Leadership and Management 1 (LMM1)

Resource 9.2: Middle Lane data analysis

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You are just starting in a new school in September and look at the following sources of information about the school and languages.

* Decide on your targets for the languages department in this school: one for Christmas and a further two for the end of the school year.
* Where would you like the languages department to be in three years’ time? Decide on a couple more aims.
* Once you have decided, how will you go about achieving your aims and how will you know when you have reached your targets?

Middle Lane (11–16 Comprehensive)

The school serves an area with mixed housing and takes pupils from a cross-section of backgrounds in the medium-sized market town. There are some newer hi-tech industries in this part of the county as well as more traditional jobs in the agricultural and retail sectors, thanks to a new out-of-town shopping centre from the end of the last century.

13% of pupils receive free school meals; 4% of pupils have English as an additional language. Most of these are from young, hard-working immigrant eastern European families.

The school is a well-maintained building from the late 1960s. Although the school has seen falling numbers (for legitimate demographic reasons), languages remains scattered in demountable huts, despite empty classrooms in the main building. The school offers French and German to GCSE and usually runs one group of each to exam level, from a cohort of around 140. The groups are usually 25–30 in number, covering A\*-F grades. The languages department has the full-time head of languages (French and German), two full-time French teachers and one part-time (0.8) German teacher.

The results in French for recent years have been:

|  | 2009 | 2010 | 2011 |
| --- | --- | --- | --- |
| A\*-C passes | 71% | 60% | 69% |
| A\*-A passes | 18% | 10% | 22% |
| FFT PA (value added)\* (A\*-C KS2 > KS4) | 1% | -1% | 2% |

The results in German for recent years have been:

|  | 2009 | 2010 | 2011 |
| --- | --- | --- | --- |
| A\*-C passes | 85% | 96% | 95% |
| A\*-A passes | 15% | 42% | 37% |
| FFT PA (value added)\* (A\*-C KS2 > KS4) | 16% | 12% | 14% |

\* Value added based on Prior Attainment, gender, month of birth

The green shading represents results which are significantly above expected by Fischer Family Trust (sig plus). The blue shading represents results which are significantly below expected by Fischer Family Trust (sig minus).

The RAISEonline Full report usually places French about halfway down the subjects in the school in the Relative Performance Indicator table. German is usually in the top third and has higher take-up at GCSE. (This table compares individual pupils’ results in the school for one subject against all their other subjects and takes account of the relative difficulty of the exam subject nationally.)

Previous reports by the outgoing head of languages indicate the part-time German teacher, who has been teaching for 27 years, is very popular with pupils and is usually seen as a good to outstanding teacher with good value added in her GCSE classes. She runs the trip to Bonn which has been running for 19 years, although now with declining numbers, threatening its viability. Around three or four pupils usually opt to continue with German at the sixth form college in a nearby city. The French results are erratic with no real pattern. Both the French teachers have been at the school for around eight years. One has pastoral responsibilities; the other does not contribute much more than the minimum to the school and has fairly traditional teaching approaches.

The most recent Ofsted inspection pointed to a largely healthy picture across the school with few weaknesses but some in-school variation between subjects and within departments. The headteacher is joining a consortium of academies in the east of the county and would like to offer languages as a strength but needs some convincing. Parents and pupils appear to be satisfied without being excited by languages provision. The head has indicated that he may be prepared to release some funding to the new head of languages to help lift it onto the next stage. This could be as much as £10,000 over three years, depending on the outcomes of the academy consortium.

The Head showed records from the last two years of lesson observations:

|  | Outstanding | Good | Satisfactory | Inadequate |
| --- | --- | --- | --- | --- |
| Head of Langs |  | 2 | 2 |  |
| French (female) |  | 2 | 2 |  |
| French (male) |  |  | 3 | 1 |
| p/t German | 2 | 2 |  |  |