

Language Trends 2009 Secondary (CILT, ALL, ISMLA)

Data report, 20 January 2010
Analysis based on 668 responses

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

- Survey background, methodology and sample design (*page 1-2*)
- DCSF data trends of GCSE language entries at KS4, 1994-2009 (*page 3*)
- KS4 survey summary of key findings (*pages 4-7*)
- Full data tables of survey analysis (*pages 8-18*)
- Appendix A: Further data analysis of language take-up in schools by school characteristics and region, maintained schools only (*pages 19-20*)
- Appendix B: Sample reliability analysis, comparisons of the achieved survey sample with the national population of all schools on key indicators/ variables. (*page 21*)

Aim

This survey has been carried out annually since 2002 to explore languages provision and take-up in schools at KS4. The survey aims to explore secondary school languages provision and monitor post-14 language take-up following the removal of MFL from the core curriculum at KS4 by a majority of maintained schools in England.

Sample

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

Questionnaire content

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

- The range of languages offered in schools at KS3, KS4, post-16 and outside curriculum time.
- The proportion of pupils currently studying a language in Year 10 and Year 11 in the responding schools
- Whether languages are optional or compulsory for pupils at KS4 in the school.
- Whether schools have set a benchmark for languages following the Dearing review recommendations.
- Current school trends in pupil take-up across the different languages offered at KS4 and overall.
- Current school trends in pupil take-up across the different languages offered at post-16 and overall. **NEW**
- Whether the school has pupils studying more than 1 language in KS4.
- Changes to languages provision at KS3.
- School involvement in measures to increase take up and their impact.
- Other accreditation offered for languages, apart from GCSE, and views of these alternatives.
- Other accreditation offered for languages, apart from A level and AS, and views of these alternatives.
- **NEW**
- School involvement in delivering Diplomas and whether this involves a language.
- School awareness of the Diploma in Languages and International Communication and their interest in the Diploma. **NEW**
- Current international links that schools have. **NEW**
- Whether the school has pupils taking languages GCSE early on a fast track.
- Extent of involvement in externally-provided CPD.
- Impact of the new secondary curriculum on languages.

Fieldwork and Response

An online questionnaire was developed in summer 2009. An invitation letter with log-in details of the online questionnaire addressed to Heads of Languages was despatched to 2,000 schools on 7 September 2009. Two reminder letters were sent to Heads of Languages on 21 September and 14 October 2009. Recipients were asked to complete the survey by 26 October 2009. In order to allow schools of more time to complete

the survey, the deadline was extended to 18 December 2009. Incentives were provided to encourage responses and we are grateful for support from local authority advisers.

A few schools reported having difficulties accessing the survey online and were subsequently given the option of faxing, e-mailing or telephoning in their responses.

A total of 574 maintained schools and 94 independent schools responded by 18 December 2009. The response rate was lower than in 2008. It was affected by a combination of factors, including heavy workload at school, a series of postal strikes and other surveys on secondary languages carried out locally and nationally near the time of this survey.

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

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

Source: DCSF revised data including both maintained and independent schools, <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000909/index.shtml>. See CILT paper *GCSE language entries trend analysis, all schools in England, 1994 – 2009*, for a fuller analysis and data notes at http://www.cilt.org.uk/home/research_and_statistics/statistics/secondary_statistics/gcse_exam_entries.aspx.

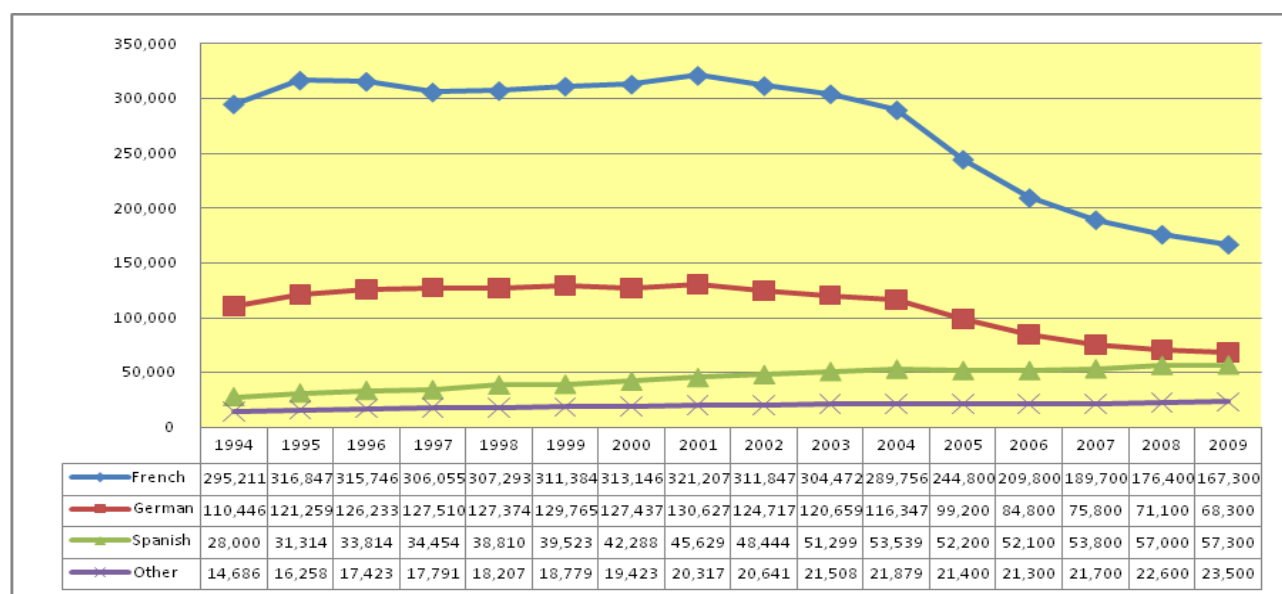
DCSF revised data released on 13 January 2010, highlighted that:

- After particularly dramatic falls during 2004 to 2006, 44% of all KS4 school pupils in England entered for a language at GCSE in summer 2009.

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

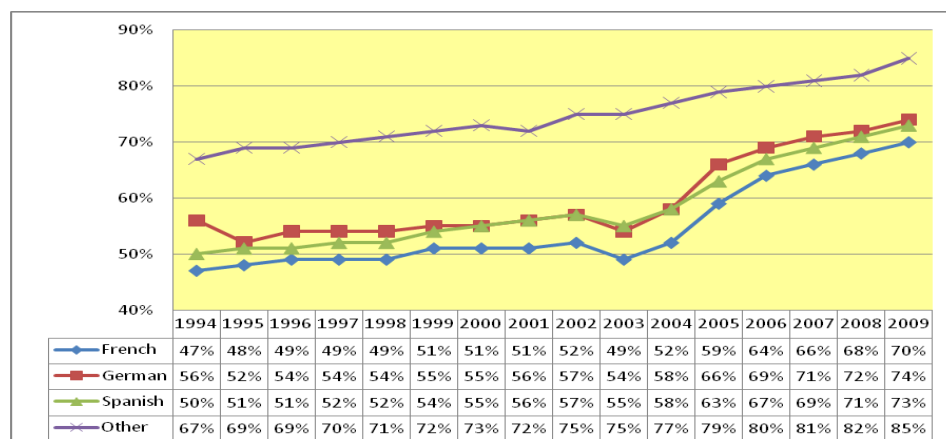
- In summer 2009, 41% of comprehensive school pupils at KS4 were entered for a modern language whilst 91% of selective schools and 81% of independent schools KS4 pupils were entered for a modern language.
- The declines in language entries started in 2002. Since reaching a peak in 2001 total language entries have fallen by more than a third (39%) to 316,400 in 2009. The decline slowed down in 2008 and 2009, with an annual decrease of 3-4%.

Number of pupils studying languages, schools in England, 1994-2009



- As the number of pupils taking languages decreases, the percentage of pupils gaining an A*-C grade is increasing. Over two thirds of all pupils taking French (70%), German (74%), Spanish (73%) and 85% of pupils taking other languages achieved an A*-C grade in 2009. This compares with 66% for English and 61% for Maths that have seen much smaller proportionate increases since 2003.

% of pupils achieving Grade A*-C by language (as a % of all those attempting the subject), 1994-2009



Summary of Secondary Language Trends survey findings

(based on 574 maintained & 94 independent school responses)

Language take-up and provision

Pupil take-up of languages at KS4 (Tables 1, 2, and 3, context to Table 7, Appendix A Tables A1, A2 and A3)

- Over three quarters (76%) of all responding maintained schools in England reported that languages were now optional for their pupils at KS4. This compares with 18% of responding independent schools said languages were an option for their pupils.
- Over half of all maintained secondary schools in England have less than 50% of their pupils studying languages in Years 10 (59%) and 11 (57%). Just under a third have less than 25% of their pupils studying languages in Years 10 and 11.
- In the maintained schools that have made languages optional, around three-quarters reported less than 50% take-up in Year 10 (77%) and Year 11 (74%).
- In the independent sector, the majority of schools (87%) have more than three-quarters of their pupils studying a language in Year 10 and 84% in Year 11.
- Grammar schools are more likely to report a higher take-up of languages than comprehensive schools, as are schools with a higher educational achievement and from a higher social background (maintained schools only).
- Regionally, schools in the South East and in London remain to be most likely to report a take-up of 50% or over, and schools in the North East continue to be most likely to report take-up of less than 50% (maintained schools only).

Languages provided in schools at KS3, KS4, post-16 and outside curriculum time (Tables 4, 5 & 6)

- In maintained schools, French is reported being provided by all schools except two, followed by Spanish (76%) and then German (64%). 19% of all maintained schools offer Italian and Mandarin is offered by 16%. Both of these languages are as, or more, likely to be taught outside curriculum time.
- Independent schools reported quite a wide range of languages on offer. French is provided by almost all independent schools (98%) followed by Spanish (87%) and German (87%). Two in five (40%) independent schools reported offering Mandarin (although more likely outside curriculum time), and more than a third (37%) offer Italian. Approximately one in five schools offer Russian (22%) and Japanese (19%), often outside curriculum time.
- The main languages offered at KS4 are French followed by Spanish and then German.
- These also remain as the languages most commonly available post-16.

For a full overview of languages offered at the different levels, KS3, KS4 and post-16 as well as outside the curriculum see tables 4, 5 and 6.

Benchmark setting and effects on pupil take-up of languages at KS4 (Tables 7 and 8)

(Based on 430 maintained schools that reported languages were optional at KS4)

- Only 17% of maintained schools, with languages optional at KS4, have set a benchmark for the take-up of languages.
- Schools that have not set a benchmark are substantially more likely to have take-up of less than 50% in Year 10.

Language provision and take-up over the last 3 years at Key Stage 4 (Tables 9 and 10)

(Based on 430 maintained schools that reported languages were optional at KS4)

- Schools, with languages optional at KS4, were asked whether they had seen any changes in pupil take-up for each language over the last 3 years and the general trend in language take-up at KS4. While nearly half (48%) reported an overall decrease in take-up, a little over a quarter (26%) reported an increase in take-up, with another quarter reported no change in take-up. Compared to previous years, the figures are more positive.
- 48% schools reported a decrease in French take-up or discontinuing French while 23% reported an increase. This is about the same proportion as in 2008.
- The number of schools reported a decrease in German take-up or discontinuing German (60%) is nearly three times that of schools reported an increase in German or introducing German (21%). This is a much wider gap than that in 2008.
- The increase of Spanish seen in previous years seems to slow down in 2009. 32% schools reported a decrease in take-up or discontinuing Spanish compared to 25% in 2008 although the proportion of schools that reported an increase in take-up or introducing Spanish is still substantially higher than that in French and in German.

Language provision and take-up over the last 3 years post-16 (Tables 11, 12 and 13)

(Based on 352 maintained schools and 84 independent schools with Year 12 and 13 pupils)

- Schools with Year 12 and Year 13 pupils were asked whether they had seen any changes in pupil take-up for each language over the last 3 years and the general trend in language take-up post-16. From different rates of take-up, a third of all schools (35% for maintained schools and 31% for independent schools) reported an increase in overall take-up in languages while a quarter of all schools (26% for maintained schools and 22% for independent schools) reported a decrease in overall take-up.
- More schools reported a decrease in German take-up or discontinuing German than in French and Spanish both from the maintained sector (40%) and the independent sector (38%). 25% of maintained schools and 19% of independent schools reported an increase in German or introducing German.
- 25% of maintained schools and 23% of independent schools reported a decrease in French take-up or discontinuing French while 32% of maintained schools and 28% of independent schools reported an increase in French or introducing French.
- More schools reported increase in Spanish or introducing Spanish post-16 (48% for maintained schools and 46% for independent schools) than those did with French and German although 18% of maintained schools and 11% of independent schools reported a decrease in Spanish over the last 3 years or discontinuing the language.

Language provision in KS3 (Tables 14 and 15)

- A majority of schools said all, or almost all, pupils studied a language at KS3 (97% for maintained schools and 99% for independent schools).
- We asked teachers whether there had been any changes to languages provision in their schools at KS3. Approximately four out of five (81%) maintained schools and about half of the independent schools (52%) reported that there had been changes at KS3 over the last few years.
- Some schools reported that new languages had been introduced (33% for maintained and 39% for independent). A quarter of maintained schools reported that alternative accreditation had been brought in for their KS3 pupils.
- On the other hand, some schools reported that weekly lesson time had been reduced for languages at KS3 (33% for maintained and 11% for independent schools) and others said certain languages had been discontinued (22% and 9% respectively).
- 14% maintained schools reported that KS3 had been shortened to two years. There was a proportionate increase in the proportion of schools with shortened KS3 in recent years (10% in 2008 and 6% in 2007).

Pupils studying more than one language

- 70% of all schools reported having some pupils studying more than one language at KS4 (66% for maintained and 97% for independent schools).
- The second language is very likely to be studied in curriculum time (for three-quarters [75%] of the maintained schools with pupils studying 2 languages and for 89% of independent schools).
- However, well over a third (39% at Year 11 and 41% at Year 10) of maintained schools reported very low actual numbers or proportions of their pupils (5% or under) studying more than one language whilst the percentages in independent schools were 21% at both Year 10 and Year 11.

Summary of Secondary Language Trends survey findings

(based on 574 maintained & 94 independent school responses)

Efforts to increase take-up

Measures to increase take-up (Table 16, 17 and 18)

- The 2009 survey saw more schools (94% maintained schools and 81% of independent schools) involved in a wide range of measures to improve pupil attitude and to increase take-up. The most commonly reported measures in maintained schools are new courses (59%), new teaching approaches (57%), internal promotion/career talks (48%) and use of Languages Work materials (41%).
- Independent schools were less likely to be involved in any of such measures, sometimes substantially less likely, although almost half (46%) reported adopting new teaching approaches and 41% have used internal promotion/career talks.
- The measures were reported having improved pupil attitude. Nearly half (49%) of the maintained schools who have used new teaching approaches reported improved attitude, accounting for 28% of all the maintained schools who responded, followed by new courses (39% of the schools introducing new courses, i.e., 23% of all schools).
- New school policies were reported as the most effective measure to increase take-up, with 31% of maintained schools introducing new school policies reported an increased take-up as the impact of the measure. However, due to the small number of schools adopting such measure (14%), schools reported an increased take-up as the impact of new school policies only accounted for 4% of all the maintained schools.
- As some measures were taken more recently, a third (34%) of schools joining the Routes into Languages project felt it was too soon to have the impact, accounting for 9% of all the maintained schools. 28% of schools introducing new courses reported it was too soon to see the impact, accounting for 16% of all the maintained schools in the achieved sample.

Other accreditation for languages offered by schools (Tables 19, 20 and 21)

- Nearly half (47%) of all responding maintained schools currently offer another accreditation for languages at KS3 or KS4, apart from GCSE. This proportion has increased substantially from 22% in 2006, 29% in 2007 and 40% in 2008.
- The proportion of independent schools offering an alternative qualification is lower (17%).
- The most commonly reported alternative accreditation used at KS3 is Asset Languages, offered by 16% of maintained schools and 6% of independent schools. 13% of maintained schools reported using FCSE at KS3, increases from 7% in 2008.
- At KS4, 10% of maintained schools and 4% of independent schools use Asset Languages. 10% of maintained schools reported using NVQ language unites, increased from 5% in 2008. 8% of independent schools use IGCSE at KS4.
- A further 43% of maintained schools and 26% of independents reported that they were considering offering alternative accreditation at KS3 and/or KS4.
- At post-16, 4% of maintained schools use Asset Languages and 6% of independent schools use International Baccalaureate.

Involvement in Diplomas (Table 22, 23 and 24)

- More maintained schools have been involved in delivering Diplomas and the most common was Creative and Media (23%) and ICT (20%); hardly any independent schools have been involved.
- 2% of all maintained schools reported delivering languages through a Diploma.
- Nearly two thirds (64%) of maintained schools and three quarters (74%) of independent schools were aware of the Diploma in Languages and International Communication. When asked whether they would consider offering this new qualification, 67% of maintained schools reported 'maybe' and another 16% said 'yes'. Substantially fewer independent schools showed interest in the new qualification, with only 3% saying yes and less than half (41%) responding as 'maybe'.

International links (Table 25)

- A majority of schools (92% of maintained schools and 96% of independent schools) have current international links.
- Of all the international links, visits are the most popular (84% for maintained schools and 89% for independent schools). Independent schools are more likely to have exchanges (57%) than maintained schools (40%) while maintained schools are more likely to take part in International School Award (34%) than independent schools (4% only).

Fast-tracking – pupils studying language in Year 10 or earlier

- Nearly a third (32%) of all schools reported having some pupils on a fast track, taking GCSE languages in Year 10 or earlier (31% for maintained and 32% for independent schools).
- To give an indication of the scale of this, we asked schools for the proportion of the year groups 9 and 10 that will be taking their GCSE early. For maintained schools, 5% reported having 25% or more of their Year 10 pupils taking GCSE early and 8% of schools reported having 25% or more of their Year 9s taking GCSE early. These proportions are 17% and 7% respectively for independent schools.
- Following the GCSE, more than half of the maintained schools (53%) and approximately four out of five independent schools (86%) reported that these pupils continued studying the language, (e.g. AS level most commonly cited).

Professional development (Table 26)

- In just under a tenth (8%) of maintained schools and 19% of independent schools, no language staff member has been involved in externally-provided CPD during the previous year.
- Schools most commonly reported (45% of maintained and 44% of independent) that 'several' staff had been involved in such CPD and a little under a third of the schools (31% of maintained, 32% of independent) reported that 'all' staff had been involved in such CPD.

Impact of curriculum (Table 27)

- Most schools (63% of maintained, 84% of independent) thought the new secondary school curriculum had a neutral impact on languages.
- Another third (32%) of maintained schools thought the impact was positive whilst only 6% of independent schools hold the same opinion.

DATA TABLES

The data is based on 668 schools responding to the survey and includes independent and maintained schools (results presented separately). Numbers of schools missing each question are recorded at the foot of each table and excluded from the percentage calculations unless otherwise stated.

Table 1: Status of language learning in schools – compulsory or optional?

All schools

	% 2009 Maintained schools	% 2009 Independent schools	% 2008 Maintained schools	% 2008 Independent schools
Compulsory	24%	82%	22%	82%
Optional	76%	18%	78%	18%
<i>Optional for all pupils</i>	64%	16%	68%	14%
<i>Optional for some but not all pupils</i>	12%	2%	10%	4%
TOTAL	100%	100%	100%	100%
Total number of schools	566	92	655	192

8 maintained and 2 independent schools didn't respond to this question in 2009 and 8 were missing in 2008.

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

Languages remain compulsory in only 20% of all comprehensive schools, compared with 81% of all maintained grammar schools. Excluding specialist language colleges, languages were compulsory in 16% of all other maintained schools.

Table 2: Proportion of pupils studying languages in Y11, 2009

All schools

	% 2009 Maintained	% 2009 Independent	% 2008 Maintained	% 2008 Independent	% 2007 Maintained	% 2007 Independent
All or more than 75%	27%	84%	25%	86%	26%	88%
50% to 75%	17%	11%	20%	7%	18%	6%
Less than 50%	57%	5%	55%	7%	56%	6%
<i>25% to 49%</i>	25%	3%	24%	3%	27%	3%
<i>Less than 25%</i>	32%	2%	31%	4%	29%	3%
TOTAL	100%	100%	100%	100%	100%	100%
Total number of schools	566	92	643	196	654	179

10 missing responses to this question in 2009, 16 missing in 2008 and 27 in 2007

The mean average proportion of pupils studying a language in Year 11 reported across all maintained schools was 47%, with fairly large variations in this reporting (44% for comprehensive schools and 93% for grammar schools). This average was 89% for independent schools.

Table 3: Proportion of pupils studying languages in Y10, 2009

All schools

	% 2009 Maintained	% 2009 Independent	% 2008 Maintained	% 2008 Independent	% 2007 Maintained	% 2007 Independent
All or more than 75%	26%	87%	24%	88%	26%	88%
50% to 75%	14%	8%	21%	6%	19%	6%
Less than 50%	59%	5%	55%	6%	55%	6%
<i>25% to 49%</i>	27%	3%	23%	2%	25%	4%
<i>Less than 25%</i>	33%	2%	32%	4%	30%	2%
TOTAL	100%	100%	100%	100%	100%	100%
Total number of schools	566	92	640	195	655	178

10 missing response to this question in 2009, 20 in 2008 and 28 in 2007

The mean average proportion of pupils studying a language in Year 10 reported across all maintained schools was 46%, with fairly large variations in this reporting (42% for comprehensive schools and 96% for grammar schools). This average was 90% for independent schools.

Table 4: Which languages are being taught in MAINTAINED SCHOOLS*All maintained schools*

	School provides language at any level *	at KS4	at KS3	Outside curriculum time
French	100%	96%	98%	10%
Spanish	76%	63%	62%	13%
German	64%	55%	56%	7%
Italian	19%	7%	5%	9%
Mandarin	16%	4%	6%	11%
Russian	8%	2%	2%	4%
Japanese	7%	2%	1%	5%
Urdu	6%	4%	2%	2%
Arabic	5%	2%	1%	3%
BASE: Total number of schools	574	574	574	574

* Includes schools teaching the language in the curriculum at KS3, KS4, post-16 level or outside curriculum time. Percentages for post-16 are given in Table 6, based on schools with Year 12 and 13 pupils only.

Other languages mentioned were Latin (31 schools), Polish (21 schools), Turkish (16 schools), Portuguese (15 schools), Greek (13 schools), Bengali (12 schools), Panjabi (11 schools), Gujarati (7 schools), Dutch (5 schools), and others by altogether 7schools.

38% of all maintained schools and 46% of all independent schools offered at least 1 language outside curriculum time.

Table 5: Which languages are being taught in INDEPENDENT SCHOOLS*All independent schools*

	School provides language at any level *	at KS4	at KS3	Outside curriculum time
French	98%	94%	96%	7%
Spanish	87%	82%	77%	9%
German	87%	78%	77%	11%
Mandarin	40%	15%	15%	28%
Italian	37%	14%	7%	20%
Russian	22%	6%	4%	15%
Japanese	19%	2%	3%	13%
Arabic	13%	3%	4%	7%
Urdu	2%	2%	1%	0%
BASE: Total number of schools	94	94	94	94

* Includes schools teaching the language in the curriculum at KS3, KS4, post-16 level or outside curriculum time. Percentages for post-16 are given in Table 6, based on schools with Year 12 and 13 pupils only.

Table 6: Which languages are being taught post-16

60% of the maintained schools surveyed and 80% of the independent schools had Year 12 and 13 pupils, (data provided in the sample). This data is based on these 436 schools (352 maintained and 84 independent schools).

All schools with year 12 and 13 pupils

	% Maintained schools	% Independent schools
French	78%	94%
German	53%	80%
Spanish	48%	85%
Italian	9%	24%
Mandarin	5%	14%
Russian	4%	12%
Japanese	2%	7%
Arabic	1%	5%
Urdu	1%	1%
BASE: Total number of schools	352	84

Maintained schools with language study optional at KS4

Over three-quarters (76%, 430 out of 566) of maintained schools who answered the relevant question reported that languages were optional for their pupils at KS4. These schools were asked some additional questions to explore the setting of benchmarks and the effects various policies or school initiatives have had on take up.

Note: Only 18% (17 out of 92) independent schools reported languages were optional at KS4. The responses to these additional questions for independent schools are available but not reported on here below, due to small numbers.

Table 7: Has your school set a benchmark for the take-up of languages at KS4?

Context: Around three quarters of all maintained schools with languages optional at KS4 reported less than 50% take-up in Year 10 (77%) and Year 11 (74%) in 2009. The mean average reported proportion of pupils studying a language across all maintained schools with languages optional was 31% in Year 10 and 33% in Year 11, with large variations in this reporting. Schools were asked if they set a benchmark for the take-up of languages at KS4 and if so what their current benchmark was. The results for those in the maintained sector for whom language study was optional at KS4 are as follows. *

All maintained schools with language study optional at KS4

Whether set benchmark and what current benchmark is	% 2009	% 2008
No	83%	81%
Yes	17%	19%
<i>Less than 50%</i>	4%	2%
<i>50%</i>	7%	10%
<i>51% to 75%</i>	3%	4%
<i>More than 75%</i>	1%	1%
TOTAL	100%	100%
Total number of schools	430	490

20 missing responses in 2008

* A request from the Minister for Schools was sent to all head teachers in maintained schools (in January 2006) asking them to set a benchmark, of between 50-90%, for the number of students studying languages leading to a recognised qualification at Key Stage 4. The recent Dearing review recommendations, March 2007, supported this benchmark. The final report of the Dearing review can be downloaded at www.teachingnet.gov.uk/teachingandlearning/subjects/languages/languagesreview

Table 8: Proportion of schools that have set a benchmark by the schools' language take-up in Y10

All maintained schools with language study optional at KS4

	YES, we have set a benchmark	NO, we have not set a benchmark	<i>All schools with languages optional</i>
% taking a language in Y10:			
<i>50% or more</i>	41%	19%	23%
<i>Less than 50%</i>	59%	81%	77%
TOTAL	100%	100%	100%
Total number of schools	71	359	430

Table 9: Overall reported trend in pupil take-up at KS4 over past 3 years, MAINTAINED SCHOOLS with languages optional

All maintained schools with language study optional at KS4

	% maintained schools 2009	% maintained schools 2008	% maintained schools 2007	% maintained schools 2005
Increase	26%	22%	21%	5%
No change	25%	26%	17%	9%
Decrease	48%	52%	61%	86%
TOTAL	100%	100%	100%	100%
Total number of schools	429	494	511	688

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

Table 10: Overall reported trend in pupil take-up at KS4 by language over the past 3 years, for French, German and Spanish

All maintained schools with language study optional at KS4 offering the language

	French	German	Spanish
Increase	23%	19%	35%
New	0%	2%	10%
No change	29%	19%	22%
Decrease	46%	43%	27%
Discontinued	2%	16%	5%
TOTAL	100%	100%	100%
Total number of schools	425	258	273

All schools - further details on language take-up and provision

Table 11: Overall reported trend in pupil take-up over past 3 years at post-16

Schools with Year 12 and Year 13 pupils

	% Maintained schools	% Independent schools
Increase	35%	31%
No change	39%	46%
Decrease	26%	22%
TOTAL	100%	100%
Total number of schools	347	83

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

Table 12: Overall reported trend in pupil take-up by language over past 3 years, for French, German and Spanish at post-16, MAINTAINED SCHOOLS

Maintained schools with Year 12 and Year 13 pupils

	French	German	Spanish
Increase	30%	22%	38%
New	2%	3%	10%
No change	43%	35%	33%
Decrease	18%	29%	13%
Discontinued	7%	11%	5%
TOTAL	100%	100%	100%
Total number of schools	330	239	193

Table 13: Overall reported trend in pupil take-up by language over past 3 years, for French, German and Spanish, Post-16, INDEPENDENT SCHOOLS

Independent schools with Year 12 and Year 13 pupils

	French	German	Spanish
Increase	26%	19%	46%
New	1%	0%	0%
No change	50%	43%	43%
Decrease	23%	36%	11%
Discontinued	0%	1%	0%
TOTAL	100%	100%	100%
Total number of schools	80	72	72

Table 14: Do all (or almost all) pupils study a foreign language in KS3?

All Schools

	% Maintained schools	% Independent schools
Yes	97%	99%
No	3%	1%
TOTAL	100%	100%
Total number of schools	554	90

24 missing responses to this question

Table 15: Have there been any changes to languages provision at KS3 over the last few years in your school?

All Schools

	% Maintained schools	% Independent schools
YES, we've had changes to our KS3 provision *	81%	52%
<i>One or more languages have been introduced</i>	33%	39%
<i>One or more languages have been discontinued</i>	22%	9%
<i>Accreditation has been introduced</i>	25%	2%
<i>Weekly lesson time reduced for KS3 languages</i>	33%	11%
<i>KS3 has been shortened to two years</i>	14%	4%
<i>Other changes</i>	21%	22%
NO changes have been made to our KS3 provision	19%	48%
TOTAL	100%	100%
Total number of schools	554	90

* Responses won't add up to 81% and 52% as more than one KS3 change could be reported.

24 missing responses to this question

All schools

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

All schools

	% 2009 Maintained	% 2009 Independent	% 2008 Maintained	% 2008 Independent
Yes, some measures have been taken*	94%	81%	N/A	N/A
<i>Routes into Languages</i>	27%	7%	13%	4%
<i>Business-education partnerships</i>	12%	0%	N/A	N/A
<i>Other externally-organised activities</i>	32%	29%	25%	7%
<i>Internal promotion/career talks</i>	48%	41%	45%	9%
<i>Use of Languages Work materials</i>	41%	23%	33%	6%
<i>New courses</i>	59%	44%	32%	10%
<i>New teaching approaches</i>	57%	46%	30%	12%
<i>New school policies</i>	14%	13%	9%	4%
<i>Other</i>	20%	17%	N/A	N/A
No measures have been taken	6%	19%	N/A	N/A
Total number of schools	564	90	659	196

* Responses won't add up to 94% and 81% as more than one measure could be reported.

14 missing responses (10 maintained schools and 4 independent schools) to this question in 2009

Table 17: Impact of the measures

Maintained schools taking the measures

	No impact	Too soon to say	Cancelled by other factors	Improved attitude	Increased take-up	Total no. of schools
Routes into Languages	15%	34%	14%	34%	7%	151
Business-education partnerships	20%	31%	9%	45%	9%	65
Other externally-organised activities	5%	16%	17%	51%	13%	180
Internal promotion/career talks	7%	9%	24%	28%	16%	298
Use of Languages Work materials	7%	21%	23%	39%	7%	233
New courses	5%	28%	10%	39%	15%	332
New teaching approaches	2%	21%	8%	49%	11%	321
New school policies	7%	22%	9%	31%	31%	81

Table 18: Impact of the measures

Maintained schools

	No impact	Too soon to say	Cancelled by other factors	Improved attitude	Increased take-up	Total no. of schools
Routes into Languages	4%	9%	4%	9%	2%	564
Business-education partnerships	2%	4%	1%	5%	1%	564
Other externally-organised activities	2%	5%	5%	16%	4%	564
Internal promotion/career talks	4%	5%	13%	15%	8%	564
Use of Languages Work materials	3%	9%	10%	16%	3%	564
New courses	3%	16%	6%	23%	9%	564
New teaching approaches	1%	12%	5%	28%	6%	564
New school policies	1%	3%	1%	4%	4%	564

Table 19: Do you offer any other accreditation for languages at KS3 or KS4, apart from GCSE?

All Schools

	% 2009 Maintained	% 2009 Independent	% 2008 Maintained	% 2008 Independent
Yes	47%	17%	40%	11%
No, but we are considering this	43%	26%	34%	22%
No	10%	58%	26%	67%
TOTAL	100%	100%	100%	100%
Total number of schools	562	90	646	194

16 schools didn't respond to this question in 2009 and 15 in 2008. The proportion of maintained schools offering alternative accreditation has risen substantially from 29% in 2007 and 22% in 2006.

Table 20: Other accreditation offered by Key Stage, apart from GCSE

Percentages based on all schools

	% Maintained schools		% Independent schools	
	KS3	KS4	KS3	KS4
Asset Languages	16%	10%	6%	4%
CBLC	0%	3%	0%	0%
ELC	6%	4%	0%	2%
FCSE	13%	4%	0%	3%
NVQ Language Units	4%	10%	0%	0%
IGCSE	0%	0%	0%	8%
International Baccalaureate	0%	0%	1%	1%
BASE: Total number of schools	558		90	

20 missing responses to this question

Table 21: Other accreditation offered at Post 16, apart from AS and A level

Percentage based on schools with Year 12 and Year 13 pupils

	% Maintained schools	% Independent schools
Asset Languages	4%	1%
CBLC	1%	0%
ELC	1%	1%
FCSE	0%	0%
NVQ Language Units	2%	0%
IGCSE	0%	0%
International Baccalaureate	2%	6%
BASE: Total number of schools	347	83

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

Table 22: Is your school involved in delivering any of the Diplomas? Does this involve a language?

All Schools

	% 2009 Maintained	% 2009 Independent	% 2008 Maintained	% 2008 Independent
ICT	20%	1%	8%	2%
Society, Health and Development*	12%	0%	12%	0%
Creative and Media	23%	0%	10%	0%
Engineering	16%	0%	8%	1%
Construction	15%	0%	7%	0%
Business, Administration and Finance	11%	0%	N/A	N/A
Environmental and Land-based Studies	3%	0%	N/A	N/A
Hair and Beauty Studies	16%	0%	N/A	N/A
Hospitality	7%	0%	N/A	N/A
Manufacturing and Product Design	3%	0%	N/A	N/A
Does this involve a language?	2%	0%	2%	1%
BASE: Total number of schools	558	90	659	196

20 missing responses to this question

* This Diploma was called Health and Social Care in 2008.

Table 23: Are you aware of the Diploma in Languages and International Communication?

All Schools

	% Maintained schools	% Independent schools
Yes	64%	74%
No	36%	26%
TOTAL	100%	100%
Total number of schools	555	90

23 missing responses to this question

Table 24: Would you consider offering this new qualification at your school?

All Schools

	% Maintained schools	% Independent schools
Yes	16%	3%
Maybe	67%	41%
No	17%	56%
TOTAL	100%	100%
Total number of schools	555	90

23 missing responses to this question

Table 25: What sort of international links does your school have?

All schools

	% Maintained schools	% Independent schools
We have current international links*	92%	96%
Exchanges	40%	57%
Visits	84%	89%
International Days	41%	34%
International Schools Award	34%	4%
E-links	35%	22%
We have no current international links	8%	4%
TOTAL	100%	100%
Total number of schools	563	90

15 missing responses to this question

* Responses won't add up to 92% and 96% as more than one type of international links could be reported.

Table 26: How many members of your department have been involved in externally-provided CPD over the last year?

All Schools

	% 2009 Maintained	% 2009 Independent	% 2008 Maintained	% 2008 Independent
None	8%	19%	11%	27%
One	17%	4%	16%	7%
Several	45%	44%	45%	37%
All	31%	32%	29%	29%
TOTAL	100%	100%	100%	100%
Total number of schools	553	90	641	182

25 missing responses to this question and 32 in 2008

Table 27: What has been the impact of the new secondary school curriculum on languages in your school?

All Schools

	% 2009 Maintained	% 2009 Independent	% 2008 Maintained	% 2008 Independent
Positive	32%	6%	28%	7%
Neutral	63%	84%	61%	89%
Negative	5%	10%	11%	4%
TOTAL	100%	100%	100%	100%
Total number of schools	553	89	617	183

26 missing responses to this question and 55 in 2008

Appendix A

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

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

Maintained schools only

	% of schools reporting less than 50% languages take-up	<i>Base n</i>
ALL MAINTAINED SCHOOLS	59%	566
School type		
Comprehensive School	64%	524
Grammar School	0%	42
Educational achievement		
Lowest quintile	83%	111
2 nd lowest	79%	107
Middle	68%	120
2 nd highest	43%	109
Highest quintile	26%	119
Social background *		
Average or higher proportions of pupils eligible for free school meals	79%	198
Lower than average proportions of pupils on free school meals	49%	368

8 missing responses to this question

* Indicated by the percentage of pupils on free school meals. The average for all pupils in maintained schools in England is 13%. Low indicates schools in which the proportion of pupils eligible for free school meals is lower than 13%.

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

Maintained schools only

	% with less than 50% languages take-up	Base number
ALL MAINTAINED SCHOOLS	59%	566
All schools with a language specialist status	5%	63
All schools with a non-language specialist status	66%	467
All schools with no specialist status	72%	36

8 missing responses to this question

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

Maintained schools only

	% with less than 50% languages take-up	Base number
ALL MAINTAINED SCHOOLS	59%	566
South East	48%	91
London	52%	69
Eastern	58%	59
West Midlands	58%	55
Yorkshire & the Humber	61%	56
East Midlands	62%	37
North West	65%	96
South West	66%	70
North East	76%	33

8 missing responses to this question

Appendix B

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

Table B1: School Type

Maintained schools

	Number in KS4 survey achieved sample	% in achieved survey sample	Number in KS4 survey issued sample	% in issued survey sample	Number in population (NFER data)	% All schools in England
Comprehensive to 16	211	37%	565	38%	1071	37 %
Comprehensive to 18	293	51%	759	51%	1475	51%
Grammar	42	7%	90	6%	163	6%
Secondary Modern	28	5%	86	6%	166	6%
Other Secondary schools	0	0%	0	0%	3	0%
BASE	574	100%	1500	100%	2878	100%

Table B2: Region

Maintained schools

	Number in KS4 survey achieved sample	% in achieved survey sample	Number in KS4 survey issued sample	% in issued survey sample	Number in population (NFER data)	% All schools in England
North East	35	6%	77	5%	149	5%
North West	97	17%	228	15%	438	15%
Yorkshire and the Humber	56	10%	150	10%	286	10%
East Midlands	37	6%	128	9%	247	9%
West Midlands	55	10%	180	12%	344	12%
East of England	59	10%	166	11%	320	11%
London	72	13%	190	13%	363	13%
South East	92	16%	232	15%	446	15%
South West	71	12%	149	10%	285	10%
BASE	574	100%	1500	100%	2878	100%

Table B3: Educational and Social indicators

Maintained schools only

	% or MEAN AVERAGE proportion in our achieved survey sample	% or MEAN AVERAGE proportion for all maintained schools in England*
Educational achievement		
Lowest quintile	20%	20%
2 nd lowest	19%	20%
Middle	21%	20%
2 nd highest	19%	20%
Highest quintile	21%	20%
Social background		
% of pupils on free school meals	13.4%	13.4%

* Source data from DCSF: DCSF: Schools, Pupils and Their Characteristics: January 2009
<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000843/index.shtml>