



Office for Standards
in Education

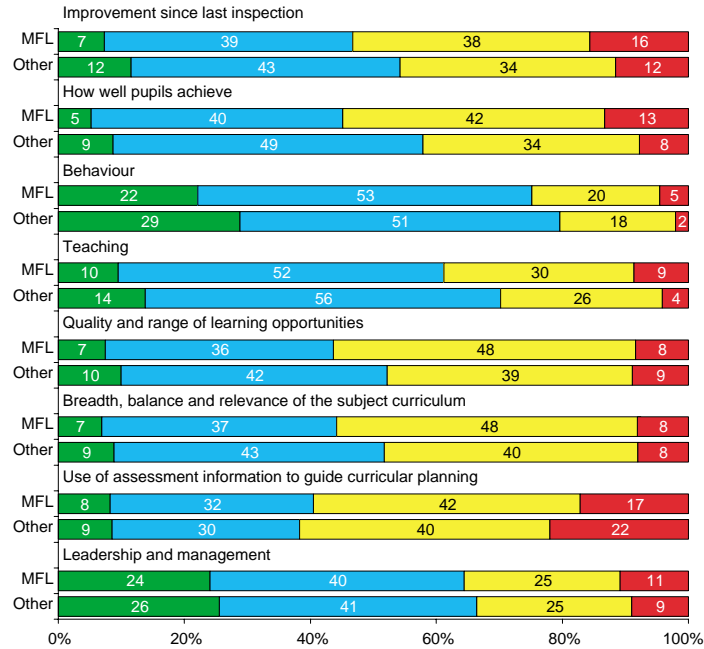
Modern foreign languages at a glance 2002/03

July 2004

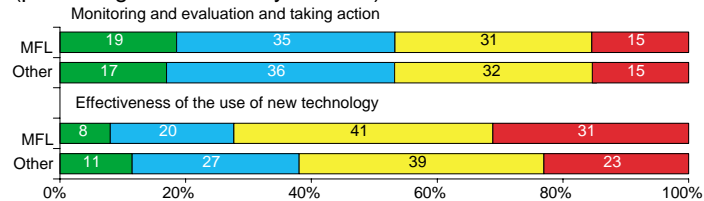
Maintained primary and secondary
schools in England

Overview of MFL (percentage of secondary schools)

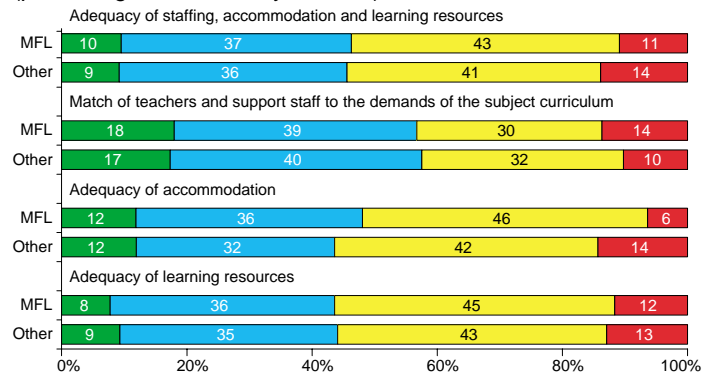
Other = All foundation subjects



Aspects of leadership and management (percentage of secondary schools)

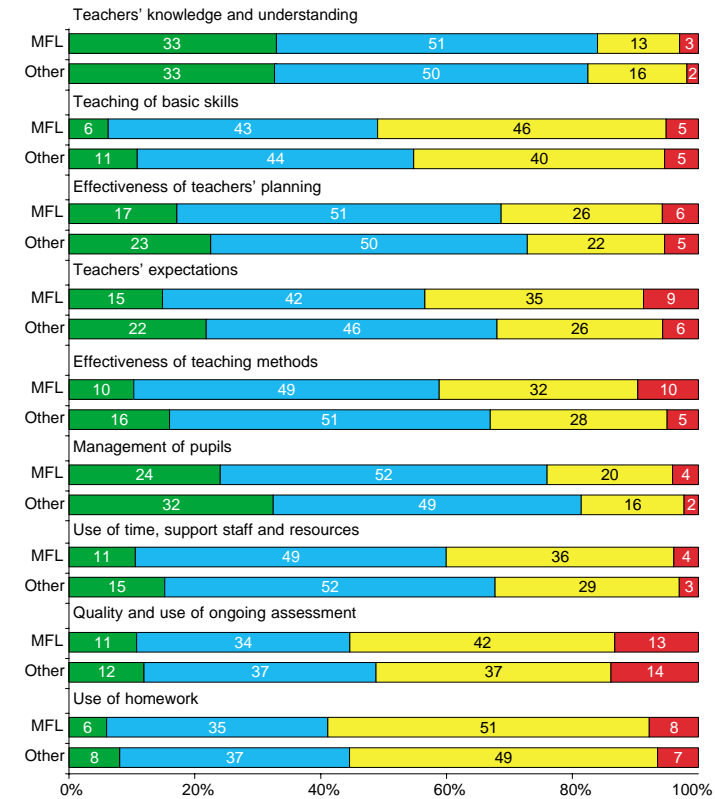


Staffing, accommodation and resources (percentage of secondary schools)

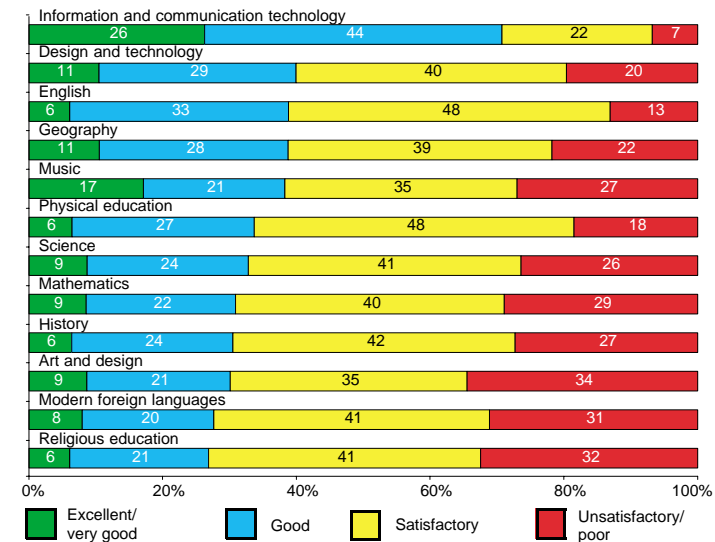


2002/03 inspection data based on full inspections only; not nationally representative
These figures have been rounded and may not add up to 100%

Quality of aspects of teaching (percentage of secondary schools)



Effectiveness of the use of new technology (percentage of secondary schools)



0% Excellent/very good 20% Good 40% Satisfactory 60% Unsatisfactory/poor 80% 100%

Percentage of pupils taking modern and/or classical foreign languages in secondary schools inspected in 2002/03

Year group	Number of schools	Percentage of pupils							
		No languages		One language		Two languages		More than two languages	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Year 7	431	1	0	90	88	9	10	0	1
Year 8	431	1	0	68	63	31	37	0	0
Year 9	363	1	1	63	56	36	43	0	0
Year 10	360	18	13	77	79	5	8	0	0
Year 11	360	14	10	82	84	4	6	0	0

GCSE results for French: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	3.7	8.4	11.5	21.0	22.0	15.4	10.1	5.4	1.7
Boys	2.4	5.8	9.0	18.4	22.9	18.1	12.9	7.3	2.3
Girls	5.0	10.9	14.0	23.2	20.9	12.9	7.5	3.7	1.1

GCSE results for German: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	4.0	9.2	12.7	25.4	23.3	12.8	7.3	3.7	1.1
Boys	2.7	7.0	10.5	23.7	24.7	15.1	9.2	4.9	1.5
Girls	5.2	11.1	14.6	27.0	21.9	10.8	5.6	2.6	0.8

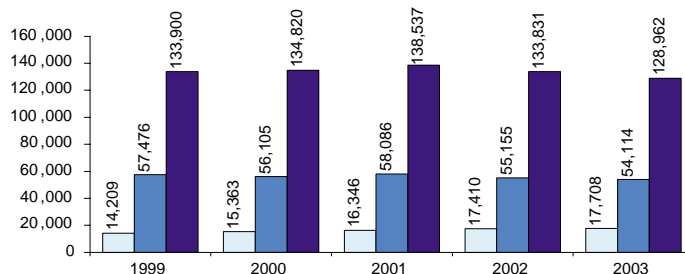
GCSE results for Spanish: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	5.3	10.1	12.3	20.4	19.8	13.2	9.5	6.3	2.2
Boys	3.5	7.1	9.5	17.8	20.4	15.8	12.6	8.7	3.5
Girls	6.7	12.4	14.4	22.0	19.2	11.3	7.3	4.6	1.4

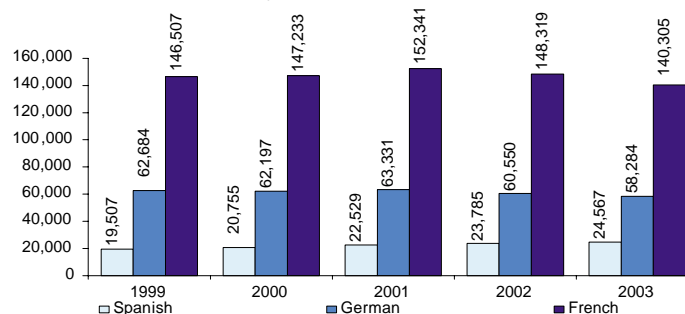
GCSE results for all subjects: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	3.7	10.4	17.2	23.8	18.3	12.5	7.4	3.7	2.4
Boys	2.9	8.5	15.4	23.2	19.3	14.0	8.7	4.4	2.9
Girls	4.4	12.3	18.9	24.4	17.3	11.0	6.2	2.9	1.9

Number of 15 year old boys entered for GCSEs: all maintained secondary schools – 2003



Number of 15 year old girls entered for GCSE MFL: all maintained secondary schools – 2003



GCSE average points score in MFL: all maintained secondary schools

Boys	1996	1997	1998	1999	2000	2001	2002	2003
French	3.8	3.8	3.8	3.9	3.9	3.9	4.0	3.8
German	4.0	4.0	4.1	4.2	4.1	4.2	4.2	4.2
Spanish	3.7	3.6	3.7	3.8	4.0	4.0	4.0	3.9

Girls	1996	1997	1998	1999	2000	2001	2002	2003
French	4.5	4.5	4.5	4.6	4.6	4.6	4.6	4.6
German	4.7	4.8	4.8	4.8	4.8	4.8	4.8	4.7
Spanish	4.4	4.5	4.5	4.6	4.7	4.7	4.7	4.7

All pupils	1996	1997	1998	1999	2000	2001	2002	2003
French	4.1	4.2	4.2	4.3	4.3	4.3	4.3	4.2
German	4.4	4.4	4.5	4.5	4.5	4.5	4.5	4.5
Spanish	4.1	4.1	4.2	4.3	4.4	4.4	4.4	4.3

Percentage of pupils obtaining A*-C GCSE grades in MFL: all maintained secondary schools

Boys	1996	1997	1998	1999	2000	2001	2002	2003
French	35.0	35.3	34.5	37.0	37.2	38.3	38.7	35.6
German	41.2	41.8	42.8	44.5	44.0	45.6	46.0	44.0
Spanish	33.4	32.8	34.1	37.1	39.1	39.9	39.6	38.0

Girls	1996	1997	1998	1999	2000	2001	2002	2003
French	50.8	51.1	51.3	54.2	54.3	54.6	54.6	53.1
German	57.3	57.9	58.1	59.3	58.9	59.8	60.1	57.8
Spanish	50.2	51.7	51.7	54.1	55.5	56.1	57.0	55.5

All pupils	1996	1997	1998	1999	2000	2001	2002	2003
French	43.4	43.7	43.4	46.0	46.1	46.8	47.0	44.6
German	49.8	50.4	50.9	52.2	51.8	53.0	53.4	51.2
Spanish	43.4	44.1	44.3	46.9	48.5	49.3	49.6	48.0

Main findings for secondary schools – 2002/03

- * Fewer than half of the schools inspected have improved significantly since their last inspection. In one school in seven there has been no improvement.
- * Over the last six years, the rate of improvement in teaching and achievement in modern foreign languages (MFL) has been slow in comparison with other subjects.
- * Pupils' achievement is good in less than half the schools inspected in both key stages. It is unsatisfactory in one school in eight.
- * At General Certificate of Secondary Education (GCSE), there has been a decrease in the percentage of higher grades awarded in French, German and Spanish. In French, well under half of pupils (44.6%) achieved grade C or better. The gap in performance between girls and boys in both key stages has not changed and remains too wide at about 16%.
- * Students' achievement post-16 is good in six out of ten schools and shows a similar improvement (9%) to that in other subjects (10%). Advanced Level (A Level) results continue to improve, with about half of students entered gaining higher grades (A or B) in French, German and Spanish, and boys doing as well as girls. Entries for these languages continue to decline.
- * Pupils with special educational needs and gifted and talented pupils make insufficient progress in both Key Stages 3 and 4.
- * Teaching is good in six schools in ten in Key Stages 3 and 4. Teaching is much more effective post-16, where it is good or better in over eight schools in ten.
- * As a consequence of inadequate long-term planning and insufficient emphasis on grammar, many pupils make slow or erratic progress.
- * The use of information and communication technology is good in under one third of schools, and unsatisfactory in the same proportion.
- * The monitoring, evaluation and development of teaching in MFL are good in fewer than half of schools.
- * The content of the MFL curriculum fails to engage the interest of a significant proportion of pupils. In Key Stage 4, the quality and range of learning opportunities are good in only four in ten schools, and there is unsatisfactory intellectual and creative challenge for pupils in one school in seven.

A full version of the 2002/03 report can be found on the Ofsted website (www.ofsted.gov.uk).

Quality of teaching in lessons over time (percentage of good or better lessons in secondary schools)

