Case Study
La Grande Six

Network name: La Grande Six

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Award granted: Innovative Practice Award
Project title: “Modern Foreign Languages in Primary Schools”

Project summary
This network project developed the teaching of French by shared resources amongst a group of primary schools in Clitheroe. Particular features of the project include:-

• Teaching of MFL extended into early years.
• Joint INSET arranged by all schools.
• Staff attend all lessons taught and so extend MFL into the curriculum.
• One fully qualified MFL teacher has been managed by one school while paid by another and trained by another. This was partly funded from school’s own resources and partly by Beacon funding.
• All schools are insistent that MFL be delivered free at the point of contact and that the entitlement be weekly.

• The cluster has continued to research and learn from best practice elsewhere. All the evidence of impact suggests that children are making good progress in the acquisition of another language.

Specific aspect of practice to be accredited?
• French teaching in a group of Primary Schools

What were the initial success criteria?
• Recognition by OFSTED that the practice was ‘innovative’.

What was the starting point for the practice?
• A group of primary schools in Clitheroe applied for funding in NCSL bid.

What were the significant milestones and actions in its development?
• Recognition by NCSL and given ‘associate membership’.
### Which members of the school and/or wider community have been involved and what was their role?

- Involvement of secondary schools, parents, governors, advice sought from ‘best practice’ LEA in Liverpool.

### How has the practice been modified or improved during development?

- Teaching of MFL has been extended into early years.
- Joint INSET arranged by all schools
- Staff attend all lessons taught and so extend MFL into the curriculum
- One fully qualified MFL teacher has been managed by one school while paid by another, trained by another. Partly funded from school’s own resources and to date by Beacon funding.
- All schools insistent that MFL be delivered free at the point of contact and that the entitlement be weekly.

### What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?

- Children are acquiring another language and there is measured developmental progress.

### What are the next stages in the development process?

- To liaise very closely with the secondary schools to ascertain how the development begun in primary schools will continue – therefore good assessment practice needs to be developed.
- To possibly introduce another language (Spanish) giving schools a choice of French or Spanish
- To bring other schools in line in the area
- To continue to research best practice and how this could be integrated more fully into the taught curriculum

### Do you believe this practice could be replicated or developed in other schools? In what ways?

- Yes – schools can do this as a cluster – they need to agree finances and the infrastructure, then advertise and put into practice.
- However, there is a constant funding problem as numbers fluctuate within the area.