on the programme's effectiveness, and also allow comparisons with the findings in the 2012 CfBT Audit and with the responses of the comparison group.

Teachers' confidence, skills and expertise

Most primary school teachers are not language specialists, so the development of their skills, expertise and confidence in teaching languages was a key aim of the programme overall and of many of the projects within it.

Two questions asked teachers to rate the confidence of staff in their schools, first in their own level of language skill and, second, in their knowledge of language teaching methodology. Figures 3.2 and 3.3 illustrate the findings from these two questions for the programme teachers at endpoint in 2013, together with responses to the same questions in the 2012 Audit and responses from teachers not involved in the programme, the comparison group. The length of the darker bars towards the left of the graphs gives an immediate view of the proportion of respondents who are 'very confident' or 'confident'.

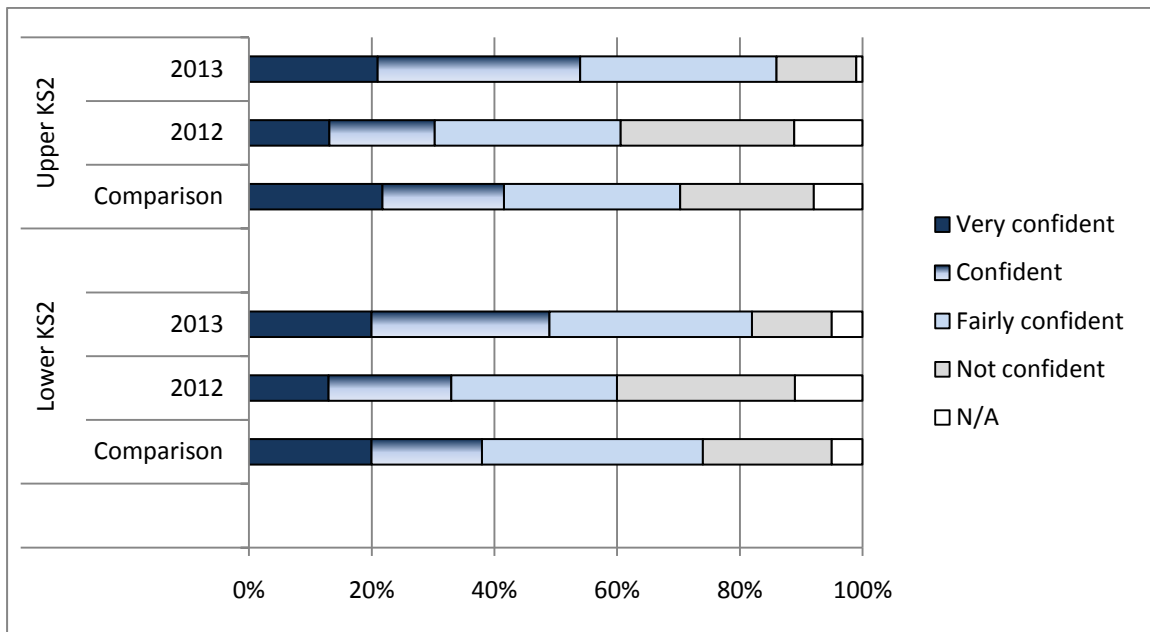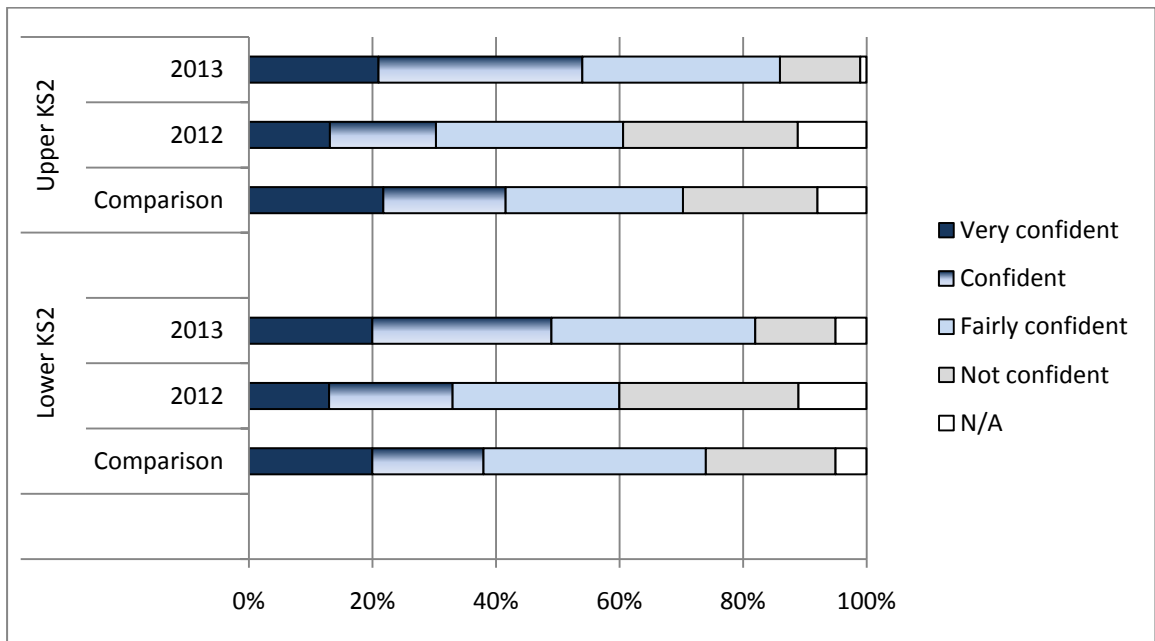## Figure 3.2: Primary teachers' confidence in their level of language skill

Figure 3.3: Primary teachers' confidence in their knowledge of languages methodology

Source: NFER 2013 endpoint survey for programme schools, 76 respondents; NFER 2013 survey for comparison schools, 153 respondents; CfBT 2012 Audit, 195 respondents. Non-respondents and 'not applicable' responses have been combined.

In the Key Stage 2 age groups, the graphs show a clear increase in teacher confidence in programme schools between the 2012 Audit and the 2013 endpoint survey. Around half of the respondents reported that teachers were 'very confident' or 'confident' after a year of the programme, as against around 30 per cent in 2012. For both the Key Stage 2 age groups, this was a statistically significant increase. Comparison schools, also surveyed in 2013, reported lower levels of teacher confidence in the Key Stage 2 age groups than the programme schools, at around 30-40 per cent.

The picture in Key Stage 1 and the Foundation Stage is less clear, mainly because a large number of respondents in each selected 'not applicable' or did not respond. For the small numbers remaining, it is not possible to discern a clear pattern. The findings from these questions therefore suggest that the focus of the programme in primary schools tended to be on teachers of the older children, in Key Stage 2, as the programme aims specified. In these age groups, there was a distinct improvement related to participation in the programme.

In an open question, programme participants were asked to identify the single greatest benefit of the programme for them as individuals. Eighteen per cent, the second highest proportion, chose to mention an increase in confidence, summed up in these quotations: '*confidence for teachers who previously lacked it and are now much more enthusiastic*'; '*a massive boost for my confidence*'.

Continuing professional development (CPD)

The programme aimed to improve standards in languages education and had a particular focus on CPD for primary teachers. Questionnaire respondents in programme schools reported which activities they had been involved in during 2012-13, as part of the programme. Sixty-three per cent of the participants said they had been involved in continuous professional development (CPD), a finding that throws further light on the increase in confidence reported.

Participation in languages CPD in general was significantly higher in programme schools than comparison schools. As part of a question about the usefulness of different types of professional development – in school and out of school, led by external or school staff – respondents also reported whether or not members of staff had participated in each type, and this gives a measure of overall participation. Around half of programme participants for each one reported that none of their staff had participated in the current year, while in the comparison group the percentage not participating in CPD was higher, ranging from 60 to 80 per cent, apart from routine development activities. Of those who participated in each form of CPD, a large majority in both programme and comparison schools found the experience 'useful' or 'very useful'.

Staff in programme schools were more likely to require an oral report from teachers after attending CPD than those in comparison schools (74 per cent against 58 per cent) and were more likely to have a system in place for evaluating CPD (65 per cent against 46 per cent). These percentages were also higher than for the programme schools in 2012 (61 per cent oral report and 42 per cent evaluation system).

These findings suggest that, alongside an emphasis on the value of CPD in improving skills and expertise, programme schools also began to take a more systematic approach to feedback and evaluation.

Collaborative working

Programme teachers often identified improved collaboration within and between schools as an effective aspect of the programme, and additional questions elaborated on this.

Figure 3.4 shows the percentage of survey respondents who reported that there was formal liaison between their schools and the languages department of local secondary schools.

Figure 3.4:   Percentage of primary schools with formal liaison with local secondary schools
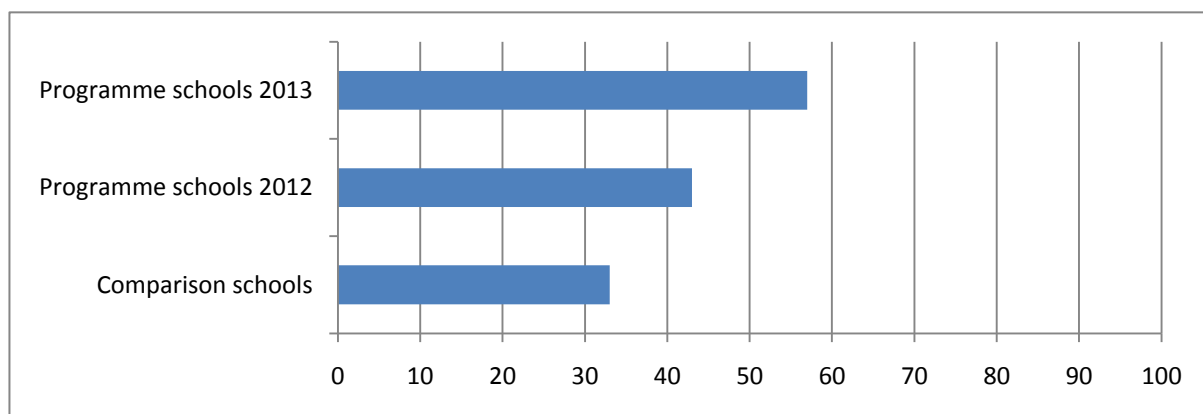
Source: NFER 2013 endpoint survey for programme schools, 76 respondents; NFER 2013 survey for comparison schools, 153 respondents; CfBT 2012 Audit, 195 respondents

Figure 3.4 shows that a clear majority, 57 per cent, of programme primary schools had formal links with the languages department in local secondary schools after a year in the programme, a statistically significant increase from 43 per cent at the time of the 2012 Audit. Programme schools at both time points were more likely to have such links than the comparison schools, probably in part because all the programme schools were part of a TSA in which such links were likely to be fostered.

A further question explored the nature of this liaison in more detail. The most frequent type of link, reported by 33 per cent of participants, was collaboration over one-off projects or events, followed by outreach teaching by the secondary languages staff, by 30 per cent. The greatest increase from 2012 to 2013 was in the frequency of language improvement modules taught by secondary staff, which stood at six per cent in 2012 but had grown to 25 per cent in 2013. Joint planning of lessons, units of work and CPD, together with cross-phase observations, were reported by smaller numbers of respondents but had all increased over the year.

When asked which activities they had personally been involved in over the course of the year, 36 per cent of respondents in programme schools identified transition projects involving Key Stage 2 pupils as they moved into Key Stage 3, indicating that this type of collaboration was fairly frequent.

Collaborative working was enthusiastically cited as the greatest benefit of the programme by 25 per cent of teachers, the highest proportion in response to this open question: '*It has been wonderful to finally work with a secondary school and for them to be aware of what we are doing in primary and vice versa. We have learnt so much from sharing resources and working together*'. Correspondingly, respondents in the comparison schools, not part of the programme, were asked an open question about what forms of support would be most helpful in developing their languages provision further. Responses were very varied, but links with other schools was the most frequent, accounting for 17 per cent of comparison teachers, just ahead of the 14 per cent who identified CPD as the greatest need.

Sustainability

A key aim of the programme was to put in place processes that would be sustainable. From the start, it was planned as a two-year programme with funding for only the first year, so it was important to explore how far participants felt that the processes they had put in place could be sustained beyond the 2012-13 school year.

Figure 3.5 shows the responses to a direct question about the overall sustainability of languages provision in their primary schools, which was asked in the 2012 Audit and of the comparison group as well as the programme group in the 2013 endpoint survey. Amongst the programme group, there was a statistically significant increase between 2012 and 2013, resulting in ratings that were a little higher than those of the comparison group.

Figure 3.5: Ratings of sustainability of languages provision
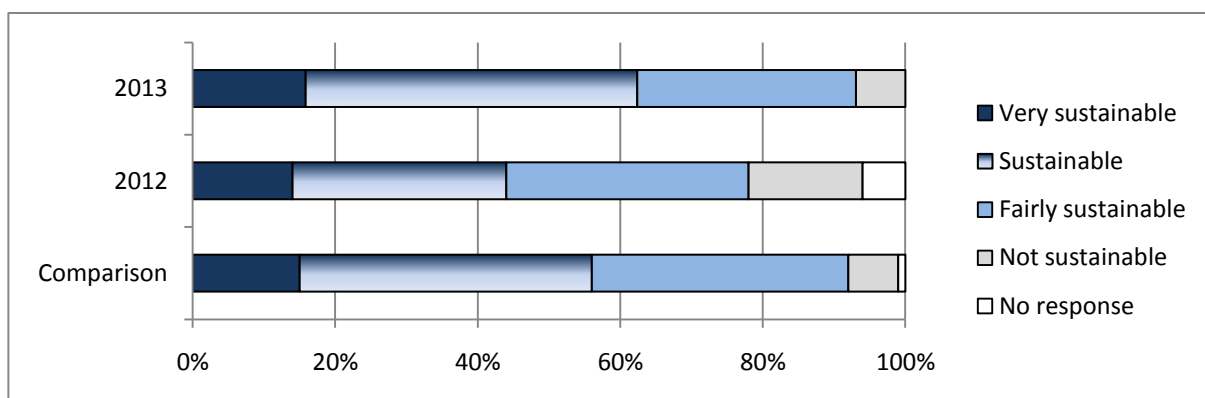
Source: NFER 2013 endpoint survey for programme schools, 76 respondents; NFER 2013 survey for comparison schools, 153 respondents; CfBT 2012 Audit, 195 respondents

A further indication of sustainability, specifically of programme activities, emerged from the programme school respondents, who were asked not only which activities they had personally taken part in during the year, but also which activities were planned for 2013-14. The responses to this question appear in Figure 3.6.

Broadly, the percentage intending to participate in most activities during 2013-14 is just a little below the percentage who undertook each kind of activity in the current year. This indicates a good level of sustainability for the activities supported by the programme. There are a few exceptions and specific points. It is clear from Figure 3.6 that, whilst fewer teachers plan to undertake CPD to develop their own skills in the future, there are more who plan to *lead* CPD next year than in the current year. This suggests that some teachers spent the first year of the programme developing their own skills, and are now ready to cascade that training and develop the skills of others, a pattern that is highly consistent with sustainability. Another year-on-year increase is in the proportion of teachers who intend to work towards becoming a SLE for languages, although the numbers are small in both years.

Figure 3.6: Activities undertaken this year and planned for 2013-14
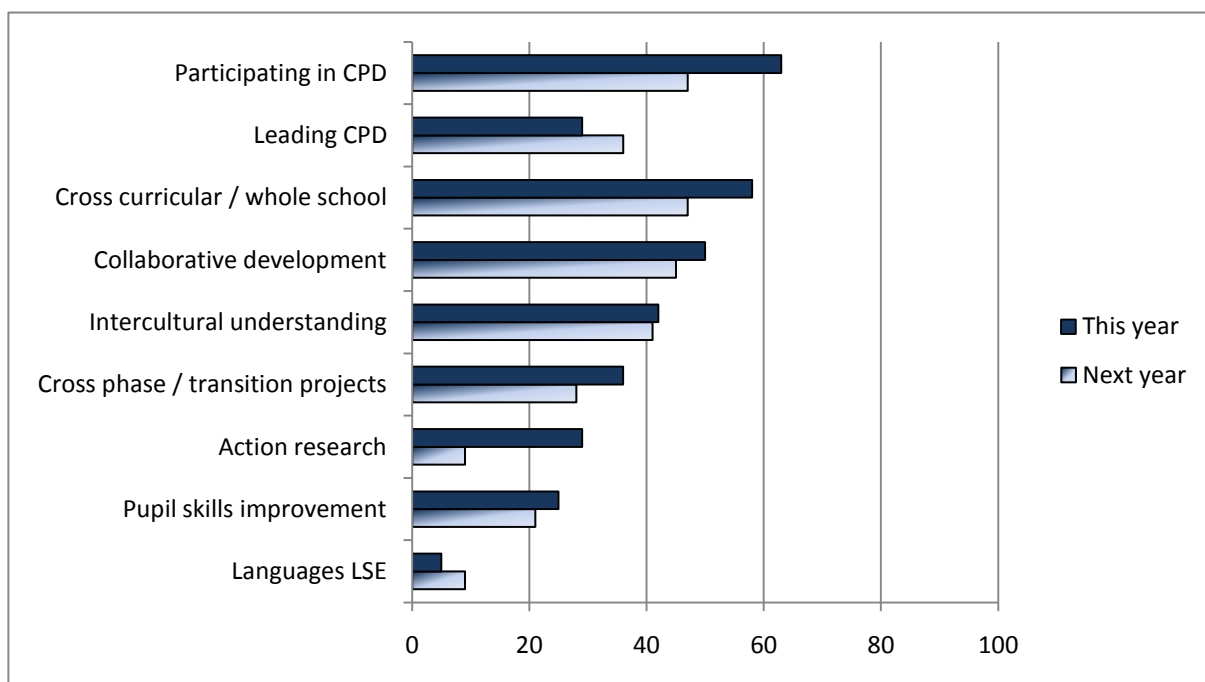
Source: NFER 2013 endpoint survey for programme schools. Based on 76 respondents

There is a very substantial drop, from 29 per cent to nine per cent, in the proportion of participants taking on action research projects. This finding suggests that participants see action research as an element of development projects during their initial phase, rather than a kind of enquiry to be sustained from year to year (perhaps investigating different projects, or looking at issues in greater depth).

3.3 Key findings from secondary schools

Overview

Like the primary teachers, secondary school participants in the Languages Support Programme were asked how effective the programme had been in bringing about improvements in a variety of aspects. Their responses appear in Figure 3.7.

Amongst secondary language teachers, there was a very clear view that the programme was most effective in improving collaborative working: 60 per cent of them rated 'Working collaboratively with staff across schools' as effective or very effective, together with 51 per cent for 'Working collaboratively with other staff in your department'. Not surprisingly, this was also the most frequent response, given by 41 per cent, when participants were asked an open question about the greatest benefit of the programme: '*The collaboration with colleagues across other schools has been invaluable*'. As with the primary sample, respondents in the comparison schools also most frequently (11 per cent) named links with other schools as the form of support that would be most helpful to them in developing their languages provision further.

Figure 3.7: Effectiveness of aspects of the Languages Support Programme in bringing about improvement
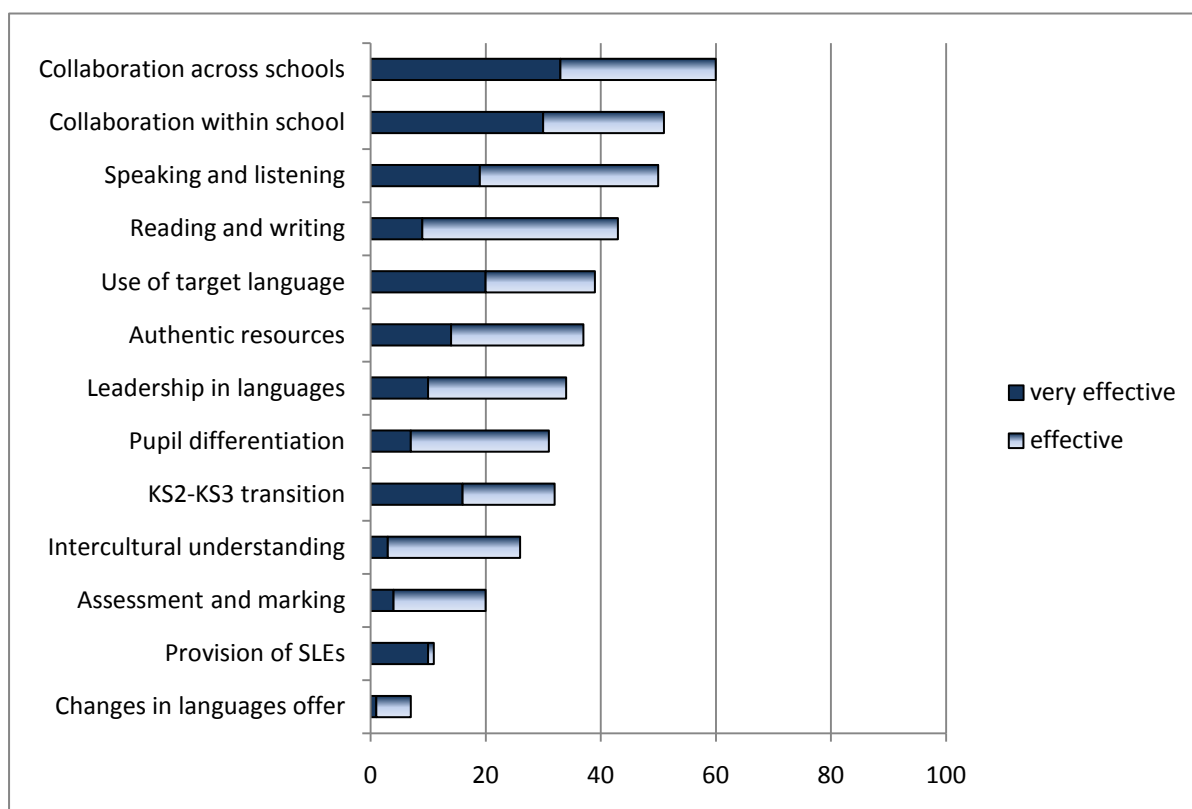
Source: NFER 2013 endpoint survey for programme schools. Based on 71 respondents

Participants also gave high effectiveness ratings for the programme in improving the teaching of speaking and listening, followed by reading and writing. Encouraging wider use of the target language and of authentic resources were also frequently considered effective.

Each TSA adopted a unique development plan, so it is to be expected that effectiveness ratings would vary across contexts. Other questions explored these matters in more detail.

Collaborative working

Secondary school teachers were asked whether there was any formal liaison between the languages department and local primary schools. Their responses appear in Figure 3.8, alongside those in the 2012 Audit and for the comparison group of non-programme schools.

**Figure 3.8: Percentage of secondary languages departments with formal liaison with local primary schools**
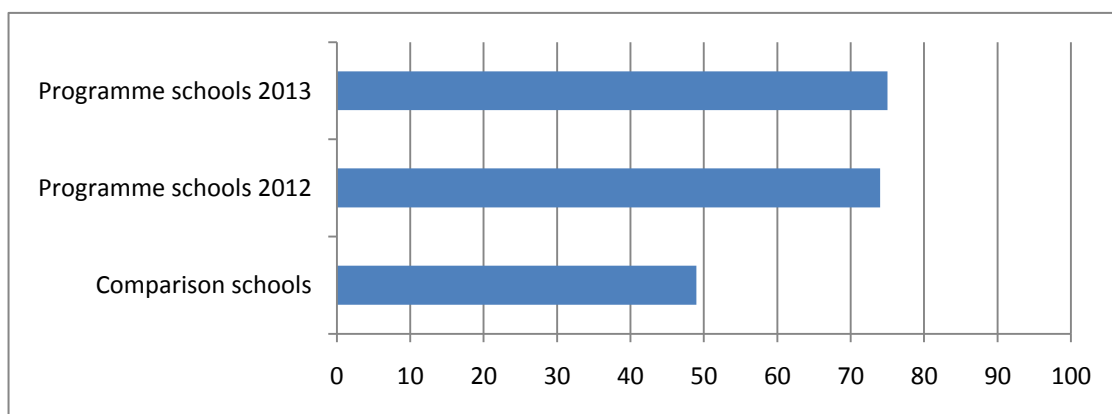
Source: NFER 2013 endpoint survey for programme schools, 71 respondents; NFER 2013 survey for comparison schools, 244 respondents; CfBT 2012 Audit, 151 respondents

The 2012 Audit found that this percentage was quite high, at 74 per cent, and the 2013 questionnaire revealed only a one-point increase, to 75 per cent. The proportion of secondary schools reporting links to primary schools was higher than the proportion of primary schools reporting links to secondary schools, and this pattern was also observed in the 2012 Audit. There is not a one-to-one correspondence between primary and secondary schools and secondary schools often have numerous feeder schools, so this may not indicate an inconsistency in responses. Programme schools were much more likely than comparison schools to have such links, as might be expected as all the programme schools were members of TSAs.

When asked for more detail of these links, it emerged that, like the primary respondents, the most frequent type of liaison was collaboration over one-off projects or events, reported by 44 per cent of participants, with Key Stage 2 – Key Stage 3 transition projects almost as frequent, 43 per cent. There were no clear patterns of increase or decrease in particular types of activity since the 2012 Audit.

It is interesting to compare these findings, of little change, with teachers' views of the overall effectiveness of the programme, shown in Figure 3.7, which identified collaborative working as the most effective aspect of the programme. This would seem to indicate that the improvements were seen in the quality and scope of the interaction within and between schools, rather than the number of activities as such.

The responses of programme participants to a question about which activities they had personally been involved in over the year may throw further light on this issue. The most frequent response, selected by 84 per cent of secondary teachers, was 'Collaborative development (e.g. lesson observations, joint planning)'. This finding tends to support the suggestion that the collaboration was more likely to take the form of ongoing, less formal activities, rather than formal kinds of liaison. Forty per cent reported taking part in transition projects.

Continuing professional development (CPD)

A very high proportion of secondary programme participants, 83 per cent, identified participation in CPD as one of the activities they had personally been involved in over the course of the year. This was followed by projects targeted to improve specific pupil skills, at 70 per cent. A strong element of the programme for secondary language teachers has therefore been the opportunity to refine and enhance their teaching skills and expertise. Effectiveness ratings, shown in Figure 3.7, were high for developing the teaching of speaking and listening and of reading and writing, and for increasing the use of the target language and of authentic resources.

Participation in languages CPD in general was significantly higher in programme schools than comparison schools, as was also found in primary schools. When offered a list of different types of professional development – in school and out of school, led by external or school staff – programme participants were significantly less likely than comparison schools, and less likely than in the 2012 Audit, to report that none of their colleagues participated in each type. This was particularly noteworthy in the case of action research. Only 23 per cent of programme schools reported that no one in the department was participating in this type of development, as against 63 per cent in the 2012 Audit and 70 per cent in the comparison schools. The centrality of action research to the programme is clearly reflected in this finding.

Unlike their primary colleagues, there was no noticeable improvement amongst secondary languages departments in the practice of reporting back from or evaluating CPD activities. A large majority of respondents in both programme and comparison schools indicated that an oral report was made when CPD was completed.

Sustainability

The respondents in secondary languages departments were not asked the same question as those in primary schools about the sustainability of languages provision. However, an indication of the sustainability of programme activities is available by comparing teachers' responses about the activities they had personally been involved in during the current school year, and those they expected to be involved in during 2013-14. The responses to this question appear in Figure 3.9.

Figure 3.9:   Activities undertaken this year and planned for 2013-14

Horizontal bar chart comparing "This year" (dark bars) and "Next year" (light bars) for each activity:

- Collaborative development
- Participating in CPD
- Pupil skills improvement
- Leading CPD
- Cross curricular / whole school
- Action research
- Cross phase / transition projects
- Intercultural understanding
- Languages SLE

X-axis scale: 0, 20, 40, 60, 80, 100
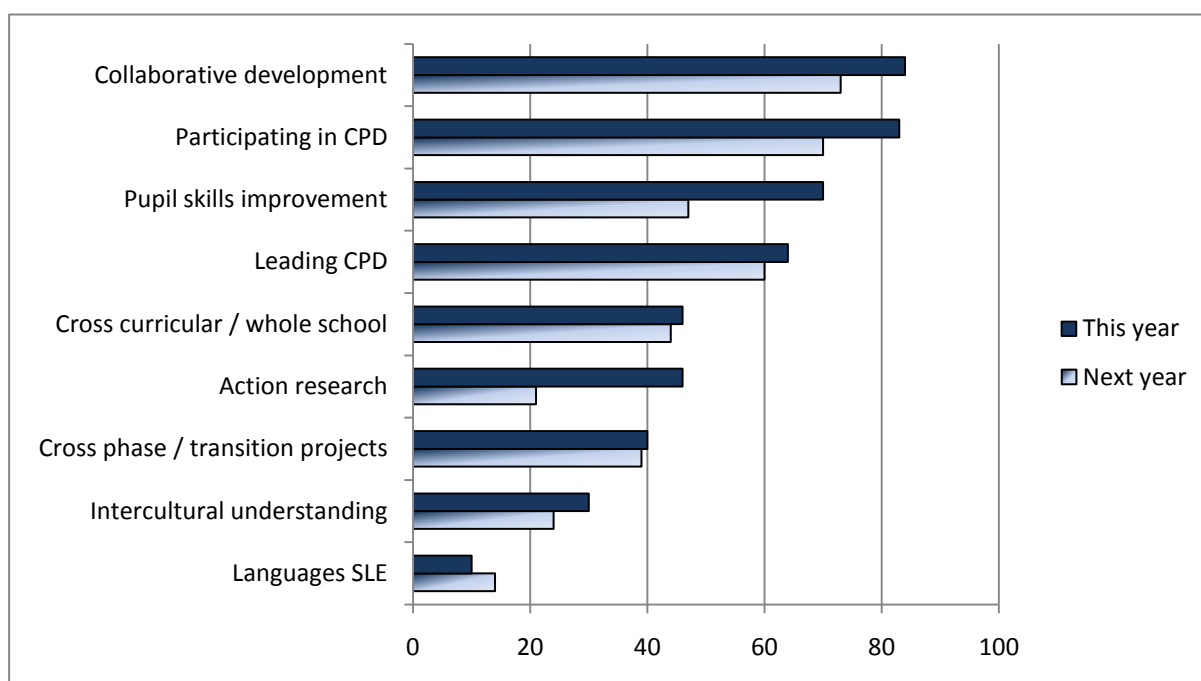
Source: NFER 2013 endpoint survey for programme schools. Based on 71 respondents

As with the primary respondents, the graph shows that the scale of most programme activities is expected to decrease just a little in the coming year. There are sharper drops in the areas of action research and pupil skills improvement projects, suggesting that these two elements are seen as part of the initial phase of the programme. Again, similarly to primary schools, the proportion of teachers planning to seek SLE status was small but increasing.

3.4   Impacts of the programme

Taken overall, the responses to the questionnaires indicate that the Languages Support Programme has had substantial impacts on its participants. Levels of participation in programme activities were high and these projects were seen as effective in bringing about a wide range of improvements in languages provision, directly related to the aims of the programme. In most respects, the responses of programme participants were more positive than those of the comparison schools.

A comparison of Figures 3.1 with 3.7, and 3.6 with 3.9, contrasts the perceptions of primary teachers who participated in the programme with their secondary colleagues. It appears from this that both participation and impact were rather greater for secondary teachers than primary. Despite the programme's clear stated focus on CPD for primary teachers, responses suggest that participation in CPD was actually higher for secondary teachers than primary. There is no obvious explanation for this pattern, but it may identify a need for continuing focused support within the context of primary languages. The improvements in primary teachers' confidence nevertheless show that the programme is having a significant positive effect.

4. Case Studies

The eight case studies were selected to demonstrate a range of approaches to the implementation of the programme. This chapter highlights the varied patterns of participation and the emerging impacts of the Languages Support Programme as experienced by a range of participants.

Case Study 1

Increasing the use of the target language by teachers and pupils

Background

Case Study 1 is a large secondary-led TSA in an urban area of the East Midlands where nearly a third of the population has English as an additional language. The Teaching School (TS), designated a lead school for languages, invited all schools in the city (not just those in its alliance) to take part in the Languages Support Programme, and a total of 14 secondary schools and seven primary schools eventually became involved in one or more of its development projects. The evaluation team spoke to the regional languages mentor, the headteacher of the TS, the programme lead (who is also a Specialist Leader of Education (SLE)) for languages in the TS, and three French teachers, of whom one is an Advanced Skills Teacher (AST) working at another secondary school in the city. In addition, we conducted a focus group with eight Year 7, 8 and 10 pupils (two boys and six girls).

What were the overall aims of the Languages Support Programme in this TSA?

The aims of this TSA's programme, as laid out in its Languages Development Plan (LDP), were to: improve KS2/3 transition; increase the confidence of non-specialists teaching languages in primary school; focus on target language and phonics to improve learners' skills in speaking, listening, reading and writing; produce resources for dissemination amongst other schools, and develop sustainable strategies for the future. In order to achieve these aims, the TSA planned three discrete projects on:

1. increasing the use of the target language (French) by teachers and learners
2. developing an understanding of French phonics and sound-spelling links (including cross-phase work)
3. improving primary teachers' confidence and competency in French and their languages pedagogy.

What examples of good practice does this TSA's programme exhibit?

This TSA's Languages Support Programme exhibits good practice in relation to all its overall aims, but in particular in relation to developing language skills and encouraging CPD across the alliance.

First, all three of the programme's projects have been designed to improve language skills for teachers or learners (or both). In addition to the primary teachers' 'upskilling' project delivered by a secondary AST in four primary schools, the TSA has run two projects: one on the use of the target language by teachers and learners and one on the use of French phonics to develop learners' language learning skills (at Key Stage 2 and Key Stage 3).

The target language project, led by an AST in a partner secondary school, has brought together eight secondary teachers to focus on improving pupils' and teachers' use of French in lessons. The teacher we spoke to in the TS identified a lower-ability set of about 25 less motivated Year 9 pupils as a focus for the project work and liaised closely with another teacher in the project group who had also chosen to focus on Year 9, in order to share ideas and resources. She conducted all her lessons with her focus group in the target language, with the aim of improving spontaneous interaction with her and each other in French. In addition, she conducted form time and citizenship lessons with her Year 8 tutor group in French. She reported that the project had had *'a ripple effect across the faculty'*, beyond those pupils directly involved, as she had been able to share her target language resources with other colleagues on the project wiki, which all participants can access.

The phonics project, led by the programme lead in the TS, has involved a small number of primary and secondary teachers in developing and trying out activities and resources to improve learners' understanding of the links between sounds and the way they are written. The secondary teacher we spoke to, who teaches French for a day a week in a local primary school, has been using 'phonic friends', a system developed under the 'Linked up' scheme in another LA, to improve primary pupils' pronunciation and confidence in oral activities. The resources are available to colleagues on the school's virtual learning environment.

In terms of CPD, the programme has provided a vehicle for sharing good practice within the modern foreign languages (MFL) faculty and with other schools in the TSA. In its capacity as a TS, the MFL department has organised all its own CPD. The programme lead, for example, has delivered training on sound-spelling links and the use of games and activities to teach phonics; the French teacher in the faculty, who is involved in the target language project, has provided CPD to her colleagues, and is developing an online resource bank which all can access. She, and others we spoke to, explained that CPD had been a *'sharing exercise'* between colleagues, rather than something delivered to them:

> *It wasn't really just delivered and there was a lot of participation... A lot of ideas were drawn from us anyway and it was just sharing what was already in the room rather than someone telling us what to do.*

In addition to CPD within the faculty, the programme has facilitated CPD across the TSA. The AST involved in the primary teachers' 'upskilling' project, for example, has provided languages training and *'practical, do-able activities'* that non-specialist primary teachers can use. In addition, the programme lead, as SLE for languages, has been involved in mentoring an AST in a partner school and in supporting other heads of MFL departments in the alliance. She felt that they had done *'an amazing job at sharing good practice in a very short space of time'* and that the SLE events organised by CfBT had been particularly useful. This

is a view shared by the headteacher and the languages mentor, who said that language leaders had gained from the opportunity to attend these events, to become part of a network and to learn about the national MFL picture. In addition, those involved in the programme commented on the invaluable training provided by their local languages mentor, who has the skills, experience, and, crucially, dedicated time to bring to the role.

What are the main impacts of the Languages Support Programme?

The development work has had immense impact, particularly on teachers and pupils, but also on working in partnership with other schools within the TSA. First, as the programme lead remarked, the programme has renewed her colleagues' enthusiasm: it has 'reinvigorated' and 'inspired' them. For example, those involved in the target language project are much more confident as a result of their work because they have proved to themselves that they can use French more in lessons, and this has been very rewarding for them. In addition, teachers have benefited from having dedicated time for development work and the opportunity to observe each other's classes.

Second, there is evidence of increased confidence and engagement among learners. The pupils we spoke to reported, in particular, that they were developing useful languages skills for the future and that they were more confident in speaking French in lessons:

> *I've participated more in lessons and the games help me to learn more and to understand the way you speak it.*

In addition, they have developed a better understanding of the way languages work:

> *If you know one language, it's possible it's the same as another type of language.*

The phonics project, for example, has made pupils more confident readers and improved their writing skills, because they are more aware of sound-spelling links. The target language project is reported to have improved student engagement and attitudes to languages, as well as their spontaneous use of French in lessons, as is illustrated in this comment from the languages mentor:

> *There were two girls sitting at one of the front rows and one girl said to her friend, how do you say that bit?' and was told. She put her hand up and offered the answer and got that bit wrong. She then said to her friend 'tu n'es pas mon amie maintenant'. I was so impressed – that was a Year 8!*

In addition, the programme has had a positive impact in terms of: primary schools' engagement with secondary schools; the sharing of ideas and resources within schools and across the alliance, and the five criteria for the programme outlined in the LDP, in particular sustainability, replicability, and working in partnership.

What next?

The TS is currently discussing how best to ensure that the work is sustained without DfE funding beyond March 2013. It is going to set up a cross-phase languages network which schools will pay to join, and work with CfBT and SLEs/ASTs in the alliance to design and

deliver a package of training and support (for example, for primary teachers' 'upskilling') that can be offered locally. It is planning a conference for primary schools in September 2013, aims to host a conference for SLEs, and is setting up an authority-wide website to share resources across the network.

The programme lead is sure that this will be '*very successful in making sure that these things are replicated*' and the headteacher is confident that they will continue to be able to use local languages experts, maintaining: '*we are not going to lose them*'. They acknowledge that lack of time, money and resources will be an issue, but they are fortunate in having SLEs and ASTs in the alliance with dedicated time, a strong MFL faculty, and firm backing from the headteacher, who states emphatically: '*Even though I am very disappointed in the lack of continued funding, I do think that we're going to make sure that something really solid comes out of it*'.

Case Study 2

Improving language provision in primary schools and enhancing cross-phase collaboration

Background

The TSA participating in the Languages Support Programme is situated in the east of England in an affluent, urban area within the London commuter belt.

Five primary schools and two secondary schools from within the alliance have taken part in the programme which is led by a primary school with a specialism in research, equality and diversity.

The evaluation team interviewed the mentor for the project, the project lead, a senior modern foreign languages (MFL) lead from the Teaching School, a Year 5 primary class teacher and conducted a focus group of pupils ranging from Year 7 to Year 11.

What were the overall aims of the Languages Support programme in this TSA?

1. To improve the competence and confidence of primary classroom teachers in delivering the target language
2. To improve primary teachers' planning for progression and transition from Key Stage 2 to Key Stage 3 focusing on pupils' early writing skills.
3. To establish cross-phase collaboration through a project involving primary and secondary pupils to embed intercultural understanding.

What examples of good practice does this TSA's programme exhibit?

A Year 5 primary class teacher's enthusiasm for French language CPD delivered by senior leader specialist teachers from the languages department of an alliance partner secondary

school is testament to the good practice provided through the Languages Support Programme: '*It was absolutely outstanding! I would like more and for it to be ongoing*'. Two teachers from each of the participating primary schools attended workshops and training sessions to increase their linguistic skills and their knowledge about language. They practised French pronunciation, everyday classroom phrases and were taught the basic rules of grammar and sentence construction. They were shown how language activities could be delivered to help their pupils to learn and achieve, including the use of 'writing walls' in the classroom to help generate sentences. '*The kind of things that mean when our pupils start secondary school, they are off to a flying start*', remarked one of the teachers. Primary and secondary school teachers worked together on joint planning for cross-phase transition.

The focus was on how primary school teachers could meet their pupils' needs in terms of establishing expectations of achievement and outcome by the end of Key Stage 2. Looking at levels of progression in writing they put together a portfolio of writing levels for future reference. Secondary school language teachers visited the primary schools to observe teaching and gain experience of Key Stage 2 pedagogy, and secondary school pupils gained experience, and had fun, in preparing workshops to conduct with pupils in the primary schools.

The recently upskilled primary school languages project co-ordinator has organised a whole school cross-phase project to examine French within the whole world context and to raise awareness of how far reaching the French language is. Each class in the primary school researched a different French speaking country. A reading project linked in with literacy. Pupils were given a passport to 'travel' the French speaking world through reading at school or at home; their passports stamped by a parent or teacher on completion of each reading trip. There were colourful displays of pupils' work outside each classroom and along corridors so all could benefit from the learning. The cross-curricular topics displayed depicted different aspects of French culture, from French art to life in Cameroon. The classes also assembled to share their findings.

This culminated in a 'French Speaking World Day' to which Year 8 pupils from the Teaching School were invited to join in with various activities which would in turn improve their intercultural understanding. The Year 8 pupils presented the workshops they had prepared for the day including a French Café and a French cinema experience. Everyone enjoyed a French lunch whilst listening to a live French band.

Secondary school pupils from the focus group discussion had said they would like to develop 'real' French survival skills in their learning.

What are the main impacts of the Languages Support Programme?

There is now clarity and understanding of languages provision across the TSA.

Cross-phase work has been developed that will benefit the continuity of pupils' learning between primary and secondary school. Primary school class teachers have a better understanding of secondary school expectations of pupils at the point of transition. Skills and

improvements of teachers have been put in place to meet these expectations. Primary teachers can see from the writing portfolio what levels 1 to 4 look like and are now saying they can manage to teach writing and feel more confident about assessing it. They certainly feel more confident speaking the target language in the classroom and now use French as a part of their daily routine, exposing pupils to the language every day rather than once a week, enabling pupils to see French as a language of communication rather than a subject to be studied in an artificial setting.

Five primary schools have linked with two secondary schools and teachers have formed good relationships. They have looked at what each has to offer, established exactly where language teaching is in each of the schools, and have shared best practice to carry it forward, each of the five primary schools using the same language scheme as a base. The schools have worked in partnership through project leaders; for example, the primary school working with the Teaching School on the development of a cross-phase intercultural understanding project to the benefit of both Key Stage 2 and Key Stage 3 pupils.

Collaborative work has increased teachers' awareness and skills, as this Year 5 teacher's remark indicated: '*I know that I have links in two secondary schools and can say '' I'd like some support''. I've got an email address and I can say '' I'm doing this and I'd like some advice'''.*

The TSA has lead teachers who are now in a better position to support languages education. One Year 5 teacher has competently taken on the role of project lead co-ordinator for this programme. The particular projects the TSA has worked on have impacted not only on teacher skills but also on positive outcomes for pupils.

Cross-phase projects, such as 'The French Speaking World', have developed Key Stage 3 and Key Stage 2 pupils' inter-cultural understanding and have allowed pupils to work creatively and independently.

Many project leaders have developed their leadership of languages skills as they now have experience of supporting and working with colleagues across school and across phase. The programme has helped their development of coaching and mentoring skills so that they will be competent to pass on expertise.

What next?

Opportunities for support, networks and mechanisms for the next year have been put in place. Good relationships have been formed among participating schools and there are strong people leading the programme to take it forward. Each headteacher has a clear plan of what is to be done.
There is now a pool of expertise and it is likely that potential SLEs will be identified and recruited. It is envisaged that secondary specialist teachers and upskilled primary teachers from phase 1 may now continue to work peer-to-peer, training others within the TSA; their enthusiasm, developed confidence and competence acting as a driving force.

There is an expectation that the programme can be driven through the TSA executive committee but it is felt that there is a need for someone to be the overall driving force. The TSA has joined the Association of Language Development and does know where to go if they need to buy in support.

The programme lead will share the outputs of the Languages Support Programme at the headteachers' consortium meeting and they will be published on the TSA website. The plan is to give everyone access to the materials, including the writing portfolios with exemplars of writing levels, the cross-curricular approach to developing intercultural understanding 'The French Speaking World' and a CD of language development skills from the training sessions. They will open up and roll out the programme to other schools within the alliance that have not participated this year (15 primary schools and three secondary schools) and hope to bring in other languages such as Spanish.

Case Study 3

Using a Talking Toolbox to boost language skills and key stage transition

Background

Case Study 3 is a TSA in a socio-economically deprived urban area in the north east of England, where the population is largely of white British origin. The alliance, which comprises 11 schools, is led by two primary Teaching Schools, but, unusually, the Languages Support Programme is led by another primary school in the alliance and the programme lead is MFL curriculum leader and assistant head in a local secondary school. The TSA initially planned to conduct its Languages Support Programme in four secondary schools and seven primary schools, but the number of participants increased to approximately 16 as more primary schools became involved. The evaluation team spoke to the regional languages mentor, the programme lead, and a Year 3/4 class teacher. She is the languages coordinator in her school and delivers French across Key Stage 2. In addition, we conducted a focus group with seven Year 3 pupils (four boys and three girls).

What were the overall aims of the Languages Support Programme in this TSA?

The main aims of this TSA's programme, as described in its Languages Development Plan (LDP), were to: help primary schools promote reading and writing, and use these skills to improve listening and speaking; increase the use of the target language by teachers and pupils in secondary schools, focusing particularly on Key Stage 3 to Key Stage 4 transition; support primary schools in implementing a coherent, progressive and sustainable programme of study at Key Stage 2, and promote secondary languages teachers' understanding of primary pedagogy, to develop mechanisms for measuring improvement and collaborative working. In order to achieve these aims, the TSA planned three projects on:

1. developing reading and writing in primary schools with a mixed skills approach
2. promoting speaking and more effective use of the target language (French), and facilitating transition from Key Stage 3 to Key Stage 4 by means of a 'Talking Toolbox'

3. empowering non-specialists to teach languages in the classroom and encouraging cross-phase understanding (of both primary and secondary teachers).

What examples of good practice does this TSA's programme exhibit?

The projects planned as part of this TSA's Languages Support Programme have addressed all its stated aims, and exhibit good practice, especially in relation to developing language skills and strengthening CPD across the alliance. Two of the projects have incorporated a cross-phase element (Key Stage 2/3 and Key Stage 3/4), and the development of intercultural understanding and cross-curricular work has been inherent in all the TSA's projects.

First, all three of the TSA's projects have focused on developing language skills for pupils and teachers, in terms of improving primary and secondary pupils' competence in French and supporting primary teachers in languages pedagogy and improvement.
The primary project on reading and writing skills, led by the lead primary school, has involved a small number of primary class teachers in using authentic French texts to encourage pupils' reading and writing skills. The primary class teacher we spoke to, originally the literacy coordinator in her school, explained how she had been keen to encourage children to read whole stories because *'a story is a good vehicle for vocabulary'.* She found that, by becoming immersed in a narrative, children assimilate languages and can be encouraged to write their own stories in the style of those they have read.

The secondary Talking Toolbox project has involved four secondary schools and is led by the programme lead. She explained that, historically, modern foreign languages (MFL) had not been a popular subject in the town and in 2005/6 it had had the lowest entries for MFL GCSE in the country. The Talking Toolbox project was designed to encourage Year 9 pupils' confidence in and ability to speak French spontaneously, and to facilitate transition from Key Stage 3 to Key Stage 4. The aim was to give pupils the tools to voice their own opinions and to make the lessons more stimulating and culturally relevant to them. The secondary teachers involved in the project worked together to devise a 'toolbox' of paper-based resources for a series of 'speaking' lessons on motivating topics (e.g. Christmas and Valentine's Day), and a separate lesson on rules for better pronunciation. This was supported by a poster resource in the classroom, designed by a local artist, and featuring a cartoon of a builder, 'Fabrice'. He demonstrates different components of language through the metaphor of builders' tools, e.g. key verbs (bricks), connectives (cement) and adjectives (the 'gloss') and he produces 'cutting remarks' with a saw (such as 'you're an idiot' and 'I'm joking') to make spoken interaction more spontaneous and fun.

The other primary project in this alliance's Languages Support Programme**,** Empowering Non-Specialists to teach Languages in the Classroom, has focused on enhancing the language skills of primary class teachers and developing secondary teachers' knowledge of primary languages pedagogy. In view of the short timescale for the programme, the languages mentor designed materials to develop primary teachers' languages pedagogy, which also incorporated an element of languages improvement work. Secondary teachers attended the training sessions and were shown primary methodologies which they could apply to early Key Stage 3.

Second, and in addition to developing language skills, the programme has incorporated a considerable amount of CPD, in particular for the primary projects.

In the Empowering Non-Specialists project, the languages mentor provided each participating primary class teacher with two days of training to improve their confidence and competence in delivering French. These sessions were also attended by secondary teachers in the TSA. In the Reading and Writing project the mentor delivered five two-hour twilight sessions to show primary colleagues different books and ideas on how to take the language and syntax from the texts and model it in such a way that the children would be able to write their own language. In addition, he provided videos, games and a CD of resources.

The teacher we spoke to shared her Year 3 work on a French story, 'Je *m'habille and je te croque'*, with other primary colleagues and produced a short report on her action research.

Though the programme did not provide CPD as such for the Talking Toolbox project, it did provide secondary teachers with an opportunity for collaboration, as the programme lead explained: '*Having even half a day off timetable to sit and bash something out has been really useful for planning and designing resources together ... Working together has been very powerful*'. In addition, she commented that she had benefited immensely from the invaluable support of the mentor, who was '*charismatic, passionate, innovative, and creative*' and had long experience in delivering languages CPD.

What are the main impacts of the Languages Support Programme?

The programme has had a huge impact on languages development work in the town, and on participating teachers, pupils and schools. As the programme lead explained, the secondary teachers involved in the Talking Toolbox were '*really happy with the way the pupils engaged in the lessons*' and the pupils had '*more confidence to speak and to have a go*' because they were '*getting there*' with the pronunciation. They liked the 'Fabrice' poster, which was a teaching aid in all their French lessons.

The teachers involved in the primary project have also benefited from the training sessions in terms of competence and confidence. The mentor explained that he encouraged those who might be anxious about teaching French to realise that they do not need to make big changes. Nobody on his course '*came back with a miserable face*' and '*one lady said she couldn't believe that she, who couldn't speak very much French, had actually helped children to do the work*'.

The primary teacher we spoke to explained that the training had given her a myriad of new ideas which she would be able to try out over the next year and that her pupils were very enthusiastic about French. The Year 3 children we spoke to were resoundingly positive about their lessons, chiming: '*We all like French*'. They enjoyed a range of activities (such as learning new words, playing games, singing songs and watching French videos) and felt that they were more confident in speaking French.

In addition, the programme has had a positive impact in terms of cross-phase understanding and collaboration. The mentor explained that some of the secondary teachers who attended

his primary languages sessions were astounded by the level of language and resources he suggested for Years 5 and 6, which was harder than the work they would do in Key Stage 3.

Similarly, the programme lead said that her colleagues *'were blown away by what they saw'*, and there was *'appetite on both sides for it to work'.* The programme has also supported existing, well-established partnership working across the TSA at primary and secondary level because '*it gave us a focus for it this year'*, and has had an impact in terms of sustainability, (two of the five criteria for the programme outlined in the LDP). The programme lead believes that the Talking Toolbox, for example, '*will just become more embedded*'.

What next?

Despite concerns about the brevity of the Language Support Programme and lack of ongoing funding from the DfE, the TSA is confident that the work has been worthwhile and that some elements will be sustainable beyond the life of the programme. However, they thought it would not be possible to provide primaries with the same level of support they have had this year without expert input from the mentor or a new SLE, preferably a primary French specialist. The mentor thinks the work will continue: '*if there is somebody there with enthusiasm and the will to lead, and that person is respected and engaged by the TSA, then she or he can draw together interested parties who can be agents of change'.* The programme lead, who is very proud of what they have achieved over a short timescale, however, declares: '*I lament its passing ...I am genuinely saddened that we haven't had a second year to try and take it onto the next level'.*

Case Study 4

Raising aspirations to increase take-up of languages and achievement

Background

The TSA participating in the Languages Support Programme is situated in the north east of England in an urban area where there is little cultural diversity.

Six secondary schools have taken part in the programme; the TS, two alliance partner schools and three schools outside of the alliance. The schools had very different needs. The TS's uptake of languages at KS4 was good, whereas for some other schools it was poor or non-existent. The programme is led by the Teaching School.

The evaluation team interviewed the mentor for the project, the Teaching School manager, the Teaching School subject lead, a Key Stage 3 MFL teacher from a participating school and conducted a focus group with seven Year 8 pupils.

What were the overall aims of the Languages Support Programme in this TSA?

The focus and aims of the programme were:

- to help schools that had little or no take-up of languages at Key Stage 4 raise aspiration and achievement.
- to increase engagement at Key Stage 3
- to address issues arising from the 2011 Ofsted report.

Staff identified a need for a change of direction in Key Stage 3 language teaching, one that would have a quick and positive impact and address all the issues arising from the Ofsted report.

What examples of good practice does this TSA's programme exhibit?

Based on primary methodology, the mentor created seven new topic units using cross-curricular contexts for teachers to deliver and trial with pupils in Years 7 and 8. The units focused on raising the standards of extended speaking and writing and incorporated intercultural understanding. Units to engage pupil interest included: Shape, The Solar System, Football, Healthy Lifestyle and the Theme Park unit which is based around Parc Asterix in Paris. Pupils and teachers had access to school iPads to supplement authentic learning.

Pupils' work from the football unit showed extended writing at Key Stage 3. Pupils were able to describe football kit in detail, using present tense conjugation of verbs and an understanding of adjective-noun agreement (singular, plural and according to gender). They had written portraits of footballers in first and third person.

As a direct result of joint planning, teachers used online resources to further engage students The programme MYLO allowed students to participate in inter-school competitions. They could look at their own work and that of other classes. They could also look at French teams, locations and the lives of French footballers from other French speaking countries. An artist created a comic strip linking this topic to the development of intercultural understanding. It looked specifically at the lives of young footballers from Africa coming to France with the promise of fame and fortune and followed their experiences in a foreign country when all did not go according to their expectations.

Pupils also worked on the Solar System Unit and then took part in their own mini controlled assessment. They presented the solar system, naming the planets, saying where they are and what colour and size they are. They were all set the same extended speaking exercise, and then differentiation was determined by outcome. For example, the lower set said things such as '*the planet is red and cold'*; whereas the upper set used comparison, for example, '*The sun is bigger than the moon. Mercury is the closest planet to the sun'* .

When pupils in the focus group were asked in what way they thought they had improved in French this year one said:

> *We've been doing more work and I actually understand it. I've improved how to speak in French. We had a topic when we had to speak in front of the class and I got quite a high mark for that.*

Year 8 pupils said they had greatly benefitted from time spent weekly with the French Foreign Language Assistant as his input brought authenticity into the classroom. Their teacher had also, through the Learning Trust, arranged for European pupils to come into school and conduct full-day workshops with all Year 8 pupils. This was seen as highly motivating by the pupils. The teacher was finalising arrangements for links between his pupils and those of a school in Boulogne-sur-Mer.

As part of the programme, two teachers from the Teaching School received CPD at The National Centre for Children's Books. This showed new ways of incorporating reading for pleasure into foreign language learning. Key Stage 3 pupils from the participating schools also attended the centre's workshops designed to engage and stimulate their language learning. A book package was put together, using some of the books seen at the centre, to compliment the seven new units.

What are the main impacts of the Languages Support Programme?

The teachers interviewed said that they now teach differently and with increased enjoyment. The contextual learning projects developed by the mentor have also increased pupil engagement; in one school the uptake for GCSE this year is far higher than expected. Key Stage 3 writing at length has improved in comparison to the previous year as has speaking in class. Teachers who have delivered the units said that pupils now see purpose and meaning in their language learning.

Pupils in the focus group said they now have a better understanding and realise the benefit of developing language skills that will be useful outside the classroom.

The Teaching School is planning to build contextual learning into its Key Stage 3 languages teaching to improve pupils' attitudes to language learning. This is a direct result of findings from the attitudinal questionnaires completed by pupils at the beginning of the programme. They discovered many Year 7 pupils were reluctant languages learners.

At least one teacher from each of the six schools committed to attend six milestone conferences hosted by the TS over the year. The materials were presented, differentiated, discussed and feedback on progress given. This has created a pool of expertise, networks, shared ideas and experiences.

The Languages Support Programme has increased collaborative work amongst colleagues, leading to joint planning. It has provided relevant CPD furthering teachers' knowledge about language and methodology and embedding pedagogical skills for delivering the new resources.

The programme has also increased communication. Heads of languages from the schools have met, for the first time in many cases, and information has been exchanged.

Impact on other schools within the alliance has been varied. Some partner schools have not accepted the programme or been able to access it fully. However, the success of the programme has made an opening for change. It has also widened the alliance; as an

outcome of the last conference two further schools from outside the alliance now wish to trial the new resources.

What next?

The TSA has the personnel in place to take the project forward by leading peer- to-peer professional and leadership development and by providing quality CPD. It is, however, felt that there is a need for some kind of support. Staff changes could impede sustainability. There are no Specialist Leaders of Education (SLEs) for languages at the present time. The engagement of good SLEs would facilitate sustainability and it is possible that candidates for these positions may be recognised from within the pool of expertise that has now been established.

Most of the language resources developed through the programme are in French and the TSA would like to extend this to Spanish. The contextual learning resources are in place and can be adapted to need. The languages department of one school is already working with the geography department to develop a new unit on 'Water'. It is also hoped that Newcastle University's innovative language learning experience, The French Digital Kitchen, will become a part of the Healthy Lifestyle Unit.

The TSA is going to develop a website giving other schools access to the materials. Teachers have established links with partner schools in the programme and will continue to share experiences and develop good practice. Working in partnership has been excellent and participating schools want to continue this through mini conferences and CPD.

Schools outside the alliance are already showing a keen interest in the success the Languages Support Programme has achieved through this alliance.

Case Study 5

Increasing primary teachers' language skills and assisting transition to secondary within a special school context

Background

Case study 5 is a primary-led TSA in a mainly urban area in the north west. The Teaching School is in a predominantly affluent area, but some partner schools are in inner-city areas, with higher levels of deprivation and English as a Second Language (ESOL) pupils. There are eight schools involved in the Languages Support Programme, including two special schools (one secondary, one primary). All the others are primary schools.

Interviews were carried out with the Programme Lead (an assistant headteacher in the Teaching School and modern foreign languages (MFL) subject leader); two teachers from the teaching school, a teacher from a partner school and the regional mentor. Two groups of pupils were interviewed: one group of three Year 3 pupils and a group of three Year 1 pupils.

What were the overall aims of the Languages Support programme in this TSA?

The aims of the programme were:

- to improve the language skills, knowledge and confidence of class teachers, who are responsible for MFL delivery in the primary schools
- to support MFL subject leaders in primary schools by developing suitable resources
- to assist progression from primary to secondary level, particularly within a special school context

To achieve these aims, the TSA planned three projects:

- a series of CPD sessions, led by language specialists, to improve knowledge of Spanish or French, increase the confidence of class teachers and provide lesson aids and resources
- collaborative development of a subject leader toolkit for new/existing MFL subject leaders. In preparation for statutory orders at Key Stage 2 and to give the subject the necessary status, this toolkit also has generic subject leadership applications.
- A Primary/Secondary Special Schools Project to develop primary subject leadership, language learning strategies and resources for non-verbal learners, to aid the embedding of languages via class teacher involvement and to facilitate Key Stage 2 to 3 transition.

What examples of good practice does this TSA's programme exhibit?

All three projects have involved good practice, and innovative elements. The CPD sessions involved two teachers from each participating school and were led by language specialists. Participants had ten hours contact time with Spanish speakers, and a range of ideas and resources to take back to their schools. The sessions were in school time, which was considered to be more effective than twilight sessions at the end of a busy day.
They gave time for exposure to the language, with opportunities for practising pronunciation, as well as practical resources and vocabulary lists. Teachers were able to go back to their classrooms and try out resources and strategies and pass on their learning to their colleagues.

The MFL Subject Leaders' Toolkit was an ambitious project, which involved collaborative development and potentially a wide market when it goes on-line later this year. It is designed to provide assistance when MFL becomes statutory in the primary sector, and will be '*a support package for new and existing subject leaders, a practical tool and easy to distribute'*. The design of the toolkit involved useful CPD for those participating, and in addition to its specific MFL element, it will have generic subject leader applications.

The Special Schools' Project has only involved staff from the two Special schools in the TSA, but it has enhanced their relationship and enabled them to consider their specific challenges, both with regard to language learning and more general transition issues. It has involved action research, which TSAs are required to promote, and should be useful for other special schools, as well as having more general application to primary-secondary transition across all types of schools.

What are the main impacts of the Languages Support Programme?

All the teachers and senior leaders interviewed thought that there had been a strongly positive impact from the programme on the schools, the staff and the pupils. The headteacher's view was that involvement had '*generated interest in languages throughout the school at a class teacher and leadership level and has certainly raised the profile of the subject in school'.*

The CPD sessions had been particularly effective and this was important, as all initial school audits had identified language competence and confidence as a significant CPD need. Teacher feedback on these sessions was very positive, as these teachers explained:

> *We benefited so much from having time dedicated to Spanish and there are lots of ideas we can adapt for our classes.*

> *The course has impacted on my classroom practice massively and the resources have supported my teaching.*

The CPD was reported to have increased the confidence of participants; for example, one teacher explained how '*I was worried about teaching Spanish at first, because I had no knowledge of the language, but I feel much more confident now, and don't have to rely on the FLA* [Foreign Languages Assistant] *so much'*. One of the teachers had decided to go to Spain for an immersion course as a result of her participation in the training and the other was considering doing so. They also reported that enthusiasm for languages had spread amongst the staff and that there was now '*a general air of enthusiasm for languages in the school'.* At the end of the CPD sessions, all the participants had reported accelerated language improvement, and a desire to continue their own language learning.

Teachers also felt that their pupils had benefited from this increased confidence and knowledge and they referred to the levels of engagement and enjoyment of language learning among their pupils. This was clearly reflected by the pupils who were interviewed. A comment made by one of them represented their general attitude: '*I really like our Spanish lessons, and I want to learn other languages when I'm older'* (Year 1 boy).Teachers also referred to the intercultural awareness that learning a language engendered, and how young children responded particularly well to singing. The pupils interviewed all referred to their enjoyment of singing in Spanish and were keen to explain how much they knew about the celebrations for Christmas and Epiphany. As the mentor for this TSA pointed out, '*the ripple effect of this development course is huge for both teachers and pupils'.*

The Subject Leader Toolkit project would not see its end product go on-line until later this term, but it would then become available nationwide, and should have very widespread impact. The collaborative development of the toolkit, as a subject leader resource, also had a positive impact on the teachers who participated in it. A teacher from a TSA school described the process as '*very beneficial because it makes you evaluate everything you do'.* The programme lead hoped that the toolkit would be a valuable resource, as MFL leadership in primary schools would be crucial to the success of languages when they became compulsory at that level. As the mentor also pointed out, '*MFL is the first new subject in primary for a long time, and there's a lot of nervousness about it'.*

The Special Schools Project only involved the two special schools in the TSA, and is ongoing, so judging its impact is difficult, but it enabled lead teachers to carry out action research with the aim of developing a more inclusive approach to language provision at Key Stage 2, which can then be built on effectively at Key Stage 3. This should provide continuity and familiarity, and so aid the development of reading and writing skills and maintain pupil confidence across the transition period. Although this project has particular relevance to special schools, there are likely to be generic lessons in language development that can have wider application to the challenges of transition.

What next?

The view of the teachers in the lead and partner school, was that the enthusiasm for languages that now existed amongst staff and pupils was such that the benefits of the programme would be sustainable. Colleagues were reported to be asking for further CPD in languages and a great deal would depend on how much this would be available in the future. The TSA was developing a Language Teaching Programme that would be available for all (at a cost to schools) and this would include CPD. The issue was raised about over-dependence on the programme lead to sustain progress as he would have less time for this work in the future. Similarly, the loss of a dedicated subject leader in a school, could be a challenge to sustaining progress.

Dissemination of the projects was going ahead – particularly by staff in the schools who had received CPD, the Subject Leader Toolkit would be available nationally and the research by Special School leaders had been published by CfBT. Although there was no summative assessment of MFL at primary level yet, most schools took the Assessment for Learning approach and pupil progress was identified in portfolios and taped lessons.

Partnership working had been enhanced by all three projects and its benefits were widely recognised. Shared CPD was likely to continue and the TSA schools meet regularly. The common view across all those who participated in this case study was that the Language Support Programme had been hugely beneficial for the schools, their staff and their pupils and all hoped that opportunities for further development of languages would continue to be available.

Case Study 6

Building workforce capacity in primary schools and improving key stage transition

Background

Case study 6 is a large special school-led TSA in a very rural area of south west England. There are over 70 schools in the TSA across two local authority areas. The TSA covers a large geographical area which is not served by fast communication routes. As a result of this and other pressures only a minority of schools participated in the Languages Support Programme, though there was good involvement by special schools. Although the Teaching School led on the special schools project, other schools in the TSA led on the other projects.

The evaluation team spoke to the regional languages mentor, the deputy headteacher of the Teaching School, two project leaders and a teacher.

What were the overall aims of the Languages Support Plan in this TSA?

The aims of TSA's programme as laid out in the Languages Development Plan (LDP) were to build capacity and sustainability in the workforce of primary schools, to improve progression in the four language skills (listening, speaking, reading and writing) across Key Stage 2, to improve transition between a primary school and its partner secondary school and to identify and examine successful communication and interaction strategies in modern foreign languages (MFL) in special needs education. In order to achieve these aims, the TSA planned four discrete projects:

- French improvement lessons for primary teachers and teaching assistants
- Improving progression across Key Stage 2
- Improving transition between Key Stage 2 and Key Stage 3 – action research
- Learning together – how special education strategies can improve practice in languages.

What examples of good practice does this TSA's programme exhibit?

This TSA's Language Support Programme exhibits good practice in all its overall aims. In particular, it has generated collaborative working cross-phase and across local authorities. The TSA has also taken a selective approach to creative projects which have resonance for the wider MFL education sector.

The French improvement lessons set out to build capacity and sustainability in the primary sector and to help teachers become more confident in all four language skills (listening, speaking, reading and writing). The inclusion of phonics aimed to help teachers become more confident in their speaking and able to use it in activities with the children. The improving progression at Key Stage 2 project set out to create cross-curricular schemes of work, lesson plans and activities using story telling. The improving transition between Key Stage 2 and Key Stage 3 involved a primary teacher and a secondary teacher working together, observing and finding out more about each other's practice to aid transition. The findings form part of an action research project.

The Special Schools' Project set out to enable teachers from six special schools to observe each others' practice and to identify a range of communication and interaction strategies used by special schools to teach languages to pupils with a variety of disabilities. In addition, teachers devised a more age-appropriate scheme of work with accompanying activities and lesson plans. The Special School Project was led by two special needs teachers with a MFL specialism.

What are the main impacts of the Languages Support Programme?

The Languages Support Programme has not only allowed the status of language in special schools to be raised but also to reaffirm its inclusion in the curriculum. As one teacher said '*it has brought languages out of the shadows'.* Teachers working in special schools have

enjoyed the rare opportunity to collaborate on a project and to create a sustainable support network. Primary and secondary teachers have had the opportunity to work collaboratively on innovative projects with colleagues from other local authorities. The Languages Support Programme has provided a great opportunity for those primary school teachers who wanted to increase their skills and competence in teaching MFL. Those involved in the French improvement lessons have said that learning phonic rules and focusing on pronunciation has enabled them to approach the language with increased confidence. One teacher said that the project has had '*a definite impact and made teachers more willing to become involved in language teaching'.*

The resource pack for project two is in its final stages of development and some lesson plans and activities are already in the early stages of being trialled. The great value of the project is that it relates to other subjects in the curriculum and uses teaching strategies familiar to primary teachers. The project leader said that '*this is the key to engage staff in language learning by using subjects and teaching strategies they are familiar with'*.

Co-operation between primary and secondary school teachers has helped to create a greater understanding of transition between Key Stage 2 to Key Stage 3. Both teachers now have a better awareness of how French is taught in the primary and secondary sector and has allowed them to reconsider current teaching and learning strategies and practices to positively meet the needs, ability and learning styles of the pupils.

The Learning Together project has allowed special school teachers time to reflect on their practice and to observe others in the sector. The project has revealed a vast range of communication strategies used to teach MFL to pupils with disabilities which have got relevance for future language teaching and learning in both special needs and mainstream schools. As one teacher said '*in secondary schools low ability learners tend to be disapplied from languages because more traditional academic approaches are used. Using these approaches would help them to be re-engaged'.* Another teacher said '*the project has shown that when a relatively small amount of time and money are available to allow teachers to work together there are positive results which can benefit the wider education sector.*' In addition, there has been a comprehensive sharing of ideas and a burst of creativity which has produced a scheme of work and units of work which though devised for special needs pupils could be easily adapted for mainstream pupils. As one teacher said '*the breadth of experience and knowledge on how to communicate is astounding'.*

What next?

This was one of the first projects the special school as the TSA lead was able to take on. As a result, it now has a modus operandi for future work. It has been possible to carry forward some money and a conference is being held in the summer term to disseminate the findings from the special school project. A website has been created for the resources from all the projects which are free for all to use. Continuing professional development in MFL will form part of any future training programme. A Specialist Leader of Education post has been filled which means that work undertaken by the Languages Support Programme, including the completion of the improving progression at Key Stage 2 project, can be taken forward. There will be more French improvement lessons for primary school teachers and teaching

assistants with an anticipated increase in participants. Although time is not always easy to find, teachers intend to continue working with colleagues because of the support and positive outcomes derived from collaboration as a result of the Languages Support Programme.

Case Study 7

Using storytelling and film to enhance pupil motivation, transition and achievement

Background

Case study 7 is a medium-sized TSA in the south east of England. The Teaching School designated a lead for languages, invited secondary and primary schools both in and out of the TSA to take part in the Language Support Programme. A total of three secondary schools and ten primary schools became involved on one or more development projects. The three secondary schools took the lead on all projects. The evaluation team spoke to the regional languages mentor, the deputy headteacher of the Teaching School, an outreach teacher, one primary and one secondary teacher and conducted focus groups with six Year 6 and eight Year 10 pupils.

What were the overall aims of the Languages Support Programme in this TSA?

The aims of the TSA's programme as laid out in the Languages Development Plan (LDP) were to: improve understanding and partnerships between primary and secondary schools through a storytelling transition unit, to develop engaging units of work through film in Key Stage 4 and to harmonise assessment and increase understanding between primary and secondary schools. In order to achieve these aims, the TSA planned three discrete projects, they were:

- using storytelling to support Key Stage 2 to Key Stage 3 transition
- using film to enhance the Key Stage 4 curriculum and increase learner motivation and achievement
- improving assessment and information sharing at Key Stage 2 to Key Stage 3.

What examples of good practice does this TSA's programme exhibit?

The TSA's Language Support Programme exhibits good practice in all its overall aims but in particular in relation to its creative approach to engage and motivate language learning through books and film and collaboration between secondary and primary schools and collaborative work between teachers. All three projects were created by teachers together with the regional mentor.

The project, using storytelling to support Key Stage 2 to Key Stage 3 transition, was based on the Harry Potter stories, which was chosen because the books were age-appropriate and familiar to all children. The project dovetailed MFL into the primary school curriculum. All text was in the present tense and children were shown how to de-code unfamiliar words using cognates.

What transpired was an exciting journey for the children using their imagination, natural curiosity and previous knowledge to work together to devise strategies to translate passages of Harry Potter. The subject matter greatly appealed to the boys and the problem-solving character of the work appealed to those pupils who were more reluctant to learn French by more traditional methods. As one boy said: '*it was great having a story to base it on, not just words*'

The project using film to enhance the Key Stage 4 curriculum and increase learner motivation and achievement was aimed at improving pupils' listening and speaking skills through a more creative style of delivery. The project was trialled using age-appropriate films in French and German which delivered the topic of relationships in a more relevant and engaging way.   A previous survey had indicated that pupils were less concerned about grammar and more concerned about pronunciation and their spontaneity and confidence in speaking the language. Pupils were also able to get a better intercultural understanding of the countries through the films and pupils were challenged with more creative activities such as fashions shows, news and crime reports and quiz shows.

The project for improving assessment and information sharing at Key Stage 2-3 set out to harmonise assessment and increase understanding between primary and secondary schools. The project team together with an ICT expert set out to develop a primary languages d-book which would raise primary teachers' awareness of assessment through ICT and would improve MFL information sharing between Key Stage 2-3 and aid transition.

What are the main impacts of the Languages Support Programme?

The Languages Support Programme has had a considerable impact on the profile of MFL in primary schools. There has been improved dialogue between primary and secondary colleagues and a network has been created which has allowed colleagues to work collaboratively and creatively. Primary school teachers and learners involved in the programme have all spoken of their increased confidence in speaking and using the language.

In the Harry Potter project teachers remarked how much pupils enjoyed working with sentences rather than single words and they were surprised how much just language pupils could assimilate. As one teacher said: '*They can do so much more than we think they can*'. One teacher remarked how much the project engaged the boys, and that as a result of working with texts, the children related more to the role of prepositions, nouns, and verbs in English grammar. The children obviously enjoyed speaking the language and especially enjoyed the challenges of translating a chunk of text – likening it to a puzzle. The nature of the learning built pupils' self-esteem and the amount of fun and exploration the children derived from the activities cannot be discounted.   The teacher interviewed said how much the support of the outreach teacher was valued.

In the Key Stage 4 film project teachers valued the opportunity to try something innovative with colleagues across schools, as one said: '*… so refreshing to do something different*'. Pupils and staff found that lessons had a greater tempo and contained a wider range of activities with more opportunities for spontaneous speaking.

As a result, pupils have appeared more confident and motivated and have considerably increased their vocabulary and intercultural understanding, although this assumption would be tested in controlled assessments later in the year.

Pupils interviewed said that as a result of watching the film and listening to more German than usual, they had seen a definite improvement in their spontaneity when speaking German and had a better understanding of sentence construction and took more care when writing German. One student said that by watching the film they were more used to the pace of language and were hearing and speaking more German.

The My Languages Log d-book project will be a valuable tool for schools to share and improve information passed from primary to secondary on transition. Although MFL at Key Stage 2 remains a low priority for some primary schools, and there is not always time available to staff resources, there is great potential in using the d-book in helping primary colleagues with assessment. The d-book will be part of the Digilog educational portfolio and can be shared nationally through the company's networks.

What next?

The deputy head teacher is certain the project will be sustainable and that what has been achieved so far is '*just the start of the project'*. The TSA spent a considerable time deciding on the projects and ensuring that they met the needs of all the participating schools. As a result, there was good engagement by all schools. All resources will be put on the TSA website and further resources, such as the TSA CPD programme, the termly TSA newsletter and the TSA website will continue to support schools. It is hoped that as more schools are involved in the Harry Potter project the transition unit can be developed further between Years 6 and 7 to include widening the range of contexts and stories.

In the Key Stage 4 film project additional meetings are planned between colleagues to further develop resources and units of work and to disseminate information to other secondary schools. Additional work will include projects for developing and planning reading and creative writing activities for Key Stage 4 and the development of similar work at Key Stage 3.

It is planned that in summer 2013 the project primary schools will use the My Languages d-book as a means of assessment and passing on information to secondary schools. Following evaluation by primary and secondary schools, it is planned to further develop assessment practice and develop strategies to embed assessment into everyday teaching and learning.

Case Study 8

Equipping secondary pupils to use language spontaneously through a motivational project with primary pupils

Background

Case study 8 is a secondary-led TSA of nine schools in a very rural area in south west of England. The Teaching School, designated a lead school for languages, invited all primary schools in the county to take part in the Languages Support Programme. A total of 12 primary schools became involved in one or more development projects. The evaluation team interviewed the regional languages mentor, the vice principal of the Teaching School, the project leader and two primary school teachers as well as conducting focus groups with four Year 5 pupils and six Year 10 pupils.

What were the overall aims of the Languages Support Programme in this TSA?

The aims of the TSA's programme were to: establish cross-phase collaboration between the secondary school and primary schools in the TSA, to equip Key Stage 4 pupils with the skills and necessary vocabulary to use a modern foreign language spontaneously through a motivational project with primary pupils, and to enable primary school teachers countywide to build capacity in their schools. In order to achieve these aims, the TSA planned two discrete projects:

- Developing spontaneous talk in Key Stage 4 pupils through cross-phase collaboration with primary school pupils and a tertiary education establishment.

- A French language improvement course for primary teachers and teaching assistants, including action research on the before-and-after confidence levels of participants.

What examples of good practice does this TSA's programme exhibit?

This TSA's Language Support Programme exhibits good practice in all its overall aims, but in particular, in relation to comprehensively developing language skills and confidence for all the participants and building modern foreign language teaching capacity in primary schools. Both projects were led by the secondary school. The success of the projects was dependent on the collaboration of primary and secondary teachers and primary and secondary pupils.

For the project aimed at developing spontaneous talk in Key Stage 4, Year 10 pupils worked as modern foreign language leaders with primary school pupils on 'language experience days'. The project was based on research which advocated that collaboration between age groups in language learning was advantageous. It was anticipated that the project would act as a motivational tool for Year10 pupils prior to GCSE. The primary schools involved in the project were all within two miles of the secondary school and were in the catchment of the secondary school. It was hoped that the project would strengthen cross-phase links and aid transition in MFL from primary to secondary.

The French Language Improvement course for primary school teachers aimed to develop language training which was both coherent and relevant for adult learners. Based on the French up-skilling qualification the course focused on the first of four modules and used CfBT materials plus additional resources produced by the project leader. The course was based on the Ofsted judgement that lessons were good when pronunciation was accurate. Many teachers had previously expressed disappointment that they felt unable to read to children because they could not pronounce unfamiliar words. The course focused on building confidence in speaking and reading French by using the same phonics approach used to teach French children to read and provided teachers with strategies they could take back to the classroom. The primary school teachers were also individually supported by a modern foreign languages secondary school teacher who acted as a 'buddy'. Teachers were encouraged to observe each other's practice and share resources and there were 'directed-time' tasks providing a course of 30 hours in total. Informal lesson observations were carried out by the project leader who joined in with the children and helped the teacher. An action research project was carried out to measure the success of the project in raising teachers' confidence.

What are the main impacts of the Languages Support Programme?

The Languages Support Programme has had a considerable impact on the perception of language by teachers and pupils. It has rekindled partnerships, invigorated enthusiasm for language learning and given a sense of purpose to the inclusion of MFL in the curriculum. All of those involved in the programme have spoken of their increased confidence and enjoyment in speaking the language.

Collaboration between year groups has allowed Key Stage 4 pupils to see how uninhibited primary school children are when they speak French and this has encouraged them to be more spontaneous and less self-conscious in their own speaking. The Key Stage 4 pupils said that working with groups of primary school pupils gave them more opportunity and greater confidence to speak French, and although they had greater latitude to make mistakes, the responsibility of leading the group gave them greater motivation to correct their pronunciation and pay attention to word order, grammar, tenses, sentence structure and increase their vocabulary. Pupil comments included '*I'm getting into it more now*' and '*if you speak it more, you can hear where you are going wrong*'.

The fact that the primary school pupils readily used dictionaries encouraged them to use them more. Some said the project had given them an insight as to how they could use French after school and had increased their interest and enjoyment in language learning, as one student said '*I can see a reason for doing it now*'. The primary school children thought it was really '*cool*' to learn another language and particularly enjoyed the songs, games and activities and meshing French into art and cookery lessons and everyday school life.

Teachers stressed how much fun the French Language Improvement course had been and how they were given praise even if they made mistakes. As a result, they felt enthused to experiment with the games, songs and activities featured in the training sessions with their classes and to develop their own resources using the praise based teaching and learning styles demonstrated by the project leader. One of the teachers said the message was '*to*

engage the children learning must be fun'. The teachers said that using phonics gave them a mechanism to help them pronounce unfamiliar words and boosted their confidence in the classroom. An action research project based on the language improvement course found that teachers' confidence was considerably boosted and that progress was more pronounced where two or more teachers taught French in a school. As one said '*we even send texts to each other in French now!*'

What next?

The mentor was confident that the momentum achieved would not diminish when support was withdrawn and schools would continue to use the resources generated and share good practice. The vice-principal said the Languages Support Programme had been an intense experience but that the TSA has established a network with good support mechanisms and resources in place for primary school teachers. Although some activities would have to be curtailed due to lack of money, additional funding has been secured and module two of the French Language Improvement course would be offered in autumn 2013. The Project Leader will continue to work with the TSA for the next year on a part-time basis and the language experience days will continue. Both projects have re-kindled collaboration with local schools which will aid transition in modern foreign languages. It is anticipated that eventually the project will become sustainable through primary school staff training other primary school staff and the secondary modern foreign language teachers training new language student leaders for experience days.

5. Conclusions and implications

5.1 Discussion

The survey and the case studies have revealed a wealth of evidence that illuminates the progress the programme has made in relation to the five Key Performance Indicators (KPIs) and five Criteria outlined in Chapter 1. This evaluation evidence does not provide definitive measures of each KPI or each Criterion; for that, comprehensive feedback drawn from all the programme reports would be necessary. Nevertheless, the KPIs and Criteria provide a structure for drawing together the evidence from the evaluation sample

- *KPI1 – the programme provides mentoring and support to primary and secondary teaching schools and their Alliances*

There was evidence of effective support for all Alliances included in the evaluation. Case-study interviews included a number of tributes to the supportive, effective and sometimes inspiring nature of the mentors.

- *KPI2 – the programme provides support to improve the confidence and language proficiency of languages teachers at Key Stage 2*

The questionnaire survey provided firm evidence of a substantial increase in confidence and proficiency amongst teachers of languages at Key Stage 2. The case studies illustrated these findings by identifying a number of well-planned and well-conducted projects to bring about improvements in skills and confidence. These included, for example, a focus on phonics in French which helped both teachers and pupils; projects to improve spontaneous use of the target language in the classroom; and the development of a MFL Subject Leaders' Toolkit in anticipation of languages becoming compulsory at Key Stage 2.

- *KPI3 – the programme enables increased liaison between primary and secondary schools including an improved understanding of transfer and transition issues between Key Stage 2 and Key Stage 3*

This was a particular success of the programme, rated as its most effective aspect by secondary survey participants and among the most successful by primary respondents. In the case studies, interviewees described a range of imaginative work, including a Harry Potter-based transition project and a cross-phase collaboration where Year 10 pupils worked in the primary classroom to encourage spontaneous talk.

- *KPI4 – the programme engages the senior management of TSAs in improvement in languages education across the schools in their Alliances*

This was not a major focus of the evaluation, but the interviews revealed examples of senior leaders and TSA managers encouraging the development of the programme.

- *KPI5 – Specialist Leaders of Education with responsibility for languages in the participating TSAs are equipped to continue supporting the sharing of best practice and improvement of languages education post 2013.*

The surveys revealed seven secondary teachers who were working to become SLEs, and a further ten intending to do so next year. In primary schools, there were four currently working to gain SLE status, with a further seven planning to do so next year. Although these numbers are relatively small, there is an upward trend in both primary and secondary programme schools.

- *Criterion 1: sustainability – developments in classroom practice and strategies to disseminate these beyond the period of programme support and DfE funding.*

There were clear pieces of evidence to support the priority given to sustainability by programme participants. The survey responses indicated that the proportion of primary teachers leading CPD was on the increase, indicating a continuity of training and development. From the case studies, there were several examples of resources developed in the course of the project which would then be published and disseminated: a Subject Leaders' Toolkit for Key Stage 2; a set of cross-curricular resources for Key Stage 3; a d-book to support primary assessment of languages. Nevertheless, sustainability of programme activities without funding was mentioned as a concern by some participants.

- *Criterion 2: replicability – best practice identified or developed can be adopted by other schools, without significant additional resource, and that there is a strategy in place for local, regional or national dissemination*

The evidence for replicability, like that for sustainability, is found in resources that have been developed as part of the programme and are now available to other schools as well as for re-use in the programme schools.

- *Criterion 3: measurement – there are mechanisms in place to measure improvement, for example in skills, achievement, confidence or attitude, whether for teachers or pupils*

A substantial minority of both primary and secondary teachers thought that the programme had been effective or very effective in improving assessment, marking, monitoring and evaluation practice. Primary teachers had become much more systematic about the evaluation of CPD. From the case studies, there is an example of a primary languages assessment tool in the form of a d-book, and the development of a portfolio of writing levels to support assessment at Key Stage 2.

- *Criterion 4: accountability – there are quality assurance mechanisms in place for this programme within the TSA and roles and responsibilities are understood by all colleagues involved*

This was not a particular focus of the evaluation.
- *Criterion 5: working in partnership – at least two schools are involved in any one project and procedures are developed to ensure ongoing support and collaboration.*

Partnership working emerged from the evaluation as a major success of the programme, valued greatly by primary and secondary teachers alike. In the survey, it was rated the most effective aspect of the programme by the secondary teachers, and one of the most effective by their primary colleagues. The case studies gave rise to a wealth of quotations highlighting the benefit of partnership working to both sides. There were examples of partnerships involving pupils as well as teachers, with older pupils gaining in skill and confidence as a result of supporting their younger peers.

There were a number of noteworthy aspects of the programme recorded by the evaluation but not captured fully by the KPIs or Criteria. The case studies found that special schools had a particular contribution to make in developing pedagogy with implications for all pupils, not just those with special educational needs. Across the whole programme, the sheer creativity of the activities and resources generated by teachers who were given the time to work collaboratively emerged from all of the case studies. Innovative ways of meeting the Ofsted recommendations for increasing use of the target language and developing intercultural understanding were evident in several projects. Impacts on pupils were also apparent throughout, with many quotations from children and young people who had discovered the relevance and excitement of languages learning.

TSA staff and teachers considered that the progress made by their involvement in the programme represented a good start in setting up and developing language projects but new practices had not yet been embedded as projects had only run for one or teo school terms and they thought it too early a stage for evaluating impact. Whilst keen to sustain progress in the future, some maintained that continuing these developments was going to be very challenging without dedicated management resources and without the support from a mentor. There was disappointment that the Languages Support Programme had been discontinued.

5.2 Conclusions

The main conclusion from this evaluation is that the Languages Support Programme was a change agent which made a valuable contribution to the teaching and learning of modern foreign languages in England. The model of change, where change was led by TSAs assisted by external mentors, proved to be successful in terms of driving innovation and maximising collective action for improvement in languages provision.

Schools participating in the surveys and the case studies were positive about the benefits of the programme which they considered had given an impetus to review their approach to languages education and to improve it where appropriate. Feedback suggested that these were initial benefits which TSAs and schools planned to build on. It was too early to measure the impact of the programme on pupils' educational attainment.

The programme helped TSAs and individual schools to increase their breadth of vision and take stock of language provision. This enhanced their understanding of where language

teaching and learning needed to be diversified and strengthened. The programme also gave them time and resources to innovate.

The evaluation evidence showed that the contribution of the Languages Support Programme was multi-dimensional. Its contributions covered working relationships, good practice, pedagogy, resources and expertise. The programme increased partnership working between schools including cross-phase collaboration. It facilitated schools and teachers gaining a greater awareness of each other's work in languages education. This helped them to identify, apply and disseminate good practice. The programme was a pedagogy stimulus which encouraged teachers to examine their teaching styles and gave them confidence to teach differently. They enjoyed and valued this peer-to-peer professional development. Pupils also appreciated learning languages in a new and often more interactive way. Another impact was the development of additional teaching and learning resources which teachers attempted to use to make language learning a more engaging and effective experience. Teachers confirmed that the programme was helping to increase their expertise in teaching languages by equipping them with the skills and tools which enabled them to provide pupils with richer and more challenging learning activities.

TSAs, schools and teachers were sufficiently enthused by the emerging benefits of the Languages Support Programme to make plans for continuing to work together with the aim of sustaining the gains made to date.

5.3 Implications

There are three main implications of the evaluation findings for policy and practice in languages education.

The first implication focuses on sustaining progress made by the TSAs in the Languages Support Programme. The challenge for them is to maintain the momentum of innovation in languages provision now that the funded part of the programme has finished. This involves embedding change in schools that participated in the programme and disseminating good practice to other schools in the TSA. An effective way of guiding this process would be for TSAs to produce annual languages development plans (similar to those produced for the programme) and review progress against objectives. This would provide a framework for planning, implementing, monitoring and reviewing sustained change.

The second implication involves the TSAs which participated in the programme continuing to monitor the language educational outcomes for pupils and sharing the results with all schools in their alliances. This would provide a useful assessment of the medium- and longer-term contribution of the programme to pupils' achievement and attainment in foreign languages.

The third implication concerns how best to disseminate and make the most of the achievements of the Languages Support Programme at the national level. This would involve policy makers providing the drive and direction to extend the reach of the

programme's impacts to other groups of schools including other TSAs, school federations, education trusts and academy chains. A modest investment to disseminate the accumulated valuable cache of ideas, practices and resources would pay dividends - the funding and work of the Languages Support Programme would have a multiplier effect on languages provision across England.

Finally, the legacy of the Languages Support Programme could be more far-reaching if the educational gains made to date are built on and the implications identified by this evaluation are acted upon by policy makers and senior and middle leaders in the education sector.

6a. Appendix 1: Primary survey responses

1. Please indicate, in each column below, the languages your school currently teaches in each of the year groups. Please tick all that apply.

French	Endpoint %	Comparison %
Nursery	5	5
Foundation	25	14
Year 1	32	25
Year 2	36	31
Year 3	67	75
Year 4	68	75
Year 5	72	73
Year 6	78	71
No response	20	16
Total %	100	100
N =	76	153

Spanish	Endpoint %	Comparison %
Nursery	8	1
Foundation	13	5
Year 1	21	10
Year 2	25	12
Year 3	30	18
Year 4	30	17
Year 5	28	18
Year 6	26	18
No response	63	73
Total %	100	100
N =	76	153

German	Endpoint %	Comparison %
Nursery	0	0
Foundation	0	0
Year 1	0	0
Year 2	1	0
Year 3	3	3
Year 4	3	4
Year 5	5	4
Year 6	5	5
No response	91	92
Total %	100	100
N =	76	153

More than one answer could be given so percentages may sum to more than 100.

Other languages taught	Endpoint %	Comparison %
Chinese	0	1
Italian	1	1
Polish	0	1
Portuguese	0	1
Arabic	0	1
Japanese	0	3
Mandarin	5	1
Introduction to languages	0	1
Language of the month	0	1
None/Nothing	0	1
Irrelevant/Uncodeable	4	1
No response	91	88
N=	76	153

More than one answer could be given so percentages may sum to more than 100.

A filter question: all those who answered [group = 1].

A total of 7 endpoint respondents and 18 comparison respondents answered at least one item in this question.

2. How many staff are there in your school in total and how many are teaching languages?	Endpoint	Comparison
	%	%
Number of staff teaching languages as a percentage of total staff number	29.2	31.8
N =	71	151

3. Is there currently any formal liaison between your school and the languages departments in the local secondary schools?	Endpoint	Comparison
	%	%
Yes	57	33
No	42	67
No response	1	0
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

4. How have you liaised with local secondary schools ?	Endpoint	Comparison
	%	%
Local secondary schools offer outreach teaching to my school	53	42
Local secondary schools offer languages improvement courses/modules to my school	44	12
Exchange information informally with local secondary schools (eg by email, telephone calls)	49	42
Joint planning of primary units of work	33	8
Joint planning of lessons	16	10
Joint planning of CPD sessions	12	6
Crossphase observations	28	6
Network/cluster meetings	37	42
Shortterm projects or oneoff events	58	42
Primaryfocused CPD offered to secondary school staff	2	0
Transition projects	37	24
Secondary pupils as language assistants	12	4
Languages clubs	5	10
No response	0	0
Total %	100	100
N =	43	50

4. How have you liaised with local secondary schools ?	Endpoint %	Comparison %
Local secondary schools offer outreach teaching to my school	53	42
Local secondary schools offer languages improvement courses/modules to my school	44	12
Exchange information informally with local secondary schools (eg by email, telephone calls)	49	42
Joint planning of primary units of work	33	8
Joint planning of lessons	16	10
Joint planning of CPD sessions	12	6
Crossphase observations	28	6
Network/cluster meetings	37	42
Shortterm projects or oneoff events	58	42
Primaryfocused CPD offered to secondary school staff	2	0
Transition projects	37	24
Secondary pupils as language assistants	12	4
Languages clubs	5	10
No response	0	0
Total %	100	100
N =	43	50

More than one answer could be given so percentages may sum to more than 100.
A filter question: all those who answered [Q3=1].

5. How would your staff rate their overall confidence to teach the level of language appropriate for the following Key Stages?

Foundation and nursery	Endpoint %	Comparison %
Very confident	5	12
Confident	9	4
Fairly confident	25	18
Not confident	12	14
Not applicable	26	30
No response	22	21
Total %	100	100
N =	76	153

Key Stage 1	Endpoint %	Comparison %
Very confident	12	14
Confident	16	9
Fairly confident	28	27
Not confident	11	16
Not applicable	20	22
No response	14	12
Total %	100	100
N =	76	153

Lower KS2	Endpoint %	Comparison %
Very confident	20	20
Confident	29	18
Fairly confident	33	36
Not confident	13	21
Not applicable	3	5
No response	3	1
Total %	100	100
N =	76	153

Upper KS2	Endpoint %	Comparison %
Very confident	21	22
Confident	33	20
Fairly confident	32	29
Not confident	13	22
Not applicable	1	7
No response	0	1
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

6. How would your staff rate their overall confidence in languages methodology that is appropriate for the following Key Stages?

Foundation and nursery	Endpoint %	Comparison %
Very confident	7	10
Confident	7	8
Fairly confident	21	12
Not confident	17	19
Not applicable	24	27
No response	25	24
Total %	100	100
N =	76	153

Key Stage 1	Endpoint %	Comparison %
Very confident	11	10
Confident	17	13
Fairly confident	21	23
Not confident	17	20
Not applicable	18	21
No response	16	14
Total %	100	100
N =	76	153

Lower KS2	Endpoint %	Comparison %
Very confident	20	16
Confident	20	17
Fairly confident	41	37
Not confident	16	26
Not applicable	3	4
No response	1	1
Total %	100	100
N =	76	153

Upper KS2	Endpoint %	Comparison %
Very confident	21	20
Confident	28	18
Fairly confident	37	30
Not confident	13	25
Not applicable	1	6
No response	0	2
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

7. How sustainable do you believe your current languages provision is?	Endpoint %	Comparison %
Very sustainable	16	15
Sustainable	46	41
Fairly sustainable	30	36
Not sustainable	7	7
No response	1	1
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

8. Is there a CPD budget for languages in your school?	Endpoint %	Comparison %
Yes	55	54
No	43	45
No response	1	1
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

9. How do staff report back from languages CPD events?	Endpoint %	Comparison %
No formal requirement for feedback	21	27
Written report	9	11
Oral report at meetings	74	58
No response	3	7
Total %	100	100
N =	76	153

More than one answer could be given so percentages may sum to more than 100.

10. Is there a system in place to evaluate the impact of languages CPD?	Endpoint %	Comparison %
Yes	46	32
No	50	65
No response	4	3
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

11. If any of your staff are participating in professional development specifically about languages teaching methodology, how useful do they believe the following options are?

Training and courses (including online modules) organised by external providers	Endpoint %	Comparison %
Very useful	20	11
Useful	29	15
Fairly useful	12	10
Not useful	1	1
None of our staff participating in this	34	60
No response	4	3
Total %	100	100
N =	76	153

In-school CPD training events/courses led by external providers	Endpoint %	Comparison %
Very useful	22	10
Useful	24	12
Fairly useful	4	3
Not useful	0	1
None of our staff participating in this	47	73
No response	3	1
Total %	100	100
N =	76	153
In-school CPD training events/courses led by school staff	Endpoint %	Comparison %
Very useful	21	18
Useful	21	13
Fairly useful	5	5
Not useful	0	1
None of our staff participating in this	50	62
No response	3	1
Total %	100	100
N =	76	153
Involvement of research projects (including action research)	Endpoint %	Comparison %
Very useful	20	3
Useful	22	6
Fairly useful	7	3
Not useful	1	5
None of our staff participating in this	47	80
No response	3	3
Total %	100	100
N =	76	153

Regular professional development practice (eg peer reviews, ideas sharing and lesson observations) within our school	Endpoint	Comparison
	%	%
Very useful	22	16
Useful	25	20
Fairly useful	9	8
Not useful	0	2
None of our staff participating in this	41	52
No response	3	2
Total %	100	100
N =	76	153

As above, but with other local or similar schools	Endpoint	Comparison
	%	%
Very useful	18	10
Useful	29	11
Fairly useful	3	9
Not useful	0	1
None of our staff participating in this	46	66
No response	4	3
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

12. If any of your staff are participating in professional development specifically about languages improvement, how useful do they believe the following options are?

Training and courses (including online modules) organised by external providers	Endpoint	Comparison
	%	%
Very useful	18	8
Useful	25	17
Fairly useful	14	3
Not useful	0	2
None of our staff participating in this	41	66
No response	1	3
Total %	100	100
N =	76	153

In-school CPD training events/courses led by external providers	Endpoint %	Comparison %
Very useful	17	8
Useful	24	7
Fairly useful	3	3
Not useful	1	1
None of our staff participating in this	51	78
No response	4	3
Total %	100	100
N =	76	153
In-school CPD training events/courses led by school staff	Endpoint %	Comparison %
Very useful	20	8
Useful	17	14
Fairly useful	7	3
Not useful	1	1
None of our staff participating in this	53	70
No response	3	3
Total %	100	100
N =	76	153
In-school CPD training events/courses led by staff of other local schools	Endpoint %	Comparison %
Very useful	16	7
Useful	21	7
Fairly useful	4	3
Not useful	1	1
None of our staff participating in this	55	79
No response	3	3
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

13. Is there a budget for languages in your school?	Endpoint %	Comparison %
Yes	79	71
No	20	27
No response	1	2
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

14. Please indicate what key resources are used for languages including ICT resources.	Endpoint %	Comparison %
Commercial schemes of work	66	59
Schemes of work developed by Local Authority or your school	54	41
Learning platforms	16	12
Story books	72	58
Real materials from the country	64	52
KS2 Framework	68	60
Online resources/ICT packages	80	69
CD, DVD, video resources	86	72
Classroom resources such as posters, flashcards, puppets	93	84
No response	1	4
Total %	100	100
N =	76	153

More than one answer could be given so percentages may sum to more than 100.

15. How does your school try to embed languages into the child's whole school experience?	Endpoint %	Comparison %
Crosscurricular work	76	69
Assemblies	45	40
Daily routines	75	70
No response	4	6
Total %	100	100
N =	76	153

More than one answer could be given so percentages may sum to more than 100.

16. What whole school opportunities are there for children to experience languages outside formal lesson time?	Endpoint %	Comparison %
Displays	82	78
Assemblies	50	44
European Day of Languages	38	44
Other special events/days	71	61
Languages clubs	49	37
Visitors to school/visits outside school	51	48
No response	4	5
Total %	100	100
N =	76	153

More than one answer could be given so percentages may sum to more than 100.

17. Does your school participate in Initial Teacher Education?	Endpoint %	Comparison %
Yes	67	51
No	32	44
No response	1	5
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

18. Does your school have a Specialist Leader of Education (SLE) for languages?	Endpoint %	Comparison %
Yes	16	12
No	84	88
No response	0	1
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

19. Is your school a specialist school for languages?	Endpoint %	Comparison %
Yes	1	0
No	97	99
No response	1	1
Total %	100	100
N =	76	153

Due to rounding, percentages may not sum to 100.

20/22. To what extent does your school deliver languages CPD to others?	Endpoint %	Comparison %
Other local primary schools	17	10
Local secondary schools	4	1
Link schools not in your local area	9	2
No response	78	88
Total %	100	100
N =	76	153

This was question 20 in the endpoint programme survey and question 22 in the comparison survey

More than one answer could be given so percentages may sum to more than 100.

A total of 17 endpoint and 19 comparison respondents answered at least one item in this question.

Questions asked only of the endpoint programme group

21. Please indicate which activities you have personally been involved in this year, and those you expect to be involved in during 2013-14, as part of the Languages Support Programme. Please tick all that apply.

Participating in CPD (to develop your own expertise)	%
Current school year	63
2013-14	47
No response	32
Total =	100

Leading CPD (to develop the expertise of others)	%
Current school year	29
2013-14	36
No response	61
Total =	100

Collaborative development (eg lesson observations, joint planning)	
Current school year	50
2013-14	45
No response	39
Total =	100
Action research	
Current school year	29
2013-14	9
No response	71
Total =	100
Crossphase/transition projects	
Current school year	36
2013-14	28
No response	57
Total =	100
Projects targeted to improve specific pupil skills	
Current school year	25
2013-14	21
No response	67
Total =	100
Projects on intercultural understanding	
Current school year	42
2013-14	41
No response	47
Total =	100
Crosscurricular/whole school activities	%
Current school year	58
2013-14	47
No response	32
Total =	100
Becoming, or working to become, a languages SLE yourself	
Current school year	5
2013-14	9
No response	91
Total =	100

22. Please rate how effective the Languages Support Programme has been in bringing about improvements in the following aspects of languages teaching and learning in your school:

	Very effective %	Effective %	Quite effective %	Not effective %	Not applicable %	No response %	Total %
Developing speaking and listening	20	36	25	4	16	0	100
Teaching of reading and writing	12	26	33	7	21	1	100
Developing intercultural understanding	12	30	26	9	21	1	100
Transition from KS2 to KS3	12	25	20	12	30	1	100
Development of staff expertise in languages teaching	16	33	29	7	16	0	100
Development of staff confidence in languages teaching	18	32	25	5	18	1	100
Improving assessment, monitoring and evaluation in languages	7	24	28	18	21	3	100
Working collaboratively with other staff within your school	17	29	13	9	28	4	100
Working collaboratively with staff across schools	17	30	20	9	22	1	100
Links between languages teaching and literacy in English	13	17	22	17	28	3	100
Leadership of languages teaching	8	24	18	14	29	7	100
Provision of SLEs in languages	1	8	7	17	59	8	100

N = 76

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 76 respondents gave at least one response to these questions.

23. Please give the most important benefit to you of participating in the Languages Support Programme.

An open question to which responses were coded	%
Raised profile/status of MFL/language teaching (within the school)	7
Boosting staff confidence to deliver MFL	18
Increased staff knowledge/skills/ understanding of languages	7
CPD/Training for staff/ Peer to peer coaching	7
Extending/Developing language curriculum throughout the school/KS	5
Developing cross curricular opportunities for use of MFL	3
Support for teachers planning for MFL	1
Links/networking/sharing expertise with colleagues in other (primary and/or secondary) schools	25
Observation of language practice in the classroom/Model lessons	4
Joint planning/development of transition projects (to ease pupils transfer to Secondary school	5
Working with an expert/mentor/specialist	4
Looking at assessment in language and how to implement (e.g. computerised assessment tool)	4
Sharing/introducing ideas/information	8
Sharing/introducing resources	8
Action research	3
Provision of funding	1
Keeping up to date with current practice	3
Reflecting on current practice	1
Developing own teacher training skills	1
Tailoring training sessions to teacher needs	1
Developing additional/alternative teaching strategies/methodology (including Storymaking methodology)	9
Helping me to work towards SLE designation	1
Improved speaking and listening/ performance skills of pupils	3
Improved confidence/self esteem of pupils	1
Pupil tracking	1
No longer involved	1
N/A –not aware of participation in the programme/ No support from this programme	5
No response	17
Total =	100

Questions asked only of the comparison group

20. Is your school a designated Teaching School?

	%
Yes	7
No	93
No response	1
Total	100

Due to rounding, percentages may not sum to 100

21. Is your school part of a Teaching School Alliance?

	%
Yes	15
No	84
No response	1
Total	100

Due to rounding, percentages may not sum to 100

23. What kind of support would be most useful to you in developing the teaching of languages in your school?

An open question to which responses were coded	%
Making it a statutory requirement to teach a language	1
Boost staff confidence to deliver MFL	6
Increase staff knowledge/skills/ understanding of languages	4
In-house/Whole school inset/CPD	7
CPD/Training for (non-specialist/less confident/primary) teachers	14
Support to extend/develop language provision/curriculum across the school	2
Support to embed language into every day routines	1
Assessment related support (especially controlled assessments)	3
Links with/Support from colleagues in other (primary and/or secondary) schools	17
More/Continued specialist teacher support	3
Links with other countries/schools abroad/ native speakers	1
Reinstate language team at LA/Support from LA	5
Better/More support from SMT/SLT	1
External/Specialist CPD providers	2
Budget/Funding for specialist language teacher	6

Funding for MFL courses/training/CPD	3
Funding for extra curricular provision	1
Funding for resources	5
Funding for MFL (general/unspecific)	1
Time to develop teaching/embed best practice	1
Time for staff to develop own language skills	1
Time to work more collaboratively with colleagues (in own school or from local cluster schools)	1
Time to develop/try out/evaluate new activities/ resources	1
More curriculum time/More time devoted to specialist MFL lessons	1
Time to attend courses/CPD/events	1
Interaction between our pupils and MFL speakers (e.g. through trips/video links)	1
Support/Differentiation in very mixed ability groups/for SEN students	1
Cross curricular programmes/projects/ resources	1
Ensuring effective progression	3
Transition projects/programmes	2
Sharing ideas	1
Developing/Sharing resources	2
Making lessons fun/exciting	1
More/Better on-line resources	3
More IT programmes	1
Use of i-pads/interactive white board in MFL classroom	1
Up to date/Better/More interactive resources	2
Original resources from the country/ Authentic resources	1
Observation of language practice in the classroom/Model lessons	5
More FLAs/Reinstate FLAs	1
Published language scheme/Similar scheme of work across LA/all schools	1
Lesson ideas/Resources/Activities tailored to scheme of work/exam board specifications	2
Strategies to motivate staff	1
Freedom to select language according to staff skills	1
Other relevant/vague comments	2
No response	13

More than one answer could be put forward so percentages may sum to more than 100.

A total of 133 respondents gave at least one response to this question.

6b. Appendix 2: Secondary survey responses

1. Please indicate, in each column below, the languages your school currently teaches in the curriculum at KS3, KS4, post-16 (if applicable), as well as any languages taught outside curriculum time. Please tick all that apply.

Overall frequency of languages taught across all categories	Endpoint %	Comparison %
Arabic	6	7
French	100	98
German	71	62
Italian	23	17
Japanese	16	5
Mandarin	21	11
Spanish	81	77
Russian	10	5
Urdu	3	11
Ancient Greek	1	1
Latin	20	18
Bengali	0	3
Chinese	1	1
Dutch	1	0
Gujarati	1	0
Nepali	0	0
Panjabi	1	2
Pashtu	0	0
Polish	1	3
Portuguese	4	1
Somali	0	0
Tamil	0	0
Turkish	0	1
No response	0	0
Total %	100	100
N =	70	244

More than one answer could be given so percentages may sum to more than 100.

Overall number of languages taught across all categories	Endpoint %	Comparison %
1	4	6
2	20	32
3	33	27
4	14	16
5	17	9
6 or more	11	10
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

2. In which years is it compulsory for all learners to study languages?	Endpoint %	Comparison %
Year 7	99	98
Year 8	99	97
Year 9	87	76
Year 10	24	21
Year 11	24	20
No response	1	2
Total %	100	100
N =	70	244

More than one answer could be given so percentages may sum to more than 100.

3. Approximately how many pupils opted to take languages at the start of KS4 in 2012-13?	Endpoint %	Comparison %
0 - 19	4	1
20 - 35 (~ 1 class)	6	7
36 thru 60 (~2 classes)	11	13
61 - 120	21	41
121 - 200	30	25
200+	13	2
No response	14	11
Total %	100	100
N =	70	244

Overall number of languages taught across all categories	Endpoint %	Comparison %
1	4	6
2	20	32
3	33	27
4	14	16
5	17	9
6 or more	11	10
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

4. Approximately what percentage of the year cohort was this?	Endpoint %	Comparison %
10% or below	3	3
11-24%	10	9
25-49%	26	30
50-75%	26	26
76-90%	14	11
Above 90%	19	19
No response	3	3
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

5. Approximately how many learners gained GCSE at A* to C in more than one language by the end of KS4 in 2011-12?	Endpoint %	Comparison %
0 - 19	61	61
20 - 35 (~ 1 class)	13	11
36 thru 60 (~2 classes)	6	7
61 - 120	10	7
121 - 200	3	3
200+	0	0
No response	7	11
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

6. Is GCSE the only qualification offered at KS4?	Endpoint %	Comparison %
Yes	79	79
No	20	16
No response	1	5
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

7. Which alternative accreditations are on offer at KS4?	Endpoint %	Comparison %
NVQ language units	57	65
Asset Languages	21	18
ABC	0	5
FCSE	29	20
IGCSE	7	8
Entry Level Certificate	7	8
AS level	21	18
No response	0	3
Total %	100	100
N =	14	40

More than one answer could be given so percentages may sum to more than 100.

A filter question: all those who answered no to question 6.

8. Do you have post16 pupils in your school/consortium?	Endpoint %	Comparison %
Yes	64	63
No	34	37
No response	1	0
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

9. Do you offer languages provision post 16 in your school/consortium?	Endpoint	Comparison
	%	%
Yes	91	90
No	4	8
No response	4	2
Total %	100	100
N =	45	153

Due to rounding, percentages may not sum to 100.

A filter question: all those who answered yes to question 8.

10. Which languages programmes at Level 3 do you offer for post 16 students in your school/consortium? Please tick all that apply.

Overall frequency of languages taught across all categories	Endpoint	Comparison
	%	%
Arabic	7	3
French	89	85
German	69	56
Italian	11	6
Japanese	2	4
Mandarin	4	6
Spanish	60	64
Russian	4	3
Urdu	0	4
Ancient Greek	0	0
Latin	4	6
Bengali	0	0
Chinese	2	0
Dutch	0	0
Gujarati	0	0
Nepali	0	1
Panjabi	0	1
Pashtu	0	0
Polish	2	2
Portuguese	0	0
Somali	0	0
Tamil	0	1

Turkish	0	1
No response	9	10
Total %	100	100
N =	45	153

More than one answer could be given so percentages may sum to more than 100.

A filter question: all those who answered yes to question 8

12. How many staff are there in the languages department?

Full time	Endpoint	Comparison
	%	%
0	0	0
1	7	3
2	11	20
3	17	22
4	30	22
5	9	12
6	4	9
7	10	5
8	6	3
9+	4	3
No response	1	0
Total %	100	100
N =	70	244

Part time	Endpoint	Comparison
	%	%
0	13	18
1	20	27
2	19	21
3	20	16
4	10	5
5	3	2
6+	1	3
No response	14	8
Total %	100	100
N =	70	244

Foreign Language Assistants	Endpoint	Comparison
	%	%
0	36	41
1	13	19
2	23	18
3	16	14
4	0	2
5	0	0
No response	13	7
Total %	100	100
N =	70	244

Other	Endpoint	Comparison
	%	%
0	21	32
1	20	14
2	4	5
3	1	0
No response	53	50
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

13. Is there currently any liaison between the languages department and local primary schools?	Endpoint	Comparison
	%	%
Yes	74	49
No	24	50
No response	1	0
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

14. How do you liaise with primary schools?	Endpoint %	Comparison %
Outreach teaching	46	54
Linguistic improvement courses/modules for primary colleagues	31	9
Information exchange (e.g. by email, telephone calls)	42	36
Joint planning of schemes of work	13	18
Joint planning of lessons	12	10
Joint planning/delivery of CPD sessions	12	11
Crossphase observations	19	10
Transition events or projects	58	58
Secondary and primary pupils working together	37	34
Network/cluster meetings	29	27
Shortterm projects or oneoff events	60	33
Primaryfocused CPD for languages staff	15	8
Pupils assist with primary teaching/events	33	36
No response	0	0
Total %	100	100
N =	52	120

More than one answer could be given so percentages may sum to more than 100.

A filter question: all those who answered [q13 = 1].

15. Is there a CPD budget for the languages department?	Endpoint %	Comparison %
Yes	49	45
No	50	55
No response	1	1
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

16. What kind of CPD events do languages teachers attend ?	Endpoint %	Comparison %
Inhouse	81	77
Local events	67	59
National/regional events	66	51
Awarding Organisations' events	53	53
No response	1	1
Total %	100	100
N =	70	244

More than one answer could be given so percentages may sum to more than 100.

17. How do staff report back from these events?	Endpoint %	Comparison %
No formal requirement for feedback	11	12
Written report	30	28
Oral report at meetings	84	88
No response	1	1
Total %	100	100
N =	70	244

More than one answer could be given so percentages may sum to more than 100.

18. Is there a system in place to evaluate the impact of languages CPD?	Endpoint %	Comparison %
Yes	44	41
No	54	57
No response	1	2
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

19. In this current school year, how have staff in the languages department developed professional practice specific to language teaching and how useful do they believe the following forms of CPD have been?

Training and courses (including online modules) organised by external bodies (not including Awarding Organisations)	Endpoint %	Comparison %
Very useful	20	16
Useful	39	30
Fairly useful	9	9
Not useful	3	0
No one in the department participating in this	27	43
No response	3	2
Total %	100	100
N =	70	244

Training and courses organised by Awarding Organisations	Endpoint %	Comparison %
Very useful	23	25
Useful	40	32
Fairly useful	13	11
Not useful	0	1
No one in the department participating in this	19	28
No response	6	2
Total %	100	100
N =	70	244

In-school CPD training events/courses led by external trainers	Endpoint %	Comparison %
Very useful	9	12
Useful	33	27
Fairly useful	9	11
Not useful	3	4
No one in the department participating in this	40	43
No response	7	3
Total %	100	100
N =	70	244

In-school CPD training events/courses led by staff within the department	Endpoint %	Comparison %
Very useful	34	24
Useful	43	42
Fairly useful	9	9
Not useful	1	0
No one in the department participating in this	10	22
No response	3	2
Total %	100	100
N =	70	244
Involvement in research projects (including action research)	Endpoint %	Comparison %
Very useful	24	5
Useful	30	12
Fairly useful	14	6
Not useful	1	1
No one in the department participating in this	23	70
No response	7	6
Total %	100	100
N =	70	244
Regular professional development practice (e.g. peer reviews, ideas sharing and lesson observations) within our school	Endpoint %	Comparison %
Very useful	43	43
Useful	41	42
Fairly useful	9	9
Not useful	0	0
No one in the department participating in this	4	4
No response	3	2
Total %	100	100
N =	70	244

As above, but with other local or similar schools/consortia	Endpoint %	Comparison %
Very useful	17	12
Useful	30	18
Fairly useful	11	11
No one in the department participating in this	37	53
No response	4	5
Total %	100	100
N =	70	244

Language improvement courses	Endpoint %	Comparison %
Very useful	10	5
Useful	11	9
Fairly useful	6	1
Not useful	3	0
No one in the department participating in this	61	78
No response	9	6
Total %	100	100
N =	70	244

Higher qualifications, e.g. diploma, Master's degree	Endpoint %	Comparison %
Very useful	4	5
Useful	10	9
Fairly useful	7	4
Not useful	3	1
No one in the department participating in this	63	75
No response	13	7
Total %	100	100
N =	70	244

Attendance at conferences/events	Endpoint	Comparison
	%	%
Very useful	23	14
Useful	34	32
Fairly useful	9	10
Not useful	1	0
No one in the department participating in this	27	41
No response	6	3
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

20. Please tick the boxes below to indicate some of the resources are used in the teaching of languages at each Key Stage. Please tick all that apply.

Textbooks	Endpoint	Comparison
	%	%
KS3	87	94
KS4	93	94
Post16	59	54
No response	6	2
Total %	100	100
N =	70	244
Interactive whiteboards	**Endpoint**	**Comparison**
	%	%
KS3	91	91
KS4	94	88
Post16	50	48
No response	6	7
Total %	100	100
N =	70	244

Internet	Endpoint %	Comparison %
KS3	93	96
KS4	97	94
Post16	61	55
No response	1	1
Total %	100	100
N =	70	244

Cameras and video recording	Endpoint %	Comparison %
KS3	57	59
KS4	53	44
Post16	23	20
No response	36	37
Total %	100	100
N =	70	244

Audio and voice recording	Endpoint %	Comparison %
KS3	79	80
KS4	91	87
Post16	51	45
No response	3	7
Total %	100	100
N =	70	244

ICT	Endpoint %	Comparison %
KS3	96	94
KS4	99	91
Post16	56	50
No response	1	5
Total %	100	100
N =	70	244

Authentic materials	Endpoint	Comparison
	%	%
KS3	79	70
KS4	91	75
Post16	60	50
No response	4	14
Total %	100	100
N =	70	244

Departmentally produced resources	Endpoint	Comparison
	%	%
KS3	94	97
KS4	94	94
Post16	60	52
No response	4	2
Total %	100	100
N =	70	244

Video conferencing	Endpoint	Comparison
	%	%
KS3	6	4
KS4	4	5
Post16	6	3
No response	90	92
Total %	100	100
N =	70	244

Film, music	Endpoint	Comparison
	%	%
KS3	89	83
KS4	86	84
Post16	59	52
No response	6	6
Total %	100	100
N =	70	244

More than one answer could be given so percentages may sum to more than 100.

21. Is there any cross-curricular languages work going on during the 2012-13 school year?	Endpoint %	Comparison %
KS3	46	44
KS4	14	18
Post16	6	5
No response	50	52
Total %	100	100
N =	70	244

More than one answer could be given so percentages may sum to more than 100.

22. How does the languages department make itself a visible presence in the school and raise the profile of the importance of languages?	Endpoint %	Comparison %
Displays	90	93
Assemblies	50	43
European Day of Languages	81	67
Language Clubs	59	61
Has a link Governor	34	43
Visiting speakers related to employment within languages	17	27
Visiting speakers related to other aspects of the importance of languages	16	23
Oneoff special events/themed days	49	56
Articles in school magazine/website	63	71
Taster lessons	30	41
Theatre/cinema visits	27	27
Activities/events for parents	17	14
No response	1	1
Total %	100	100
N =	70	244

More than one answer could be given so percentages may sum to more than 100.

23. Does your school have links with the wider community or with external institutions?	Endpoint %	Comparison %
Employers	37	26
Further Education	41	40
Higher Education other than ITE	33	23
Supplementary schools	21	19
Activity in or for the community	29	23
Town twinning	17	23
No response	27	29
Total %	100	100
N =	70	244

More than one answer could be given so percentages may sum to more than 100.

24. Does your school have a Specialist Leader of Education (SLE) for languages?	Endpoint %	Comparison %
Yes	17	9
No	81	90
No response	1	2
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

25. Does the languages department participate in Initial Teacher Education?	Endpoint %	Comparison %
Yes	71	62
No	27	38
No response	1	0
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

26. Is your school a specialist school for languages?	Endpoint %	Comparison %
Yes	17	17
No	81	83
No response	1	0
Total %	100	100
N =	70	244

Due to rounding, percentages may not sum to 100.

27/29. To what extent does your school deliver languages CPD to others?	Endpoint %	Comparison %
Other local secondary schools	36	20
Local primary schools	37	18
Link schools not in your local area	11	7
No response	41	67
Total %	100	100
N =	70	244

More than one answer could be given so percentages may sum to more than 100.

This was question 27 in the endpoint survey and question 29 in the comparison survey.

Questions asked only of the endpoint programme group

28. Please indicate which activities you have personally been involved in this year, and those you expect to be involved in during 2013-14, as part of the Languages Support Programme. Please tick all that apply.

Participating in CPD (to develop your own expertise)	%
Current school year	83
2013-14	70
No response	13
Total =	100
Leading CPD (to develop the expertise of others)	%
Current school year	64
2013-14	60
No response	29
Total =	100

Collaborative development (e.g. lesson observations, joint planning)	%
Current school year	84
2013-14	73
No response	13
Total =	100
Action research	%
Current school year	46
2013-14	21
No response	51
Total =	100
Crossphase/transition projects	%
Current school year	40
2013-14	39
No response	50
Total =	100
Projects targeted to improve specific pupil skills	%
Current school year	70
2013-14	47
No response	30
Total =	100
Projects on intercultural understanding	%
Current school year	30
2013-14	24
No response	67
Total =	100
Crosscurricular/whole school activities	%
Current school year	46
2013-14	44
No response	47
Total =	100
Becoming, or working to become, a languages SLE yourself	%
Current school year	10
2013-14	14
No response	80
N=	70

29. Please rate how effective the Languages Support Programme has been in bringing about improvements in the following aspects of languages teaching and learning in your school:

	Very effective	Effective	Quite effective	Not effective	Not applicable	No response	Total
	%	%	%	%	%	%	%
Developing speaking and listening	19	31	23	3	17	7	100
Developing reading and writing	9	34	20	6	24	7	100
Building intercultural understanding in language teaching	3	23	31	7	27	9	100
Meeting the needs of pupils with different levels of progress	7	24	31	10	20	7	100
Improving the use of the target language both by the teacher and by pupils	20	19	29	9	16	9	100
Increasing the use of authentic language resources	14	23	21	14	19	9	100
Developing coherent marking schemes and assessment practices	4	16	19	14	39	9	100
Improving KS2 to KS3 transition to ensure continuity and progression	16	16	17	16	29	7	100
Working collaboratively with other staff within your department	30	21	20	4	16	9	100
Working collaboratively with staff across schools	33	27	13	7	13	7	100
Changes in the languages and qualifications offered	1	6	13	19	51	10	100
Leadership of languages teaching	10	24	13	9	36	9	100
Provision of SLEs in languages	10	1	9	19	53	9	100

N = 70

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 66 respondents gave at least one response to these questions.

30. Please give the most important benefit to you of participating in the Languages Support Programme.

An open question to which responses were coded	%
Boosting staff confidence to deliver MFL	1
Collaborative working as a department	6
CPD/Training for staff/ Peer to peer coaching	1
Extending/Developing language curriculum throughout the school/KS	4
Increased focus on teaching and learning in the school	1
Developing leadership skills of staff	1
Links/networking/sharing expertise with colleagues in other (primary and/or secondary) schools	41
Observation of language practice in the classroom/Model lessons	1
Joint planning/development of transition projects (to ease pupils transfer to Secondary school	3
Working with an expert/mentor/specialist	3
Sharing/introducing ideas/information	7
Sharing/introducing resources	1
Keeping up to date with current practice	1
Reflecting on current practice	4
Developing additional/alternative teaching strategies/methodology (including Storymaking methodology)	3
Increased enjoyment of delivering language teaching	1
Improved speaking and listening/ performance skills of pupils	1
Increased pupil motivation/enjoyment (including increased uptake at KS4)	3
Improve student use of target language	6
Offering opportunities for pupil involvement in MFL	1
Enhanced development of literacy/writing skills	1
Raising our expectations of our pupils	1
No benefits	3
N/A –not aware of participation in the programme/ No support from this programme	9
No response	17
Total =	100

More than one answer could be put forward so percentages may sum to more than 100.

A total of 58 respondents gave at least one response to this question.

Questions asked only of the comparison group

27. Is your school a designated Teaching School?

	%
Yes	21
No	77
No response	2
Total	100
N=	244

Due to rounding, percentages may not sum to 100.

28. Is your school part of a Teaching School Alliance?

	%
Yes	24
No	72
No response	4
Total	100
N=	244

Due to rounding, percentages may not sum to 100.

30. What kind of support would be most useful in further developing the teaching of languages in your school?

An open question to which responses were coded	%
Increase staff knowledge/skills/ understanding of languages	0
In-house/Whole school inset/CPD	3
CPD/Training for (non-specialist/less confident/primary) teachers	2
Support to extend/develop language provision/curriculum across the school	4
Support to embed language into every day routines	0
Assessment related support (especially controlled assessments)	3
Staff attendance at national conferences/events	2
Support from colleges	0
Links with/Support from colleagues in other (primary and/or secondary) schools	11
More/Continued specialist teacher support	3
Links with other countries/schools abroad/ native speakers	1
Links with Business/employers (to highlight the value of languages for ones working life)	7
Reinstate language team at LA/Support from LA	2

Consistency of primary school policies/ teaching (e.g. continue with same language)	1
Better/More support from SMT/SLT	2
More support from exam boards (e.g. listening to concerns/providing feedback)	2
External/Specialist CPD providers	2
Admin support	0
Budget/Funding for specialist language teacher	0
Budget/Funding for (more) FLAs	2
Funding for MFL courses/training/CPD	2
Funding for extra curricular provision	1
Funding for resources	0
Funding for MFL (general/unspecific)	2
Time to develop teaching/embed best practice	2
Time to work more collaboratively with colleagues (in own school or from local cluster schools)	5
Time to develop/try out/evaluate new activities/ resources	1
More curriculum time/More time devoted to specialist MFL lessons	1
Time to attend courses/CPD/events	1
Time (general/unspecific)	3
Interaction between our pupils and MFL speakers (e.g. through trips/video links)	3
Strategies/Resources/Materials to motivate boys (to take languages)	1
Strategies to increase 6th form take up of MFL	1
Having range of qualifications at all levels for students to study	1
Developing student use of target language	2
MFL conferences/events for students linking languages to world of work	1
Better promotion of languages (e.g. via posters/assemblies)	3
Support/Differentiation in very mixed ability groups/for SEN students	1
Improving confidence of learners in spoken language	0
Improving MFL exam results	0
Advice/Guidance on latest developments	2
Cross curricular programmes/projects/ resources	1
Developing/Sharing resources	0
More/Better on-line resources	1
Use of i-pads/interactive white board in MFL classroom	1
Further development of use of ICT in MFL	2
On-line training/CPD/support	1
Up to date/Better/More interactive resources	0

Original resources from the country/ Authentic resources	0
Language lab	0
Observation of language practice in the classroom/Model lessons	3
More FLAs/Reinstate FLAs	4
Published language scheme/Similar scheme of work across LA/all schools	1
Lesson ideas/Resources/Activities tailored to scheme of work/exam board specifications	0
Help with recruitment of MFL staff	0
Consistent messages from Government (e.g. less change/variation)	1
EBacc related issues	1
Other relevant/vague comments	1
No response	14

More than one answer could be put forward so percentages may sum to more than 100.

A total of 210 respondents gave at least one response to this question.

7. References

CfBT Education Trust (2012). *Languages Support Programme: Audit Report.* Reading: CfBT Education Trust.

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Tinsley, T. and Board, K. (2013). *Language Learning in Primary and Secondary Schools in England: Findings from the 2012 Language Trends Survey. Research Report.* Reading: CfBT Education Trust.

NFER provides evidence for excellence through its independence and insights, the breadth of its work, its connections, and a focus on outcomes.

- independent
- insights
- breadth
- connections
- outcomes

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