## Case Study

*St. Francis R. C. Primary School*

<table>
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<tr>
<th>School name:</th>
<th>St. Francis R. C. Primary School, Goosnargh</th>
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<td>Lancashire school no.</td>
<td>06/049</td>
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<td>Award granted:</td>
<td>Good Practice Award</td>
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<td>Project title:</td>
<td>“French in the Primary Curriculum”</td>
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### Specific aspect of practice to be accredited?
- Development of French language skills (listening, speaking, reading and writing).

### What were the initial success criteria?
- Children will enjoy activities and be motivated and confident to use new language skills.
- Children will be aware of a different European country, culture and people.

### What was the starting point for the practice?
- Head/Governors wish to include MFL (French) in the Primary Curriculum.
- Governors agreed to fund training for one member of staff.
- Staff interest (personal).
- Entitlement that every pupil (KS2) have one foreign language offered by 2010 (Language For All).

### What were the significant milestones and actions in its development?
- Modern Foreign Language Pathfinder Course (8 day) Spring 2003 (Supply cover provided by LEA).
- French taught Summer 2003. (Years 4-6).
- French Scheme of Work developed. (Autumn 2003)
- Staff resignation.
- Additional Modern Foreign Language Pathfinder Course (8 day) 2004 (Supply cover provided by school + part-time teacher giving own time).
- I.C.T. Resources - interactive whiteboards.
- European Language Portfolio - self assessment.
- CILT St. Omer Course, France (July 2004).
Governors agreed to finance teacher, two afternoons a week, to teach French (Levelled importance of MFL development and innovative provision of P.P.A. time).

- French teaching extended to Reception/Year 1 (Sept. 2004).
- Primary MFL Course Presentation.
- QCA National Curriculum Monitoring meeting (Nov. 2004).
- Comenius Information Day, British Council (June 2005).

### Which members of the school and/or wider community have been involved and what was their role?

- Governors + Headteacher - support + encouragement
- Part-time French teacher - develop and teach new curriculum subject
- School advisers - support, guidance, observation (Janet Wilkinson - Small Schools Adviser, Modern Foreign Language Adviser, Local School Adviser).
- Feeder schools (French Department) - develop links regarding transition and advise on content.
- Native Speaker (interview with children) - assist in development of listening and speaking skills.
- Parental Support - positive interest and encouragement.
- CILT Language Teaching Advisers - ideas and encouragement (Thérese Comfort and Catherine Cheater).

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

- Scheme of work developed for Key Stage 1.
- Use of I. C. T. materials has grown in both Key Stages with programmes networked to promote independent learning.
- Increase in display around school environment to promote language learning.
- Draft format of Language Strategy integrated with QCA (skills and content balanced).

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

- Confidence in speaking and listening skills - observed in interviewing native speaker and on local radio (Interview with Eric Skora - French Preston North End football player).
- Willingness to role play and perform to an audience in assembly (particular success with KS1 children).
- Sharing skills externally.
- SEN children showing great involvement and motivation.
- Pupil motivation to acquire language skills and develop an understanding of a different culture - global link.
- Pupils enjoy and are having fun learning a new language.
• Cross-curricular skills strengthened and developed.

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

- Develop successful and ongoing links with a French speaking school (e-mail)
- Help to develop smooth continuity at transfer to High School- children to e-mail older children at High School using French language
- Introduce role play and drama opportunities (CILT Course)
- Head start in the primary phase (CILT Course)
- Provide resources to enable younger children to develop French language skills through story telling, nursery rhymes and poetry
- Assess and evaluate 3 year rolling programme
- ICT- further development of teacher skills
- Encourage and support other colleagues to gain skills in teaching language

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

- Commitment to the development of MFL by Governors, Headteacher and other staff members
- Recognising a specialist/motivated staff member
- Contacting local MFL Adviser, Chrissy White
- School supporting training and development of teacher skills
- Observe local good practice and gain ideas for introduction (start simple and have fun with new language skills)
- Gain access to shared materials and resources
- Browse internet for free materials
- Develop personal oral confidence/fluency