

Case Study: Reviving Languages by changing the offer

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MELBOURN
VILLAGE COLLEGE

EVERYBODY IS SOMEBODY

MVC School Context

- Rural 11-16 comprehensive: \approx 600 pupils
- Just under 20% Pupil Premium
- 5% EHCP, 9% SEN K
- ‘Traditional’ curriculum
- Language offer based around:
 - French In Yr7
 - Spanish added for majority in Yr8 (*previously German – changed Sept 2013*)
- In 2010s reducing KS4 MFL take-up – below 40% by Sept 2014 (GCSE 2016)



Languages Review - 2015

“If we were a ‘new’ school, opening today, what two language(s) would we offer?”

“If they are the right languages for a new school – why aren’t we offering them?”

- Reading – eg British Council ‘Languages for the Future’
- Discussions with experts
- School Visits – lesson observations etc
- Financial planning – introduction costs
- Staffing – visiting PGCE providers



Where are we today?

- Every Yr7 pupil studies Chinese and Spanish – two equal languages
- First GCSE Mandarin class sitting in 2021
- Part of the national ‘Mandarin Excellence Programme’
- KS4 MFL uptake has risen from under 40% to over 55% - Yr10 has 2 classes of both Languages.



Positive Impact

- European and Asian languages appeal to different pupils
- Learning character-based language opens up children's views about what they can do
- All pupils can succeed
- Expanding cultural horizons
- Sixth Form Progression
- Increased School Profile
- Our pupils feel special



Pupil View - OFSTED

- “As a participant in the Department for Education’s funded Mandarin Excellence Programme, you have provided pupils with excellent language and cultural opportunities”.
- “Pupils were effusive in their praise of Mandarin as a subject, and make rapid progress”.
- “Pupils told me that they felt privileged to study Mandarin”.

