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# 1. INTRODUCTION

In the first months of 2007, the University of Cambridge School Classics Project (CSCP) conducted a survey, subsequently published as *A survey of access to Latin in UK secondary schools*. This survey succeeded in establishing how many secondary schools in the UK were offering Latin to their pupils, but told us nothing about how Latin was offered, the levels it was offered at or the pupils and teachers involved. In October 2007, CSCP therefore followed up the initial survey by sending a questionnaire (see Appendix A) to each of the 963 secondary schools found to have been offering Latin. The collated data from the responses to that questionnaire are presented in this report.

CSCP was aware from the initial survey that the schools which offered Latin encompassed a great variety of geographical locations, sizes and types of schools, and from speaking to teachers in those schools, that the way Latin was offered could also differ greatly. Speaking to individual schools gave a fragmented set of impressions, making it hard to tell what was typical. A questionnaire which would collect data from across the range of schools was required.

Questionnaires had been created before. In 1977, CSCP carried out an evaluation of the Cambridge Latin Course that included a questionnaire asking: the age at which pupils began learning Latin; the amount of tuition time provided; the number of pupils studying Latin in different years; the number of pupils entering O Level, CSE and A Level; whether schools taught classical studies as a distinct subject; whether Latin was compulsory; the subject options available at O Level; and which examination boards' O Levels, CSEs and A Levels schools entered. The questionnaire was sent to 309 schools, a representative sample of the schools then using the Cambridge Latin Course; 247 schools (80%) responded. The results of the evaluation were published in the Cambridge Latin Course Supplementary Handbook<sup>1</sup>. More recently, in 2007 Friends of Classics produced a questionnaire to investigate pupils' opinions on classical subjects. Each school providing pupils' responses was asked to complete a questionnaire detailing: the amount of tuition time for each classical subject; whether classical subjects were optional or compulsory; whether tuition was on or off timetable; the year in which GCSE was sat; and whether classical subjects were studied at A Level. The results have not been published. Such questionnaires, however, had limitations. Neither covered the teachers teaching classical subjects, and, despite their good response rates, each was not aimed at all secondary schools offering Latin: the 1976 CSCP survey was only intended for schools using the Cambridge Latin Course and the 2007 Friends of Classics survey was only for those schools supplying questionnaires from their pupils. Both JACT and ArLT, the two teachers' organisations for classics, hold databases of their members, but these hold little information beyond the Key Stage taught at and whether their school is state or independent, and they are, in any case, not in the public domain. There have also been local surveys, for instance by local branches of the Classical Association and LACT, and, covering teachers, the Teacher Census run until 2006 by the Scottish Executive. No national, comprehensive survey through a questionnaire covering the way Latin is taught, the pupils learning it and the teachers teaching it had however been attempted before.

CSCP had to strike a balance between collecting useful information and keeping the questionnaire as simple and quick to complete as possible. This inevitably led to a degree of selection in what might be asked. In particular, it was necessary to limit questions to Latin only: including other classical subjects would have greatly increased the length of the questionnaire, and while the questionnaire was being sent to all secondary schools known to offer Latin, complete coverage could not have been assured for other subjects. Nevertheless a great many questions were included, each school potentially entering 117 bits of data, covering the pupils, the teachers, the amount of tuition time, the examinations sat and the materials used. Besides basic facts about Latin, schools were also asked for their opinions on several issues, particularly key aspects of the GCSE and Standard Grade examinations and the obstacles that the teaching of Latin faced.

The data from the completed questionnaires was collated and some of the findings have already been made public in an unpublished paper given at the 2008 CSCP Conference and in newspaper reports<sup>2</sup>. This report is however the first time that all of the findings have been published. In general it presents the figures that came out of the collated data in bar charts and tables, but also provides schools' individual comments. Individual figures for independent, non-selective state and selective state schools are always given. National projections are included, using the data from the questionnaires to estimate figures for all the secondary schools in the UK (Appendix B). Tables with estimated figures are presented throughout the report with text in blue italics. The report also cross references some of the data to see if there is a relationship between certain factors and the number of pupils studying Latin and the number of pupils entering GCSE. These investigations are presented throughout the report, marked out in blue boxes. The questionnaire attempted to be accessible to schools in Scotland and Northern Ireland by using Scottish and Irish systems for naming school years alongside that used in England and Wales. This report, however, in the interests of brevity, uses the English and Welsh system throughout. A concordance of the various systems is included (Appendix C).

CSCP would like to express its thanks to all the schools and teachers who completed the questionnaire. Without their responses, this report and the information it brings to light about their subject would not have been possible.

## 2. RESPONSE

### a. Total

	Questionnaires sent out	Questionnaires returned	Questionnaires returned (%)
<b>Total</b>	<b>963</b>	<b>340</b>	<b>35.3%</b>
... of which independent	451	169	37.5%
... of which state	512	171	33.4%
... of which non-selective	397	123	31.0%
... of which selective	115	48	41.7%

#### Key findings

- Completed questionnaires were received from more than a third of secondary schools in the UK offering Latin in May 2007.
- Independent schools and selective state schools were better represented than non-selective state schools.

### b. By region

	Questionnaires sent out	Questionnaires returned	Questionnaires returned (%)
<b>England</b>	<b>876</b>	<b>301</b>	<b>34.4%</b>
North East	33	13	39.4%
North West	79	30	38.0%
East	73	27	37.0%
South East	276	101	36.6%
East Midlands	25	9	36.0%
West Midlands	81	29	35.8%
Yorkshire	58	18	31.0%
South West	83	23	27.7%
London	168	45	26.8%
unknown	-	10	-
<b>Scotland</b>	<b>55</b>	<b>19</b>	<b>34.5%</b>
<b>Wales</b>	<b>19</b>	<b>9</b>	<b>47.4%</b>
<b>Northern Ireland</b>	<b>15</b>	<b>7</b>	<b>46.7%</b>

#### Key findings

- The responses to the questionnaire reflected the geographical distribution of secondary schools offering Latin, although London and the South West were less well represented than other regions.
- There was a particularly good response from schools in Wales and Northern Ireland.
- The large number of secondary schools offering Latin in London and the South East meant that almost half of the responses came from those two regions.

## c. Schools entering GCSE

	<i>Questionnaires sent out*</i>	<b>Questionnaires returned</b>	<i>Questionnaires returned (%)*</i>
<b>Schools entering GCSE Latin</b>	<b>686</b>	<b>282</b>	<b>41.1%</b>
... of which independent	416	153	36.8%
... of which state	270	129	47.8%
... of which non-selective	161	83	51.6%
... of which selective	109	46	42.2%

\*Figures in these columns are estimates: no precise data on the number of schools entering pupils for GCSE Latin in Summer 2007 or exactly when schools started to offer Latin is available.

### Key findings

- Whether or not a school entered GCSE had a significant effect on the likelihood of non-selective state secondary schools responding to the survey. More than half the non-selective state secondary schools which are believed to have been entering GCSE Latin responded to the questionnaire. In contrast only 16.9% of non-selective state secondary thought not to be entering GCSE responded to the survey.

## d. Schools newly offering Latin

	<i>Questionnaires sent out*</i>	<b>Questionnaires returned</b>	<i>Questionnaires returned (%)*</i>
<b>Schools which began offering Latin in the five years before the survey</b>	<b>236</b>	<b>47</b>	<b>19.9%</b>
... of which independent	10	6	60.0%
... of which state	226	41	18.1%
... of which non-selective	220	38	17.3%
... of which selective	6	3	50.0%

\*Figures in these columns are estimates: no precise data on the number of schools entering pupils for GCSE Latin in Summer 2007 or exactly when schools started to offer Latin is available.

- There was a substantial overlap between schools not entering GCSE and schools which began offering Latin in the five years before the survey. Only 17.3% of the non-selective state secondary schools which are believed to have begun offering Latin in the five years before the survey responded, compared to 48.0% of non-selective state secondary schools where Latin is believed to have been offered for more than five years. There was however a good response from independent and selective state which began offering Latin in the five years before the survey.

### Comment

The schools that replied to the questionnaire reflected the wide variety of secondary schools that offered Latin in the UK. They range in size from just fifteen pupils to more than 2500, and in location from the Highlands to Cornwall. The 329 schools stating which local authority they were in represented 117 different authorities; the local authorities with the most schools responding were Surrey with seventeen and Kent with fifteen. All age ranges of state schools deemed secondary offering Latin were represented, including two middle schools. A representative number of responses were received from independent secondary schools with and without preparatory departments and those taking pupils from age thirteen. The specialisms of schools with specialist status were represented approximately in proportion to the numbers offering Latin, although a higher proportion of schools with multiple specialisms responded to the survey. Single-sex schools were well represented, with the exception of single-sex non-selective state secondary schools, only 25.4% of which responded. The total number of responses is greater than the 247 received by the 1976 Cambridge School Classics Project questionnaire, although the percentage of schools responding is substantially less than the 80% of that survey. In general the number and range of responses allow worthwhile conclusions to be drawn about Latin in UK secondary schools as a whole, although the small number of non-selective state schools which have started offering Latin in the last five years replying is unfortunate, and requires caution in generalising from the data for this type of school.

## 3. PUPILS

The questionnaire asked schools about the pupils studying Latin with them: how many there were, how old they were, whether they had a choice about studying Latin or if they were specially selected to study it, and how the number of pupils studying Latin had changed over the last five years and how it might change over the next. Their answers to these questions are presented in this section of the report.

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### 3.1 Number of pupils

	Pupils on roll in survey schools	... of which studying Latin	Pupils studying Latin (%)	% share of pupils studying Latin in survey schools	Average pupils studying Latin per school
<b>Total</b>	<b>285 473</b>	<b>52 091</b>	<b>18.2%</b>	-	<b>153</b>
... of which independent	92 979	31 047	33.4%	59.6%	184
... of which state	192 494	21 044	10.9%	40.4%	123
... of which non-selective	146 219	9 653	6.6%	18.5%	79
... of which selective	46 275	11 391	24.6%	21.9%	237

#### Key findings

- More than fifty thousand pupils were studying Latin in the school year 2007-2008 in schools responding to the survey, an average of just over 150 per school.
- Almost sixty percent of pupils studying Latin were in independent schools.
- A third of the pupils aged 11-18 in the independent schools were studying Latin (some independent schools with junior departments will have had pupils under eleven studying Latin).
- A quarter of pupils in selective state secondary schools were studying Latin.
- Less than seven percent of pupils in non-selective state secondary schools were studying Latin.
- The average number of pupils studying Latin in non-selective state secondary schools was less than half that in independent schools and a third of that in selective state secondary schools.

#### \* National projection

##### Estimate for all secondary schools in the UK: school year 2007-2008

Because schools which started in the five years before the survey, most of whom will have had a small number of pupils studying Latin, are significantly under represented in the survey, it is likely that the average number of pupils per school will have been much smaller overall for non-selective state secondary schools.

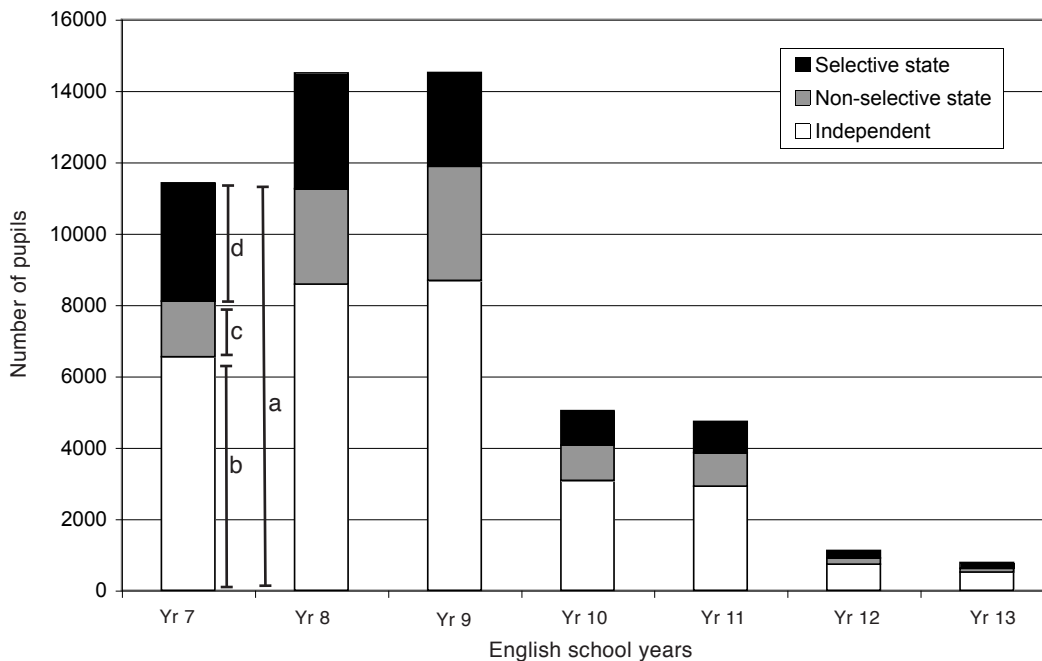
	Pupils studying Latin	% share of pupils studying Latin	Average pupils studying Latin per school
<b>Total</b>	<b>131 026</b>	-	<b>125</b>
... of which independent	82 935	63.3%	182
... of which state	48 091	36.7%	81
... of which non-selective	20 821	15.9%	44
... of which selective	27 270	20.8%	227

#### Comment

The range in total numbers studying Latin between individual schools was very great. There were nineteen schools with five pupils or fewer studying Latin but there were 23 schools with more than 400 pupils studying. The largest number in an individual school was 868. Schools with very large numbers of pupils studying Latin had a substantial impact on the total number of pupils studying Latin: the top 3% of schools with the largest number of pupils studying Latin represented 11.7% of the pupils studying Latin and the top 10% of schools with the largest number of pupils studying Latin represented 30.4% of the pupils studying Latin. In contrast, the 10% of schools with the fewest pupils represented 0.3% of the pupils studying Latin.

## 3.2 Age of pupils

### Pupils studying Latin in survey schools by school years



#### Example reading

- There were (a) 11 422 Year 7 pupils studying Latin in all survey schools, of whom (b) 6543 attended independent schools, (c) 1562 attended non-selective state secondary schools and (d) 3317 attended selective state secondary schools

#### Key findings

- 77.6% of pupils studying Latin were in Key Stage 3 (Years 7-9).
- More pupils were studying Latin in Year 9 (14 509) than in any other year, although Year 8 was very close (14 499 pupils).
- In contrast to the other school types, in selective state secondary schools, more pupils (3317) were studying Latin in Year 7 than in any other year.
- The number of pupils studying Latin in Year 10 (3076) was only a little more than a third of those studying the subject in Year 9.
- The number of pupils studying Latin in Year 12 (732) was less than a fifth of those studying the subject in Year 11.
- Pupils in Key Stage 5 (Years 12 and 13) made up less than five percent of pupils studying Latin (1903 pupils).

### 3.3 Pupils starting

#### a. Total

	Pupils studying Latin in survey schools in the first year offered*	Average number of pupils studying Latin per survey school in the first year offered*	Pupils starting Latin (% of all pupils in survey schools in the first year offered*)
<b>Total</b>	<b>21 509</b>	<b>64</b>	<b>57.1%</b>
... of which independent	12 154	72	79.6%
... of which state	9355	56	34.1%
... of which non-selective	4826	40	20.2%
... of which selective	4529	96	68.1%

\* In schools where pupils started studying Latin in more than one year, the total number of pupils starting Latin and the average number of pupils in a year are used to calculate averages and percentages

#### Key findings

- Significantly more pupils began studying Latin in independent schools than in state schools.
- Almost as many pupils began studying Latin in selective state schools as did so in non-selective state schools, despite two and a half times as many non-selective state schools responding to the survey.
- The average number of pupils who began studying Latin in independent and selective state schools was significantly higher than the number in non-selective state schools: the number in selective state schools was more than twice that in non-selective state schools.
- The percentage of pupils starting Latin in non-selective state schools was only slightly more than a quarter of that in independent schools and less than a third of that in selective state schools.

#### b. The opportunity to study

- 'Given the opportunity' here means all pupils studying Latin compulsorily and all pupils who are given the option of studying Latin

	Pupils given the opportunity to study Latin in survey schools in the first year offered*	Average number of pupils given the opportunity to study Latin per survey school in the first year offered*	Pupils given the opportunity to study Latin in survey schools in the first year offered* (%)	Pupils studying Latin in survey schools in the first year offered* (% of those given the opportunity)
<b>Total</b>	<b>35 849</b>	<b>105</b>	<b>77.5%</b>	<b>60.0%</b>
... of which independent	13 842	82	93.2%	87.8%
... of which state	22 017	129	70.1%	42.5%
... of which non-selective	15 873	129	64.3%	30.4%
... of which selective	6144	128	91.3%	73.7%

\* In schools where pupils started studying Latin in more than one year, the total number of pupils starting Latin and the average number of pupils in a year are used to calculate averages and percentages

#### Key findings

- More pupils were given the opportunity to study Latin in the non-selective state schools than either of the other types of school, despite more independent schools responding to the survey.
- The average number of pupils given the opportunity to study Latin was almost identical in selective and non-selective state schools and significantly higher than in independent schools.
- Independent and selective state schools had on average far fewer pupils in each year than non-selective state schools, and so, despite the lower average number of pupils given the opportunity to study Latin in these schools, the percentage of pupils given the opportunity to study Latin was much higher than in non-selective state schools, .
- The percentage of pupils taking the opportunity to study Latin in independent and selective state schools was very high and much higher than in non-selective state schools.

## c. The choice of studying

	Pupils given the choice of studying Latin in survey schools in the first year offered*	Average pupils given the choice of studying Latin per survey school that made Latin optional in the first year offered*	Pupils given choice of studying Latin in survey schools that made Latin optional in the first year offered* (%)	Pupils studying Latin voluntarily in survey schools in the first year offered*	Average pupils studying Latin voluntarily per survey school that made Latin optional in the first year offered*	Pupils studying Latin voluntarily in the first year offered* in survey schools (% of those given the choice)	Pupils studying Latin voluntarily in survey schools in the first year offered* (% of pupils studying Latin in the first year offered* in all survey schools)
<b>Total</b>	<b>16 279</b>	<b>112</b>	<b>69.2%</b>	<b>3358</b>	<b>23</b>	<b>20.6%</b>	<b>15.6%</b>
... of which independent	1554	50	78.1%	754	24	48.5%	6.2%
... of which state	14 725	128	68.4%	2604	23	17.7%	27.8%
... of which non-selective	13 148	133	67.9%	2228	23	16.9%	46.1%
... of which selective	1577	99	72.1%	376	24	23.8%	8.3%

\* In schools where pupils started studying Latin in more than one year, the total number of pupils starting Latin and the average number of pupils in a year is used to calculate totals, averages and percentages

### Key findings

- Non-selective state schools gave a choice of beginning to study Latin or not to far more pupils than independent or selective state schools. This was due largely to the greater number of non-selective state schools that made Latin optional, as opposed to compulsory, for pupils (99, compared to 31 independent schools and 16 selective state schools).
- Because of their size, on average non-selective state schools gave a choice of beginning to study Latin to significantly more pupils per school, but they offered it to a smaller percentage of pupils.
- Two thirds of pupils beginning to study Latin voluntarily were in non-selective state schools. Again, this was due to the greater number of non-selective state schools making Latin optional; all types of schools making Latin optional had a similar average number of pupils studying Latin voluntarily in the first year offered.
- The percentage of pupils that chose to study Latin was significantly lower in state schools than in independent schools; the percentage choosing to study Latin in independent schools was almost three times that in non-selective state schools.
- Pupils studying Latin voluntarily made up almost half of the pupils beginning Latin in non-selective state schools, but less than 10% of pupils in independent and selective state schools.

### Comment

It is notable from the tables above that non-selective state schools give the opportunity to learn Latin to more pupils than independent or selective state schools, yet far fewer pupils from non-selective state schools take that opportunity. A pupil in an independent school responding to the survey in the first year it offers Latin is almost four times as likely to be learning Latin as a pupil in a non-selective state school. In part this is because of the number of independent schools where Latin is compulsory for all (section 3.4), but even in schools where Latin is not compulsory, a pupil in an independent school in the first year when Latin is offered is almost three times as likely to be studying Latin as one in a non-selective state school. There are a number of factors which may affect the number of pupils studying Latin; relevant data for many of these are presented throughout this report.

## 3.4 Compulsion

### a. Schools

	Survey schools at which Latin is not compulsory for any pupils	Survey schools at which Latin is not compulsory for any pupils (%)	Survey schools where Latin is compulsory for at least some pupils	Survey schools where Latin is compulsory for at least some pupils (%)	Survey schools where Latin is compulsory for all pupils in a year group at some point	Survey schools where Latin is compulsory for all pupils in a year group at some point (%)	Survey schools where Latin is compulsory for only some pupils in a year group	Survey schools where Latin is compulsory for only some pupils in a year group (%)
<b>Total</b>	<b>146</b>	<b>42.9%</b>	<b>194</b>	<b>57.1%</b>	<b>140</b>	<b>41.2%</b>	<b>54</b>	<b>15.9%</b>
... of which independent	31	18.3%	138	81.7%	102	60.4%	36	21.3%
... of which state	115	67.3%	56	32.7%	38	22.2%	18	10.5%
... of which non-selective	99	80.5%	24	19.5%	9	7.3%	15	12.2%
... of which selective	16	33.3%	32	66.7%	29	60.4%	3	6.3%

#### Key findings

- More than half of the schools made Latin compulsory for at least some of the pupils in each year group.
- Two thirds of selective state schools and more than three quarters of independent schools made Latin compulsory for at least some pupils, but only a fifth of non-selective state schools did so.
- Almost three quarters of schools that made Latin compulsory did so for all pupils in a year group, but a significant number of independent schools and the majority of non-selective state schools that made Latin compulsory did so for only some pupils.

### b. Years of compulsion

	Survey schools with numbers of years compulsory study of Latin for at least some pupils						Survey schools with Latin compulsory at GCSE for at least some pupils	Survey schools with Latin compulsory at GCSE for at least some pupils (%)
	1 year	1 year (%)	2 years	2 years (%)	3 years or more	3 years or more (%)		
<b>Total</b>	<b>75</b>	<b>22.1%</b>	<b>70</b>	<b>20.6%</b>	<b>49</b>	<b>14.4%</b>	<b>2</b>	<b>0.6%</b>
... of which independent	47	27.8%	55	32.5%	36	21.3%	1	0.6%
... of which state	28	16.4%	15	8.8%	13	7.6%	1	0.6%
... of which non-selective	15	12.2%	4	3.3%	5	4.1%	1	0.8%
... of which selective	13	27.1%	11	22.9%	8	16.7%	0	0.0%

#### Key findings

- A significant percentage of schools, particularly of independent schools, made Latin compulsory for more than one year, and significant numbers, even of non-selective state schools made Latin compulsory for at least three years.
- Two schools, one an independent and one a non-selective state school made Latin compulsory at GCSE for at least some pupils.

## c. Pupils

	Pupils studying Latin compulsorily in survey schools	Pupils studying Latin compulsorily in survey schools (%)
<b>Total</b>	<b>31 043</b>	<b>59.6%</b>
... of which independent	19 710	63.5%
... of which state	11 333	53.9%
... of which non-selective	4032	41.8%
... of which selective	7301	64.1%

### Key findings

- Pupils studying Latin compulsorily made up the majority of pupils studying Latin.
- Although only a fifth of non-selective state schools made Latin compulsory for any pupils, students studying Latin compulsorily made up more than 40% of all pupils studying Latin in non-selective state schools.
- Pupils studying Latin compulsorily made up almost two thirds of pupils studying Latin in both independent and selective state schools; the proportion was very similar in both types of school, even though a higher percentage of independent schools made Latin compulsory and did so for a longer period of time.

## d. Pupils in their first year

	Pupils studying Latin compulsorily in survey schools in the first year offered*	Pupils studying Latin compulsorily in survey schools in the first year offered* (%)
<b>Total</b>	<b>18 151</b>	<b>84.3%</b>
... of which independent	11 400	93.8%
... of which state	6751	72.2%
... of which non-selective	2598	53.8%
... of which selective	4153	91.6%

\* In schools where pupils started studying Latin in more than one year, the total number of pupils starting Latin and the average number of pupils in a year are used to calculate averages and percentages

### Key findings

- Pupils studying Latin compulsorily made up the great majority of pupils starting Latin.
- Although only a fifth of non-selective state schools made Latin compulsory for any pupils, students studying Latin compulsorily made up more than half of pupils starting Latin in non-selective state schools.
- Pupils studying Latin compulsorily made up more than 90% of pupils starting Latin in independent and selective state schools.

## How does compulsion at Key Stage 3 affect pupil numbers and examination entries?

### Pupil numbers

	Average number of pupils studying Latin per year at Key Stage 3 in ...			
	survey schools where Latin is compulsory for no pupils	survey schools where Latin is compulsory for at least some pupils for at least one year	... of which for only some pupils	... of which for all pupils
<b>Total</b>	<b>31</b>	<b>76</b>	<b>59</b>	<b>83</b>
... of which independent	27	68	61	71
... of which state	33	98	53	115
... of which non-selective	34	92	58	141
... of which selective	32	101	36	108

### Key findings

- Independent schools where Latin is compulsory for all pupils have on average approximately 2.5 times as many pupils studying Latin at Key Stage 3 as those where it is compulsory for no pupils.
- Non-selective state schools where Latin is compulsory for all pupils have on average more than four times as many pupils studying Latin at Key Stage 3 as those where it is compulsory for no pupils.
- Selective state schools where Latin is compulsory for all pupils have on average approximately 3.5 times as many pupils studying Latin at Key Stage 3 as those where it is compulsory for no pupils.

### GCSE entries

	Average percentage of Year 11 entering GCSE in ...			
	survey schools where Latin is compulsory for no pupils	survey schools where Latin is compulsory for at least some pupils for at least one year	... of which for only some pupils	... of which for all pupils
<b>Total</b>	<b>7.6%</b>	<b>19.3%</b>	<b>13.4%</b>	<b>21.9%</b>
... of which independent	11.9%	21.4%	17.7%	23.8%
... of which state	5.9%	13.9%	7.4%	16.7%
... of which non-selective	5.4%	8.3%	6.7%	10.8%
... of which selective	8.9%	17.3%	10.2%	18.4%

### Key findings

- Schools that made Latin compulsory for all pupils for at least one year at Key Stage 3 were entering a significantly higher percentage of pupils at GCSE, on average at least doubling the percentage of their Year 11 who were entered for GCSE.
- The difference in entries for GCSE may however not be as great, particularly among non-selective state schools, as might have been expected from the difference in numbers of pupils studying Latin at Key Stage 3.

	Percentage of Year 11 entering GCSE in ...		
	survey schools where Latin is compulsory for one year for at least some pupils	survey schools where Latin is compulsory for two years for at least some pupils	survey schools where Latin is compulsory for three years or more for at least some pupils
<b>Total</b>	<b>17.0%</b>	<b>19.9%</b>	<b>21.8%</b>
... of which independent	19.3%	21.8%	24.0%
... of which state	12.3%	14.1%	16.3%
... of which non-selective	6.7%	7.9%	11.4%
... of which selective	16.8%	16.3%	19.3%

### Key findings

- Schools which made Latin compulsory for an increased number of years on average had a higher percentage of pupils entering GCSE.

## 3.5 Selection

### a. Schools offering Latin to all

	Survey schools offering Latin to all pupils initially	Survey schools offering Latin to all pupils initially (%)	... of which free to continue	... of which free to continue (% of all survey schools)	... of which continuation is by teacher advice	... of which continuation is by selection
<b>Total</b>	<b>230</b>	<b>67.6%</b>	<b>193</b>	<b>56.8%</b>	<b>19</b>	<b>18</b>
... of which independent	135	79.9%	105	62.1%	17	13
... of which state	95	55.6%	88	51.5%	2	5
... of which non-selective	54	43.9%	50	40.7%	2	2
... of which selective	41	85.4%	38	79.2%	0	3

#### Key findings

- More than two thirds of the schools allowed any student to begin studying Latin.
- The percentage of independent and selective state schools offering the opportunity to begin studying Latin to all pupils was almost double that of non-selective state schools.
- More than half of schools never selected pupils: all pupils were able to begin studying Latin, and all who wished to continue from year to year were permitted to do so.
- Independent schools formed the majority of those that offered Latin to all initially and then selected who may continue.

### b. Schools selecting who studies Latin

	Survey schools with selection of which pupils begin studying Latin	Survey schools with selection of which pupils begin studying Latin (%)	... of which offered to all except bottom 20% or less of the cohort	... of which offered to more than top 20% of the cohort	... of which offered to top 20% or less of the cohort
<b>Total</b>	<b>108</b>	<b>32.1%</b>	<b>14</b>	<b>65</b>	<b>29</b>
... of which independent	34	20.7%	10	23	1
... of which state	74	43.3%	4	42	28
... of which non-selective	68	55.3%	3	39	26
... of which selective	6	12.6%	1	3	2

#### Key findings

- Slightly less than a third of the schools selected which pupils were permitted to begin studying Latin.
- A small percentage of independent and selective state schools selected which pupils were permitted to begin studying Latin, but more than half of the non-selective state schools did so.
- The majority of schools that selected which pupils were permitted to begin studying Latin selected a large percentage of pupils from the top of the ability range, between the top 21% and the top 79%; however a large number of non-selective state schools offered Latin to just the top 20% or less, and a significant number of the independent schools selected excluded the bottom 20% or less of the ability range.

\* Two schools returned incomplete questionnaires which prevented them from being included in this section

## c. Method of selecting pupils

	All schools selecting which pupils begin studying Latin	... of which offer to top general sets/ability bands	... of which offer to top language sets	... of which offer to top sets in other subjects	... of which use KS2 Key Stage test results	... of which use Common Entrance/school entrance exam	... of which use initial test after taster	... of which use G&T register/CAT scores	... of which offer to pupils who studied Latin at previous school	... of which exclude pupils with SEN and EAL
<b>Total</b>	<b>108</b>	<b>31</b>	<b>15</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>29</b>	<b>4</b>	<b>14</b>
... of which independent	34	10	3	0	0	6	0	1	4	10
... of which state	74	21	12	6	2	0	1	28	0	4
... of which non-selective	68	19	12	6	2	0	1	25	0	3
... of which selective	6	2	0	0	0	0	0	3	0	1

### Key findings

- The most common methods of selecting pupils were to offer Latin only to pupils in the top general sets or broad ability bands and to offer it to pupils on the school's Gifted and Talented register or those which had high CAT scores.
- A substantial number of non-selective state schools offered Latin to pupils in the top sets in particular subjects, mostly languages, but also English, mathematics and humanities.
- A significant number of independent schools, but also some non-selective state schools and a Northern Ireland selective state school which took pupils from overseas, offered Latin to all pupils except those with SEN or EAL.
- Eleven schools, including two which used CAT scores, used the results of a test to select who is to begin studying Latin.

### Comment

In general, Latin would seem a selective subject. The majority of secondary schools that offer Latin select their intake by ability or by charging a fee, and of the minority that do not (i.e. non-selective state secondary schools), 59.3% of those that responded to the questionnaire select which of their intake may study Latin. This does correspond with the results in section 7 which suggest that only 9.1% of schools felt that Latin GCSE was accessible to all pupils. There is clearly a difference between accessing GCSE and accessing Latin at all, but it is notable that there are three times as many schools selecting the initial numbers as selecting who may continue, although many schools also stated that their pupils 'self-selected by ability' at the time of their GCSE choices.

Many schools made their feelings clear on the matter of access by all, some saying that they had very negative experiences of teaching to the full ability range, some saying they had to take everybody but that they felt the need to make it clear to potential pupils how demanding the subject was, and some saying that they took in everybody and the least able got as much out of Latin as they did from their other subjects. A common response was that the time constraints they faced made it all but impossible for the less able to get anything meaningful from the subject.

## How does selection affect pupil numbers and examination entries?

### Pupil numbers

	Average percentage of pupils studying Latin per year at Key Stage 3 in			
	survey schools where Latin is offered to all pupils initially	... of which free to continue	... of which later selection	survey schools where there is selection of initial set of pupils
<b>Total</b>	<b>63.7%</b>	<b>61.8%</b>	<b>71.9%</b>	<b>35.3%</b>
... of which independent	70.8%	69.7%	74.4%	49.9%
... of which state	49.9%	49.2%	58.2%	22.5%
... of which non-selective	30.8%	28.5%	46.6%	20.0%
... of which selective	62.7%	61.9%	75.5%	37.7%

### Key findings

- The average percentage of pupils studying Latin at Key Stage 3 in schools which selected which pupils were to study Latin initially was approximately two thirds that of schools where it was offered to all pupils initially.
- Schools which offered Latin to all pupils initially and then selected who was to continue on average had a higher percentage of pupils studying Latin at Key Stage 3 than other schools; this group contained many schools which made Latin compulsory for all pupils.

### GCSE Entries

	Average percentage of Year 11 pupils entering Latin GCSE in ...			
	survey schools where Latin is offered to all pupils initially	... of which free to continue	... of which later selection	survey schools where there is selection of initial set of pupils
<b>Total</b>	<b>17.6%</b>	<b>17.8%</b>	<b>17.0%</b>	<b>9.3%</b>
... of which independent	20.7%	21.4%	18.3%	12.7%
... of which state	11.7%	11.9%	9.9%	6.2%
... of which non-selective	6.7%	6.6%	6.8%	5.7%
... of which selective	15.0%	15.1%	14.5%	9.8%

### Key findings

- Selective state schools and, particularly, independent schools which selected which pupils were to study Latin initially had a significantly smaller percentage of pupils entering GCSE than the equivalent schools where Latin is offered to all pupils initially.
- Non-selective state schools which selected which pupils were to study Latin initially had a slightly smaller percentage of pupils entering GCSE than non-selective state schools which made Latin available to all pupils initially.
- Selecting which pupils are to continue studying Latin after all have been able to study it initially appears to have a much more limited impact for all types of schools on the percentage of pupils entering GCSE.

	Average percentage of pupils who start Latin continuing to GCSE			
	Survey schools where Latin is offered to all pupils initially	... of which free to continue	... of which later selection	Survey schools where there is selection of initial set of pupils
<b>Total</b>	<b>26.1%</b>	<b>27.3%</b>	<b>20.7%</b>	<b>30.0%</b>
... of which independent	25.5%	26.8%	21.4%	26.5%
... of which state	27.2%	28.0%	18.4%	33.3%
... of which non-selective	29.7%	31.0%	20.8%	31.8%
... of which selective	25.5%	26.1%	14.7%	42.4%

### Key findings

- Independent and non-selective state schools which selected which pupils were to study Latin initially had a slightly higher percentage of pupils that started studying Latin with them continue to GCSE than those that offered Latin to all initially.
- Selective state schools which selected which pupils were to study Latin initially had a significantly higher percentage of pupils that started studying Latin with them continue to GCSE than those that offered Latin to all initially, but this figure is affected by one school with a very high rate of continuation.
- Schools which offered Latin to all pupils initially and then selected who was to continue had, as would be expected, a much smaller percentage of pupils continue to GCSE than schools which did not select.

### Comment

Selection, by its nature, reduces the number of pupils studying Latin. It might, however, have been assumed that its impact would only occur in Key Stage 3; that selection would prevent from studying Latin mainly those pupils who were unlikely to carry on the subject to examination level; that a higher percentage of a group of pupils that were selected would continue to examination level than of a group composed of all abilities; and thus that selection would have a very limited impact on the number of entries for GCSE.

The schools which responded to the survey have, however, given this assumption limited support. Although there were differences between the types of schools, overall, schools which selected which pupils were to study Latin not only had a smaller percentage of pupils studying Latin at Key Stage 3, but also at GCSE, and had only a slight advantage in the percentage of pupils continuing from first studying Latin with them to entering GCSE. The difference in entries at GCSE in independent and selective state schools is so great that it suggests that selection in these schools stops pupils studying the subject who in another school might have entered GCSE, but this is far less clearly the case in non-selective state schools. The key difference between the types of schools is that the intake of the former is already selective, making a second selection very restrictive, but that non-selective state secondary schools have pupils from the full ability range and that in selecting pupils they are to some extent choosing pupils who are more able to cope with the demands of the GCSE. This seems to be reflected in the relatively small number of independent and selective state schools which do select who studies Latin, and the rather greater percentage of non-selective state schools which do so. It is notable, however, that the percentage of pupils continuing from when Latin is first studied to GCSE is not notably higher in non-selective state schools which select than those which do not. It maybe that, as several schools said, the pupils 'self-select' on the basis of ability, and so the ability range in both groups of schools is in fact quite similar, or even that pupils choosing to do the subject based on their own enthusiasm can also produce high levels of continuation through to GCSE.

## 3.6 Change in numbers

### a. Schools where numbers have changed

	Survey schools where number of pupils studying Latin ...					
	increased 2002-2007	increased 2002-2007 (%)	decreased 2002-2007	decreased 2002-2007 (%)	increased in some age ranges and decreased in others 2002-2007	increased in some age ranges and decreased in others 2002-2007 (%)
<b>Total</b>	<b>133</b>	<b>39.1%</b>	<b>69</b>	<b>20.3%</b>	<b>33</b>	<b>9.7%</b>
... of which independent	59	34.9%	38	22.5%	17	10.1%
... of which state	74	43.3%	31	18.1%	16	9.4%
... of which non-selective	52	42.3%	21	17.1%	11	8.9%
... of which selective	22	45.8%	10	20.8%	5	10.4%

#### Key findings

- Almost twice as many of the schools reported that the number of pupils studying Latin had increased in the five years before the survey as reported that it had decreased.
- A higher percentage of state schools than of independent schools had had the number of pupils studying Latin increase.
- A higher percentage of independent schools than of state schools had had the number of pupils studying Latin decrease.
- About ten per cent of schools reported that they had had an increase in some age ranges and a decrease at others.

### b. Reasons for increase in numbers

	Survey schools*	Survey schools (% of schools giving a reason)	... of which independent	... of which non-selective state	... of which selective state
<b>Giving a reason</b>	<b>111</b>	<b>-</b>	<b>54</b>	<b>43</b>	<b>14</b>
... of which school started to offer Latin	35	31.8%	6	27	2
... of which change of staffing	24	21.8%	17	2	5
... of which pupils' positive attitudes	15	13.6%	8	5	2
... of which promotion of subject within school	13	11.8%	8	5	0
... of which different option regime	7	6.4%	5	2	0
... of which change of course	6	5.5%	6	0	0
... of which change of teaching methods	6	5.5%	4	0	2
... of which use of electronic resources	6	5.5%	3	0	3
... of which support from SMT/Head	6	5.5%	3	2	1
... of which parents' positive attitudes	4	3.6%	3	1	0
... of which made compulsory	4	3.6%	3	0	1
... of which an MFL no longer compulsory	4	3.6%	2	2	0
... of which introduction of AS in the school	4	3.6%	2	1	1
... of which change in timetable	4	3.6%	1	3	0
... of which offered to all instead of selection	2	1.8%	2	0	0
... of which school trips	2	1.8%	1	0	1
... of which Latin in feeder primaries	1	0.9%	0	0	1

\* Includes both schools where pupil numbers had increased and schools where they had increased and decreased in different age range ranges; also, schools giving more than one reason are included multiple times

#### Key findings

- The most significant reason for the number of pupils studying Latin increasing, particularly amongst state schools, was that the schools had begun to offer Latin. More than half of non-selective state schools reporting an increase in numbers were schools that had begun Latin in the five years before the survey.
- The reasons for Latin increasing in independent and state schools were similar, except that there were far more state schools starting offering Latin and far more independent schools where changing course and staffing had

increased the number of pupils studying Latin.

- The introduction of Latin in feeder primary schools and, in part, modern foreign languages no longer being compulsory, and perhaps pupil and parent attitudes were the only reasons given that were outside the control of the school.

### c. Reasons for decrease in numbers

	Survey schools*	Survey schools (% of schools giving a reason)	... of which independent	... of which non-selective state	... of which selective state
<b>Giving a reason</b>	<b>79</b>	<b>-</b>	<b>46</b>	<b>20</b>	<b>13</b>
... of which competition for pupils with other subjects	24	30.4%	16	3	5
... of which difficulty of Latin (perceived or real)	18	22.8%	12	3	3
... of which option regime at GCSE	16	20.3%	11	4	1
... of which staffing issues	13	16.5%	6	3	4
... of which decrease in intake	7	8.9%	7	0	0
... of which increased number of MFLs offered	7	8.9%	3	3	1
... of which lack of support from SMT/Head	5	6.3%	2	3	0
... of which curriculum changes	4	5.1%	1	2	1
... of which no longer compulsory	3	3.8%	2	0	1
... of which not enough time to teach properly	3	3.8%	2	1	0
... of which parents' negative attitudes	2	2.5%	2	0	0
... of which decrease in ability of intake	2	2.5%	2	0	0
... of which minimum size for A-Level classes	2	2.5%	0	2	0
... of which fewer pupils studying Latin at feeder schools	1	1.3%	1	0	0

\* Includes both schools where pupil numbers had increased and decreased in different age range ranges; also, schools giving more than one reason are included multiple times

- The reason most often given for a decline in the number of pupils was competition for pupils with other subjects, with the related reason of the option regime at GCSE also often being cited.
- Many of the reasons for the number of pupils decreasing were the inverse of reasons given for an increase in pupils: e.g. increased number of modern foreign languages offered corresponded with modern foreign languages no longer being offered; lack of support of SMT/Head corresponds with support of SMT/Head.
- The reasons for the number of pupils decreasing given by each type of schools were similar, except that changes in intake and parents' negative attitude affected only independent schools and a minimum size allowed for A Level classes affected only non-selective state schools.
- Only one school had experienced a decline in the number of pupils studying Latin due to fewer pupils studying Latin in its feeder schools.

## 3.7 Future numbers

### a. The outlook in the survey schools

	Survey schools where the number of pupils studying Latin was expected to ...					
	grow	grow (%)	remain stable	remain stable (%)	decline	decline (%)
<b>Total</b>	<b>72</b>	<b>21.2%</b>	<b>203</b>	<b>59.7%</b>	<b>55</b>	<b>16.2%</b>
... of which independent	26	15.4%	116	68.6%	24	14.2%
... of which state	46	26.9%	87	50.9%	31	18.1%
... of which non-selective	37	30.1%	59	48.0%	25	20.3%
... of which selective	9	18.8%	28	58.3%	6	12.5%

#### Key findings

- The majority of schools expected the number of pupils studying Latin to remain stable over the five years following the survey.
- Slightly more schools expected the number of pupils to grow than expected the number to decline.
- The percentage of non-selective state schools which expected the number of pupils to grow was higher than that of independent and selective state schools.
- The percentage of non-selective state schools which expected the number of pupils to decline was also higher than that of independent and selective state secondary schools.
- The number of schools which expected the number of pupils studying Latin to grow in the future was only slightly more than half the number of schools where the number of pupils studying Latin had increased in the previous five years (section 3.6).
- The number of schools which expected the number of pupils studying Latin to decline in the future was greater than the number of schools where it had decreased in the previous five years (section 3.6).

\* Three independent schools, two non-selective state schools and five selective state schools returned incomplete questionnaires which prevented them from being included in this section of the report.

## b. Obstacles to growth

	Survey schools	Survey schools (% of schools giving an obstacle)	... of which independent	... of which independent (% of those giving an obstacle)	... of which state	... of which state (% of those giving an obstacle)	... of which non-selective	... of which non-selective (% of those giving an obstacle)	... of which selective	... of which selective (% of those giving an obstacle)
<b>Giving an obstacle</b>	<b>320</b>	<b>-</b>	<b>162</b>	<b>-</b>	<b>158</b>	<b>-</b>	<b>117</b>	<b>-</b>	<b>41</b>	<b>-</b>
... of which competition for pupils with other subjects	115	35.9%	69	42.6%	46	29.1%	28	23.9%	18	43.9%
... of which difficulty of Latin (perceived or real)	79	24.7%	50	30.9%	29	18.4%	20	17.1%	9	22.0%
... of which shortage of teachers	53	16.6%	22	13.6%	31	19.6%	21	17.9%	10	24.4%
... of which doubts about relevance (by pupils, parents, teachers, society)	51	15.9%	35	21.6%	16	10.1%	12	10.3%	4	9.8%
... of which content and grading of examinations	47	14.7%	25	15.4%	22	13.9%	18	15.4%	4	9.8%
... of which competition for timetable time with other subjects	46	14.4%	27	16.7%	19	12.0%	14	12.0%	5	12.2%
... of which Latin not taught on timetable	41	12.8%	4	2.5%	37	23.4%	36	30.8%	1	2.4%
... of which lack of support from heads, SMTs, other staff	34	10.6%	18	11.1%	16	10.1%	13	11.1%	3	7.3%
... of which too much material/not enough time to teach	28	8.8%	9	5.6%	19	12.0%	16	13.7%	3	7.3%
... of which parent's negative attitudes	25	7.8%	16	9.9%	9	5.7%	7	6.0%	2	4.9%
... of which retirement of current teacher(s)	19	5.9%	5	3.1%	14	8.9%	13	11.1%	1	2.4%
... of which budgetary constraints	13	4.1%	5	3.1%	8	5.1%	6	5.1%	2	4.9%
... of which ability or size of intake	10	3.1%	8	4.9%	2	1.3%	2	1.7%	0	0.0%
... of which the National Curriculum	10	3.1%	3	1.9%	7	4.4%	4	3.4%	3	7.3%
... of which not being able to teach AS and A2 together	7	2.2%	3	1.9%	4	2.5%	1	0.9%	3	7.3%
... of which elitist nature of subject (real or perceived)	5	1.6%	3	1.9%	2	1.3%	0	0.0%	2	4.9%
... of which unsatisfactory teaching materials	3	0.9%	3	1.9%	0	0.0%	0	0.0%	0	0.0%
... of which attitudes of fellow classics teachers	3	0.9%	3	1.9%	0	0.0%	0	0.0%	0	0.0%
... of which class size	2	0.6%	0	0.0%	2	1.3%	2	1.7%	0	0.0%

### Key findings

- Many of the obstacles suggested by schools were the same as the reasons given for a decrease in the number of pupils studying Latin (section 3.6).
- Competition for pupils with other subjects is the obstacle most suggested overall, although it was suggested by a smaller percentage of non-selective state schools than by independent or selective state schools.
- There were some differences between the types of schools: teaching outside of the timetable was the most suggested obstacle by non-selective state schools, but it was rarely suggested by independent and selective state schools; shortage of teachers was suggested more often by state schools, and particularly selective state schools, than by independent schools; doubts about the relevance of Latin were suggested as an obstacle by more independent schools than state schools, although independent schools tended to see this as an obstacle for the subject nationally rather than their own school; the perceived relative difficulty of Latin was also suggested more often among independent than among state schools.

## Comment

The issues that came across most strongly in schools' responses to this question were that teachers teaching Latin felt the need to fight within their schools to maintain the position of their subject and that there was a shortage of classics teachers. One school put it,

'We have to fight to keep ourselves credible, so the pressure is on → teachers work harder → less attractive as career choice. One teacher left last year for a career in law, possibly partly for this reason'.

Even in schools where the teaching of Latin itself was not felt to be under threat, pressure was still felt to attract pupils, achieve high grades in public examinations, keep timetable allocation and ensure continuity of staffing. Competition for pupils, particularly when they made their choice of GCSE subjects, was the key concern in many schools. Many reported that this had become more competitive in recent years, both because more subjects were being offered and because pupils had fewer available options as more subjects became compulsory. In particular, amongst state schools, specialist colleges seemed often to make subjects relevant to their specialism compulsory at GCSE. In some schools this has been balanced by no longer making a modern foreign language compulsory at GCSE, but in specialist language colleges and independent schools it was more commonly reported that the introduction of Arabic and Mandarin had reduced the number of pupils studying Latin. In other schools, competition from ICT and PE were most regularly reported. A great many schools said that pupils' perception that they would get a lower grade in Latin than in other subjects put them at a disadvantage when it came to attracting pupils. A few schools, including non-selective state schools, reported that it had become important to some pupils to get an A or A\* in every subject at GCSE and that this trend was hurting recruitment to Latin of the most able pupils, leading to a decline in grades. Not every school, however, wanted Latin GCSE brought into line with other subjects, as they felt that Latin was intrinsically more demanding than other subjects; there was a worry that if Latin were 'dumbed down' to the level of other subjects, grades would improve but pupils would not gain a worthwhile understanding of the subject and still not want to continue to studying it.

The lower grades often received at GCSE were reported in some schools to be making the school's management look critically at the provision of Latin. This was particularly the case in schools where Latin was offered outside the timetable or on a reduced timetable:

'The biggest problem facing teachers in comprehensives where Latin is extracurricular and not allowed enough time to complete the course is the sheer quantity and difficulty of the material and the lack of understanding of this from senior management who have little idea of what is involved for students and teacher. It is very stressful!'

Schools offering Latin outside the timetable seemed generally to feel the issues facing other schools more keenly: having less tuition time than those offering Latin on timetable; having additional difficulties recruiting and retaining pupils; and consequently achieving lower grades. Some reported themselves stuck in a situation where the reduced time they had meant that only the more able pupils could cope with the demands of the subject, but because the numbers of pupils were so small, they were given a smaller time allocation, which made their numbers likely to fall still further. In some schools how Latin was classified affected timetable allocation, for instance when languages get more time than humanities subjects, particularly in Key Stage 3.

Schools often reported competition for pupils and time also led to hostility from teachers of other subjects, particularly modern foreign language teachers. A common complaint from these teachers was that Latin was attracting more than its fair share of more able pupils. A number of schools reported difficulties with careers advisors and several attributed a lack of understanding of the value of Latin to the fact that few teachers had studied it themselves. There were, however, many schools which reported that their management was very supportive and a few where Latin was being taught to interested staff as well as pupils.

Schools also often felt hard pressed by the shortage of teachers, although this varied between regions (section 4.4). A small percentage of schools reported a shortage of teachers as an obstacle to the growth of Latin in their school in London, the South East, the East, the Midlands and Yorkshire, but more than twenty percent of schools from the South West, the North West, the North East and Scotland did so, with 42.9% of schools in Northern Ireland reporting a shortage of teachers as an obstacle. It is notable that this and the content and grading of examinations were the only obstacles consistently reported that seemed truly national. The others, although affected by national factors like the publication of league tables and reported by schools across the country, related primarily to conditions in the individual schools themselves.

It was noticeable that schools' expectations for pupil numbers over the five years following the survey were far less positive than their reports on how pupil numbers had changed over the five years preceding the survey. Many of the responses implied that the obstacles they faced were either new or were becoming larger, particularly in relation to competition for pupils, the shortage of teachers and examinations, and they probably account for the difference between recent experience and expectation. Despite this, the number of schools of all types which felt that the number of pupils studying Latin with them was likely to increase over the five years following the survey was still larger than the number of schools which expected a decline in the number of pupils studying Latin with them. This must give hope that whatever obstacles exist, schools will be able to find other areas for improvement.

## How will the current numbers of pupils studying Latin affect examination entries?

### Expected and estimated pupils entering GCSE in survey schools

	Average number of pupils entering GCSE in survey schools	Pupils entering GCSE 2008 in survey schools	Pupils entering GCSE 2008 in survey schools (% difference against average)	Pupils entering GCSE 2009 in survey schools	Pupils entering GCSE 2009 in survey schools (% difference against average)	Pupils entering GCSE 2010 in survey schools	Pupils entering GCSE 2010 in survey schools (% difference against average)
<b>Total</b>	<b>4440</b>	<b>4327</b>	<b>2.5% fewer</b>	<b>4557</b>	<b>2.6% more</b>	<b>4435</b>	<b>0.1% fewer</b>
... of which independent	2799	2715	3.0% fewer	2831	1.1% more	2810	0.4% more
... of which state	1641	1612	1.8% fewer	1726	5.2% more	1625	1.0% fewer
... of which non-selective	764	754	1.3% fewer	771	0.9% more	766	0.2% more
... of which selective	877	858	2.2% fewer	955	8.9% more	859	2.0% fewer

### Key findings

- The number of pupils expected to be entered for GCSE in the summer of 2008 was slightly below the average number given by the schools responding to the survey.
- In independent and non-selective state schools the number of pupils likely to be entered for GCSE in the summer of 2009 is slightly above average, but in selective state schools it is significantly above average.
- In independent and non-selective state schools the number of pupils likely to be entered for GCSE in the summer of 2010 is very slightly above average, but in selective state secondary schools it is slightly below average.
- In general the numbers of pupils entering GCSE in schools responding to the survey appear to be relatively stable. There is a fairly large variation in selective state secondary schools, but most of this can be traced to four schools having exceptionally high numbers of pupils studying Latin in their 2008-2009 Year 11.

## 4. TEACHERS

Schools responding to the survey provided a range of information about the teachers teaching Latin. As well as the number of teachers, data on their training and experience, whether they were specialist or non-specialist classics teachers, the other subjects they taught and the number of teachers leaving the profession are presented in this section of the report.

4.1 Teachers .....	26
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## 4.1 Teachers

### a. Total

	Teachers teaching classical subjects in survey schools	... of which teach Latin	Percentage share of teachers teaching Latin in survey schools	Average teachers teaching Latin per survey school
<b>Total</b>	<b>833</b>	<b>763</b>	-	<b>2.2</b>
... of which independent	527	492	64.4%	2.9
... of which state	306	271	35.6%	1.6
... of which non-selective	192	167	21.9%	1.4
... of which selective	114	104	13.6%	2.2

#### Key findings

- Almost two thirds of the teachers teaching Latin taught in independent schools.
- Independent schools had on average more than twice as many teachers as non-selective state schools.

### \* National projection

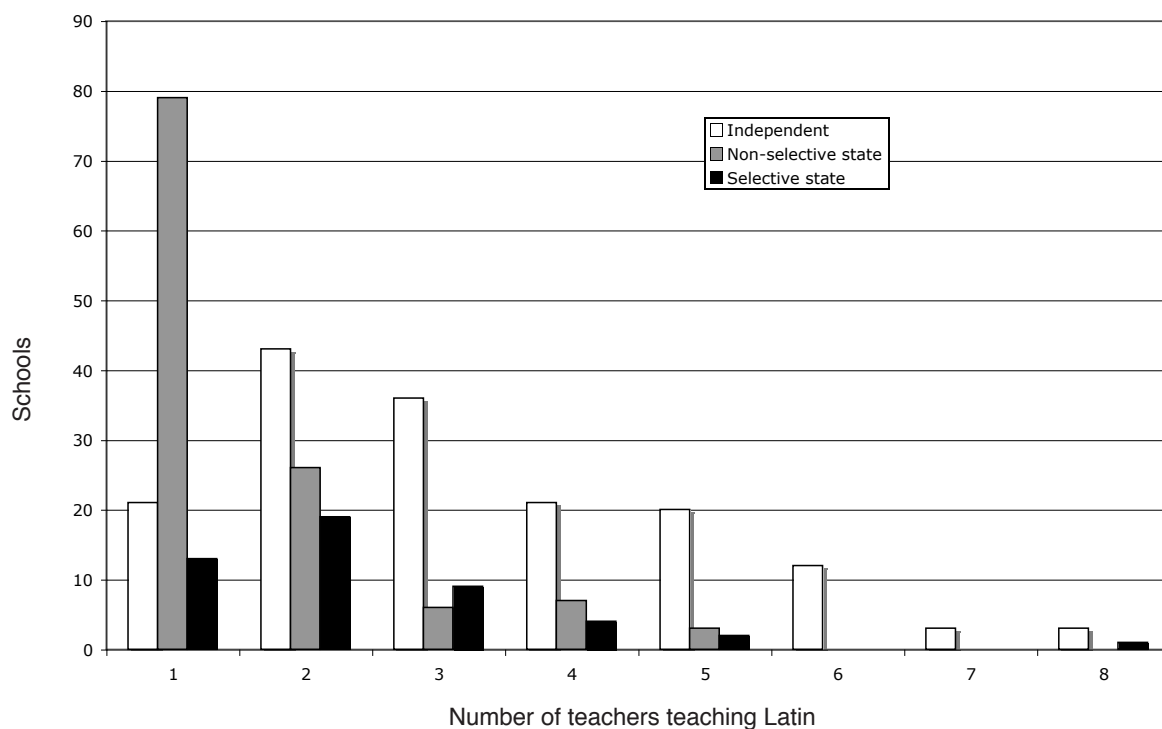
#### Estimate for all secondary schools in the UK: school year 2007-2008

Because non-selective state schools are under represented in the survey, the balance of the total number of teachers teaching Latin in the UK is likely to have been slightly different.

	<i>Teachers teaching Latin in UK secondary schools</i>	<i>Percentage share of teachers teaching Latin in UK secondary schools</i>	<i>Average teachers teaching Latin per school in UK secondary schools</i>
<b>Total</b>	<b>2126</b>	-	<b>2.0</b>
... of which independent	1310	61.6%	2.9
... of which state	816	38.4%	1.4
... of which non-selective	578	27.2%	1.2
... of which selective	238	11.2%	2.0

## b. Range across schools

The number of teachers teaching Latin in individual survey schools



\* No account is taken in this graph of whether teachers are full time or part time or whether some of their time is used teaching non-classical subjects

### Key findings

- The majority of independent schools had three or more teachers teaching classical subjects, with only 21 having just one teacher teaching classical subjects.
- The clear majority of non-selective state schools had only one teacher teaching classical subjects.
- The most common number of teachers teaching classical subjects in selective state schools was two.

## 4.2 Specialist and non-specialist Latin teachers

	Latin teachers in survey schools	... of which consider themselves to be ...			
		specialist teachers	specialist teachers (%)	non-specialist teachers	non-specialist teachers (%)
<b>Total</b>	<b>763</b>	<b>619</b>	<b>81.1%</b>	<b>144</b>	<b>18.9%</b>
... of which independent	492	427	86.8%	65	13.2%
... of which state	271	192	70.8%	79	29.2%
... of which non-selective	167	107	64.1%	60	35.9%
... of which selective	104	85	81.7%	19	18.3%

### Key findings

- The great majority of teachers teaching Latin were specialist teachers, but in non-selective state schools, those who considered themselves to be non-specialist teachers represented more than a third of teachers teaching in Latin.

### \* National projection

#### Estimate for all secondary schools in the UK: School year 2007-2008

Because schools that had begun teaching Latin in the five years before the survey, many of whom will have had non-specialist teachers, are significantly under represented in the survey, it is likely that the balance between specialists and non-specialists in all secondary schools offering Latin across the UK would have been different, particularly for non-selective state secondary schools, where the majority of teachers teaching Latin were likely to have been non-specialists.

	<i>Teachers teaching Latin in UK secondary schools</i>	<i>... of which are specialist teachers</i>	<i>... of which are specialist teachers (%)</i>	<i>... of which are non-specialist teachers</i>	<i>... of which are non-specialist teachers (%)</i>
<b>Total</b>	<b>2126</b>	<b>1558</b>	<b>73.3%</b>	<b>568</b>	<b>26.7%</b>
... of which independent	1310	1137	86.8%	173	13.2%
... of which state	816	421	51.6%	395	48.4%
... of which non-selective	578	227	39.3%	351	60.7%
... of which selective	238	194	81.5%	44	18.5%

## 4.3 Teaching qualifications of specialist teachers

### a. Specialist teachers without teaching qualifications

	Specialist teachers in survey schools without teaching qualifications	Specialist teachers in survey schools without teaching qualifications (%)	... of which teach Latin	... of which teach Latin (% of teachers teaching Latin)	Specialist teachers in survey schools with a teaching qualification	Specialist teachers in survey schools with a teaching qualification (%)	... of which teach Latin	... of which teach Latin (% of teachers teaching Latin)
<b>Total</b>	<b>116</b>	<b>17.7%</b>	<b>110</b>	<b>17.8%</b>	<b>526</b>	<b>82.3%</b>	<b>510</b>	<b>82.2%</b>
... of which independent	93	20.8%	89	20.8%	343	79.2%	338	79.2%
... of which state	23	10.9%	21	10.9%	183	89.1%	172	89.1%
... of which non-selective	13	10.3%	11	10.3%	105	89.7%	96	89.7%
... of which selective	10	11.4%	10	11.8%	78	88.4%	76	88.2%

#### Key findings

- A significant number of specialist teachers teaching Latin did not record any teaching qualification.
- A fifth of specialist teachers teaching Latin in independent schools did not record any teaching qualification.

### b. Teaching qualifications held by specialist teachers teaching Latin

	Specialist teachers teaching Latin in survey schools with teaching qualifications	... of which with PGCE	... of which with qualification through GTP	... of which with CertEd	... of which with BEd	... of which with DipEd	... of which with other or unspecified teaching qualification
<b>Total</b>	<b>510</b>	<b>457</b>	<b>10</b>	<b>9</b>	<b>6</b>	<b>6</b>	<b>22</b>
... of which independent	338	304	5	6	2	3	18
... of which state	172	153	5	3	4	3	4
... of which non-selective	96	81	4	2	4	3	2
... of which selective	76	72	1	1	0	0	2

#### Key findings

- The great majority of specialist teachers teaching Latin had PGCEs.
- Teachers who received their qualification through GTP were split equally between state and independent schools, but they represented a very small percentage of the specialist teachers in the survey schools.
- A small number of teachers had older qualifications which are no longer obtainable for teaching classics.
- The majority of teachers with other or unspecified qualifications simply ticked or entered 'yes' on their questionnaires when asked about their teaching qualification.

## 4.4 Specialist teachers leaving the profession

	Specialist teachers in survey schools intending to leave profession in the five years following the survey					
	Total	Total (%)	... of which teaching Latin	... of which teaching Latin (% of teachers teaching Latin)	... of which teaching Latin with teaching qualification	... of which teaching Latin with teaching qualification (% of teachers teaching Latin with teaching qualification)
<b>Total</b>	<b>170</b>	<b>26.5%</b>	<b>168</b>	<b>27.1%</b>	<b>132</b>	<b>25.9%</b>
... of which independent	97	22.2%	96	22.5%	72	21.3%
... of which state	73	35.4%	72	37.3%	60	34.9%
... of which non-selective	44	37.3%	43	40.2%	36	37.5%
... of which selective	29	33.0%	29	33.7%	24	31.6%

### Key findings

- More than a quarter of specialist teachers were likely to leave the profession in the five years following the survey.
- More than a third of specialist teachers in state schools were likely to leave the profession in the five years following the survey.

### \* National projection

#### Estimate for all secondary schools in the UK: School year 2007-2008

The data from the survey indicate that the number of specialist teachers in the UK likely to leave the profession is substantial, and will have a particularly significant impact on state schools, especially non-selective state schools.

	Specialist teachers in UK secondary schools intending to leave profession in the five years following the survey						Specialist teachers in UK secondary schools teaching Latin with teaching qualification leaving profession each year on average
	Total	Total (%)	... of which teaching Latin	... of which teaching Latin (% of teachers teaching Latin)	... of which teaching Latin with teaching qualification	... of which teaching Latin with teaching qualification (% of teachers teaching Latin with a Latin qualification)	
<b>Total</b>	<b>417</b>	<b>25.8%</b>	<b>412</b>	<b>26.4%</b>	<b>322</b>	<b>25.2%</b>	<b>64</b>
... of which independent	258	22.2%	256	22.5%	192	21.3%	38
... of which state	158	35.2%	156	37.1%	130	34.7%	26
... of which non-selective	93	37.3%	91	40.2%	76	37.5%	15
... of which selective	65	33.0%	65	33.7%	54	31.6%	11

#### Comment

Nineteen schools, sixteen of them non-selective state schools, cited the retirement of the current teacher or teachers as an obstacle to the growth of the number of pupils studying Latin (section 3.7b). Seven of the teachers teaching Latin had already retired and were teaching on either a voluntary or part-time basis.

## 4.5 Training of new classics teachers

	Total	... of which by PGCE	... of which by GTP*
<b>Classics teachers gaining QTS per year 2003-2007 and teaching in secondary schools in the UK</b>	35	28	7

\*Graduate Teacher Programme, a school-, rather than university-, based training programme.

### Key finding

- The average number of classics teachers trained per year in the UK was significantly less than the number of teachers with teaching qualifications leaving the profession each year.

## \* National projection

### Estimate for all secondary schools in the UK

Because an estimated half of the specialist teachers gaining QTS through GTP go on to teach in the state sector, and only 35.7% of those gaining QTS at King's College London<sup>3</sup> and 24.3% of those at the University of Cambridge<sup>4</sup> do so, it is likely that only twelve specialist teachers will enter state secondary schools each year. Combined with the effect of 130 teachers with teaching qualifications teaching Latin in state schools leaving the profession over the five years following the survey, this will significantly reduce the number of specialist teachers in the state sector. Unless their place can be taken by non-specialist teachers, this will necessarily reduce the number of schools offering Latin.

	<i>Specialist teachers teaching Latin with teaching qualification in independent secondary schools</i>			<i>Specialist teachers teaching Latin with teaching qualification in non-selective state schools</i>			<i>Specialist teachers teaching Latin with teaching qualification in selective state schools</i>		
	<i>New teachers</i>	<i>Teachers leaving</i>	<i>Total</i>	<i>New teachers</i>	<i>Teachers leaving</i>	<i>Total</i>	<i>New teachers</i>	<i>Teachers leaving</i>	<i>Total</i>
<i>2007-08</i>			<i>901</i>			<i>203</i>			<i>171</i>
<i>2008-09</i>	<i>23</i>	<i>38</i>	<i>886</i>	<i>6</i>	<i>15</i>	<i>194</i>	<i>6</i>	<i>11</i>	<i>166</i>
<i>2009-10</i>	<i>23</i>	<i>38</i>	<i>871</i>	<i>6</i>	<i>15</i>	<i>185</i>	<i>6</i>	<i>11</i>	<i>161</i>
<i>2010-11</i>	<i>23</i>	<i>38</i>	<i>856</i>	<i>6</i>	<i>15</i>	<i>176</i>	<i>6</i>	<i>11</i>	<i>156</i>
<i>2011-12</i>	<i>23</i>	<i>38</i>	<i>841</i>	<i>6</i>	<i>15</i>	<i>167</i>	<i>6</i>	<i>11</i>	<i>151</i>
<i>2012-13</i>	<i>23</i>	<i>38</i>	<i>826</i>	<i>6</i>	<i>15</i>	<i>158</i>	<i>6</i>	<i>11</i>	<i>146</i>

\* No data is available on classics teachers returning to the profession, arriving from outside the UK or entering the profession without a teacher training qualification.

### Comment

54 schools cited a shortage of teachers as an obstacle to the growth in the number of pupils studying Latin (section 3.7b).

Region/Country	Survey schools stating shortage of teachers as an obstacle to growth in number of pupils studying Latin	Survey schools stating shortage of teachers as an obstacle to growth in number of pupils studying Latin (%)
Northern Ireland	3	42.9%
Scotland	5	26.3%
South West	6	26.1%
North East	3	23.1%
North West	6	20.0%
South East	17	16.8%
London	5	11.1%
East Midlands	1	11.1%
East	3	11.1%
West Midlands	3	10.3%
Yorkshire	1	5.6%
Wales	0	0.0%

One school felt that teacher training in Latin was not being promoted as well as it should be:

'Despite months of research in 2001, I did my PGCE in French because I was not aware of PGCEs (or demand for Latin) in the Midlands; although I was vaguely aware of a course in Glasgow... We have got to get Latin teacher training better marketed.'

A common complaint, particularly among independent schools, was a shortage of young teachers, for example:

'It took 3 rounds of interviews and 2 years' limping through to recruit a 3rd classicist. There seem to be very few genuinely committed young graduates coming through.'

Some schools also remarked on the ability of applicants, particularly that they could not teach A Level Latin or Greek and that their degrees were in Classical Civilisation. Some felt that universities should train more and one school felt that some independent schools were taking more than their fair share of PGCE students and was in favour of the Graduate Teacher Programme:

'Big independent schools (Eton, Westminster, St Paul's etc.) should not hog all the best young PGCE students, but should make a point of training up Classics teachers from scratch.'

The number of classics teachers being trained and entering the profession is greatly exceeded by the numbers for other subjects.

Subject	Number of teachers achieving QTS and teaching in secondary schools
Art and design	742
Business studies	577
Citizenship	230
Design and technology	924
Drama/dance	527
Economics	74
English	2197
Geography	824
History	913
ICT	976
Mathematics	1910
Modern languages	1439
Music	651
Physical education	1649
Religious education	624
Science	2851
Social science/studies	138
Vocational subjects	325

## 4.6 Other subjects taught

	Latin teachers in survey schools also teaching ...			
	one or more other classical subjects	one or more other classical subjects (%)	one or more non-classical subjects	one or more non-classical subjects (%)
<b>Total</b>	<b>565</b>	<b>74.0%</b>	<b>356</b>	<b>46.7%</b>
... of which independent	404	82.1%	201	40.9%
... of which state	161	59.4%	155	57.2%
... of which non-selective	67	40.1%	110	65.9%
... of which selective	94	90.4%	45	43.2%

### Key findings

- Three quarters of teachers teaching Latin taught another classical subject, and almost half taught a non-classical subject.
- The percentage of Latin teachers in non-selective state schools teaching another classical subject was less than half that in independent and selective state schools.
- The percentage of Latin teachers in non-selective state schools teaching a non-classical subject was significantly higher than that in independent and selective state schools.

## 4.7 Other subjects taught by specialist teachers

### a. Classical subjects

	Specialist classics teachers in survey schools teaching ...							
	Latin	Latin (%)	Greek	Greek (%)	classical civilisation/ classical studies/ classics	classical civilisation/ classical studies/ classics (%)	ancient history	ancient history (%)
<b>Total</b>	<b>620</b>	<b>96.6%</b>	<b>292</b>	<b>45.5%</b>	<b>436</b>	<b>67.9%</b>	<b>27</b>	<b>4.2%</b>
... of which independent	427	97.9%	237	54.4%	316	72.5%	17	3.9%
... of which state	193	93.7%	55	26.7%	120	58.3%	10	4.9%
... of which non-selective	107	90.7%	18	15.3%	57	48.3%	5	4.2%
... of which selective	86	97.7%	37	42.0%	63	71.6%	5	5.7%

#### Key findings

- While the great majority of specialist teachers were teaching Latin, almost ten percent of specialist teachers in non-selective state schools were not.
- More than half of the specialist teachers in independent schools were teaching Greek, compared to slightly more than forty percent of specialist teachers in selective state schools and about fifteen percent of specialist teachers in non-selective state schools.
- Just over seventy percent of teachers in independent and selective state schools taught classical civilisation, classical studies or classics, compared with just under half of teachers in non-selective state schools.
- Only a very small number of specialist teachers were teaching ancient history.

### b. Specialist teachers teaching non-classical subjects

	Specialist Latin teachers in survey schools teaching ...					
	non-classical subjects	non-classical subjects (%)	more than one non-classical subject (not including more than one MFL)	more than one non-classical subject (not including more than one MFL) (%)	only classical subjects	only classical subjects (%)
<b>Total</b>	<b>219</b>	<b>34.1%</b>	<b>41</b>	<b>6.4%</b>	<b>423</b>	<b>65.9%</b>
... of which independent	138	31.7%	23	5.3%	298	68.3%
... of which state	81	39.3%	18	8.7%	125	60.7%
... of which non-selective	54	45.8%	8	6.8%	64	54.2%
... of which selective	27	30.7%	10	11.4%	61	69.3%

#### Key findings

- More than a third of specialist teachers in schools responding to the survey also taught non-classical subjects.
- There were more specialist classics teachers teaching non-classical subjects than there were non-specialist teachers teaching classical subjects.
- Almost half of specialist teachers in non-selective state schools also taught non-classical subjects.
- A significant number of specialist teachers were teaching more than one non-classical subject.

### c. Most common non-classical subjects

	Specialist Latin teachers in survey schools teaching ...											
	modern languages	modern languages (%)	... of which teaching French*	... of which teaching French (%)	RE or equivalent	RE or equivalent (%)	history	history (%)	English (not including EAL)	English (not including EAL) (%)	sport/games	sport/games (%)
<b>Total</b>	<b>51</b>	<b>8.0%</b>	<b>23</b>	<b>3.5%</b>	<b>33</b>	<b>5.1%</b>	<b>32</b>	<b>5.0%</b>	<b>26</b>	<b>4.0%</b>	<b>24</b>	<b>3.7%</b>
... of which independent	28	6.4%	10	2.3%	22	5.0%	13	3.0%	13	3.0%	23	5.3%
... of which state	23	11.2%	13	6.3%	11	5.3%	19	9.2%	13	6.3%	1	0.5%
... of which non-selective	16	13.6%	9	7.6%	9	7.6%	13	11.0%	9	7.6%	0	0.0%
... of which selective	7	8.0%	4	4.5%	2	2.3%	6	6.8%	4	4.5%	1	1.1%

\*Because many teachers stating they taught modern languages did not specify them, it is likely that more teachers taught individual languages than is reported here

#### Key findings

- The non-classical subjects most often taught by specialist teachers were modern languages, of which French was the most common.
- History was commonly taught by specialist teachers in state schools, but to a lesser extent in independent schools.
- Sports were commonly taught by specialist teachers in independent schools, but only by one teacher in a state school.

## 4.8 Other subjects taught by non-specialist teachers

### a. Classical subjects

	Non-specialist teachers in survey schools teaching ...							
	Latin	Latin (%)	Greek	Greek (%)	classical civilisation/ classical studies/ classics	classical civilisation/ classical studies/ classics (%)	ancient history	ancient history (%)
<b>Total</b>	<b>144</b>	<b>75.0%</b>	<b>3</b>	<b>1.6%</b>	<b>66</b>	<b>34.4%</b>	<b>1</b>	<b>0.5%</b>
... of which independent	65	71.4%	2	2.2%	34	37.4%	0	0.0%
... of which state	79	78.2%	1	1.0%	32	31.7%	1	1.0%
... of which non-selective	60	82.2%	1	1.4%	21	28.8%	1	1.4%
... of which selective	19	67.9%	0	0.0%	11	39.3%	0	0.0%

#### Key findings

- Three quarters of non-specialist teachers teaching classical subjects were teaching Latin.
- Slightly more than a third of non-specialist teachers of classical subjects in schools were teaching classical civilisation, classical studies or classics.
- A very small number of non-specialist teachers were teaching Greek and only one was teaching ancient history.
- A higher percentage of non-specialist teachers taught Latin in non-selective state schools than did so in independent or selective state schools.
- A lower percentage of non-specialist teachers taught classical civilisation, classical studies or classics in non-selective state schools than did so in independent or selective state schools.

### b. Non-classical subject areas

	Non-specialist Latin teachers in survey schools teaching ...										
	languages (including EAL)	languages (including EAL) (%)	arts subjects	arts subjects (%)	humanities subjects	humanities subjects (%)	science subjects	science subjects (%)	sport and PE	sport and PE (%)	no non-classical subject
<b>Total</b>	<b>69</b>	<b>47.9%</b>	<b>40</b>	<b>27.8%</b>	<b>30</b>	<b>20.8%</b>	<b>4</b>	<b>2.8%</b>	<b>1</b>	<b>0.7%</b>	<b>9</b>
... of which independent	27	41.5%	21	32.3%	16	24.6%	1	1.5%	1	1.5%	3
... of which state	42	53.2%	19	24.1%	14	17.7%	3	3.8%	0	0.0%	6
... of which non-selective	30	50.0%	14	23.3%	12	20.0%	2	3.3%	0	0.0%	6
... of which selective	12	63.2%	5	26.3%	2	10.5%	1	5.3%	0	0.0%	0

\*Percentages may total more than 100% because of teachers teaching in more than one subject area

#### Key findings

- Almost half of the non-specialist teachers teaching Latin taught languages, with almost two thirds of those in selective state schools doing so.
- As with specialist classics teachers, the number of non-specialist teachers teaching Latin who taught science subjects was very small.
- A small number of non-specialist teachers only taught classical subjects.

## c. Most common non-classical subjects

	Non-specialist Latin teachers in survey schools teaching ...											
	modern languages*	modern languages (%)	... of which teaching French*	... of which teaching French (%)	English (not including EAL)	English (not including EAL) (%)	history	history (%)	RE or equivalent	RE or equivalent (%)	more than one non-classical subject (not including more than one MFL)	more than one non-classical subject (not including more than one MFL) (%)
<b>Total</b>	<b>67</b>	<b>46.5%</b>	<b>36</b>	<b>25.0%</b>	<b>25</b>	<b>17.4%</b>	<b>20</b>	<b>13.9%</b>	<b>15</b>	<b>10.4%</b>	<b>18</b>	<b>12.5%</b>
... of which independent	26	40.0%	17	26.2%	13	20.0%	9	13.8%	8	12.3%	8	12.3%
... of which state	41	51.9%	19	24.1%	12	15.2%	11	13.9%	7	8.9%	10	12.7%
... of which non-selective	29	48.3%	14	23.3%	9	15.0%	10	16.7%	6	10.0%	8	13.3%
... of which selective	12	63.2%	5	26.3%	3	15.8%	1	5.3%	1	5.3%	2	10.5%

\*Because many teachers stating they taught modern languages did not specify them, it is likely that more teachers taught individual languages than is reported here

### Key findings

- At least a quarter of non-specialist teachers teaching Latin were teaching French.
- It seems likely that there were fewer teachers of religious education than of other subjects, and so the proportion of them teaching Latin may be much greater than that of teachers of other subjects, although five of the teachers teaching RE trained to teach other subjects and would be likely to consider themselves non-specialist teachers of RE.
- A significant number of non-specialist teachers were teaching more than one non-classical subject.

### Comment

Apart from sport and games, the non-classical subjects most commonly taught by non-specialist teachers teaching Latin are the same as those taught by specialist classics teachers. Some of the aspects of classics clearly overlap with these subjects: language learning with modern foreign languages, the study of literature with English and the study of civilisation with history and RE. Teachers must be expected to apply the skills developed in teaching one subject in another. The number of both specialist and non-specialist teachers who were teaching more than one non-classical subject seems to indicate a strong degree of versatility on the part of some teachers.

In many schools, particularly non-selective state schools, Latin came under the school's languages department. The number of specialist teachers teaching modern foreign languages and non-specialist language teachers teaching Latin may well be related to this.

## 4.9 Training of non-specialist teachers

### a. Subject areas

	Non-specialist Latin teachers in survey schools trained to teach ...										
	arts subjects	arts subjects (%)	humanities subjects	humanities subjects (%)	languages	languages (%)	science subjects	science subjects (%)	physical education	physical education (%)	no subject
<b>Total</b>	<b>41</b>	<b>28.5%</b>	<b>23</b>	<b>16.0%</b>	<b>64</b>	<b>44.4%</b>	<b>6</b>	<b>4.2%</b>	<b>2</b>	<b>1.4%</b>	<b>14</b>
... of which independent	22	33.8%	10	15.4%	23	35.4%	2	3.1%	1	1.5%	11
... of which state	19	24.1%	13	16.5%	41	51.9%	4	5.1%	1	1.3%	3
... of which non-selective	16	26.7%	11	18.3%	30	50.0%	3	5.0%	1	1.7%	1
... of which selective	3	15.8%	2	10.5%	11	57.9%	1	5.3%	0	0.0%	2

\*Percentages may total more than 100% because of teachers trained to teach subjects of more than one type

#### Key findings

- More than half of the non-specialist teachers in state schools trained to teach languages and more than a third of the non-specialist teachers in independent schools did so.
- Very few non-specialist teachers in schools trained to teach science subjects or PE.

### b. Most common subjects

	Non-specialist Latin teachers in survey schools who trained to teach ...									
	modern languages (on their own or with other subjects)	modern languages (on their own or with other subjects) (%)	English (on its own or with other subjects)	English (on its own or with other subjects) (%)	history (on its own or with other subjects)	history (on its own or with other subjects) (%)	RE or equivalent (on its own or with other subjects)	RE or equivalent (on its own or with other subjects) (%)	Latin or classics (on its own or with other subjects)	Latin or classics (on its own or with other subjects) (%)
<b>Total</b>	<b>63</b>	<b>43.8%</b>	<b>24</b>	<b>16.7%</b>	<b>21</b>	<b>14.6%</b>	<b>10</b>	<b>6.9%</b>	<b>9</b>	<b>6.3%</b>
... of which independent	22	33.8%	10	15.4%	6	9.2%	5	7.7%	6	9.2%
... of which state	41	51.9%	14	17.7%	15	19.0%	5	6.3%	3	3.8%
... of which non-selective	30	50.0%	11	18.3%	15	25.0%	5	8.3%	1	1.7%
... of which selective	11	57.9%	3	15.8%	0	0.0%	0	0.0%	2	10.5%

#### Key findings

- More than half of the non-specialist teachers in state schools trained to teach modern languages and more than a third of the non-specialist teachers in independent schools did so.
- A quarter of the non-specialist teachers in non-selective state schools trained to teach history, but a much smaller percentage of non-specialist teachers in other types of schools did so.
- A number of teachers who considered themselves non-specialist teachers trained to teach Latin or classics.

## 4.10 Classical qualifications of non-specialist teachers

### a. Non-specialist teachers with classical qualifications

	Non-specialist teachers in survey schools with a classical qualification	Non-specialist teachers in survey schools with a classical qualification (%)	Non-specialist Latin teachers in survey schools with a classical qualification	Non-specialist Latin teachers in survey schools with a classical qualification (%)	Non-specialist teachers in survey schools with no classical qualification	Non-specialist teachers in survey schools with no classical qualification (%)	Non-specialist Latin teachers in survey schools with no classical qualification	Non-specialist Latin teachers in survey schools with no classical qualification (%)
<b>Total</b>	<b>134</b>	<b>69.8%</b>	<b>117</b>	<b>81.3%</b>	<b>58</b>	<b>30.2%</b>	<b>25</b>	<b>17.4%</b>
... of which independent	63	69.2%	56	86.2%	28	30.8%	12	18.5%
... of which state	71	70.3%	61	77.2%	30	29.7%	13	16.5%
... of which non-selective	47	64.4%	44	73.3%	26	35.6%	11	18.3%
... of which selective	24	85.7%	17	89.5%	4	14.3%	2	10.5%

#### Key findings

- The majority of non-specialist teachers had a classical qualification.
- A significant number of non-specialist teachers teaching classical subjects had no classical qualification, although many of these were teaching subjects other than Latin.

### b. Most common classical qualifications

	Non-specialist Latin teachers in survey schools ...											
	who studied Latin at university	who studied Latin at university (%)	who studied Latin with the Open University	who studied Latin with the Open University (%)	with A Level Latin	with A Level Latin (%)	with O Level/GCSE Latin	with O Level/GCSE Latin (%)	who studied Latin abroad	who studied Latin abroad (%)	who studied a related subject (ancient history, archaeology)	who studied a related subject (ancient history, archaeology) (%)
<b>Total</b>	<b>19</b>	<b>13.2%</b>	<b>2</b>	<b>1.4%</b>	<b>48</b>	<b>33.3%</b>	<b>41</b>	<b>28.5%</b>	<b>6</b>	<b>4.2%</b>	<b>2</b>	<b>1.4%</b>
... of which independent	8	12.3%	0	0.0%	29	44.6%	16	24.6%	3	4.6%	1	1.5%
... of which state	11	13.9%	2	2.5%	19	24.1%	25	31.6%	3	3.8%	1	1.3%
... of which non-selective	7	11.7%	2	3.3%	11	18.3%	21	35.0%	2	3.3%	1	1.7%
... of which selective	4	21.1%	0	0.0%	8	42.1%	4	21.1%	1	5.3%	0	0.0%

\* Only the highest qualification recorded is reported in this table, e.g. a teacher with A Level and O Level Latin only appears in the A Level column

#### Key findings

- 47.9% of the non-specialist teachers teaching Latin in schools had studied Latin to A Level standard or above.
- A significant number of non-specialist teachers studied Latin at university level.
- More than two fifths of the non-specialist teachers in independent and selective state schools had A Level Latin.
- The more common qualifications among non-specialist teachers in non-selective state schools were O Level and GCSE.

## 4.11 Non-specialist teachers' experience

	Non-specialist teachers in survey schools ...				
	average years' experience teaching Latin	teaching Latin for a year or less	teaching Latin for a year or less (%)	teaching Latin for ten years or more	teaching Latin for ten years or more (%)
<b>Total</b>	<b>5.2</b>	<b>50</b>	<b>34.7%</b>	<b>23</b>	<b>16.0%</b>
... of which independent	6.7	17	26.2%	16	24.6%
... of which state	3.9	33	41.8%	7	8.9%
... of which non-selective	4.0	26	43.3%	5	8.3%
... of which selective	3.7	7	36.8%	2	10.5%

### Key findings

- The non-specialist teachers teaching Latin had on average five years' experience teaching Latin.
- Non-specialist teachers teaching Latin in independent schools had on average slightly more experience than those in state schools.
- A third of non-specialist teachers teaching Latin had a year's experience or less at doing so; more than forty percent of non-specialist teachers in state schools had only a year's experience or less.
- A quarter of non-specialist teachers in independent schools teaching Latin had had ten or more years' experience doing so, compared with less than ten percent of non-specialist teachers teaching Latin in state schools.

## 4.12 Non-specialist teachers teaching on their own

### a. Non-specialist teachers without specialist colleagues

	Non-specialist Latin teachers in survey schools without specialist teachers	Non-specialist Latin teachers in survey schools without specialist teachers (%)	Non-specialist Latin teachers in survey schools with specialist teachers	Non-specialist Latin teachers in survey schools with specialist teachers (%)
<b>Total</b>	<b>55</b>	<b>38.2%</b>	<b>89</b>	<b>61.8%</b>
... of which independent	13	20.0%	52	80.0%
... of which state	42	53.2%	37	46.8%
... of which non-selective	39	65.0%	21	35.0%
... of which selective	3	15.8%	16	84.2%

#### Key findings

- The majority of non-specialist teachers teaching Latin teach it alongside specialist teachers.
- Almost two thirds of non-specialist teachers teaching Latin in non-selective state schools had no specialist colleague.

### b. Schools without specialist teachers

	Survey schools without specialist teachers	Survey schools without specialist teachers (%)
<b>Total</b>	<b>43</b>	<b>12.6%</b>
... of which independent	7	4.1%
... of which state	36	21.1%
... of which non-selective	33	26.8%
... of which selective	3	6.3%

#### Key findings

- More than a quarter of the non-selective state schools had no specialist teacher.

## \* National projection

### Estimate for all secondary schools in the UK: school year 2007-2008

Because schools that had started offering Latin in the five years before the survey, many of which had no specialist teacher, are under represented in the survey, it is likely that the overall percentage of schools offering Latin without a specialist teacher will have been somewhat different, with almost half of state secondary schools offering Latin doing so without a specialist teacher and sixty percent of non-selective state secondary schools doing so.

	Secondary schools in the UK offering Latin with specialist teachers	Secondary schools in the UK offering Latin with specialist teachers (%)	Secondary schools in the UK offering Latin without specialist teachers	Secondary schools in the UK offering Latin without specialist teachers (%)
<b>Total</b>	<b>736</b>	<b>70.3%</b>	<b>311</b>	<b>29.7%</b>
... of which independent	435	95.9%	19	4.1%
... of which state	301	50.8%	292	49.2%
... of which non-selective	190	40.2%	283	59.8%
... of which selective	111	92.5%	9	7.5%

## 4.13 Non-specialist teachers teaching at public examination level

	Survey schools without specialist teachers entering GCSE	Survey schools without specialist teachers entering GCSE (%)	Survey schools without specialist teachers entering GCSE (% of survey schools entering GCSE)	Non-specialist teachers in survey schools without specialist teachers entering GCSE
<b>Total</b>	<b>20</b>	<b>46.5%</b>	<b>7.1%</b>	<b>29</b>
... of which independent	6	85.7%	3.9%	9
... of which state	14	38.9%	10.9%	20
... of which non-selective	12	36.4%	14.3%	18
... of which selective	2	66.7%	4.4%	2

### Key findings

- A large percentage of the schools that did not have specialist teachers entered pupils for Latin GCSE.
- Schools entering Latin GCSE without a specialist teacher made up a small percentage of the schools which entered pupils for GCSE.
- These schools often had more than one non-specialist teacher teaching Latin.
- Three survey schools without specialist teachers (one independent school and two non-selective state schools) entered pupils for AS.

### \* National projection

#### Estimate for all secondary schools in the UK: Summer 2007\*

It is likely that schools without specialist teachers which enter GCSE are well represented in the survey and so overall a much smaller percentage of schools without specialist teachers are likely to have been entering pupils for GCSE.

	<i>Schools in the UK entering GCSE</i>	<i>Schools in the UK without specialist teachers entering GCSE</i>	<i>Schools in the UK without specialist teachers entering GCSE (%)</i>	<i>Schools in the UK without specialist teachers entering GCSE (% of schools entering GCSE)</i>
<b>Total</b>	<b>686</b>	<b>38</b>	<b>15.0%</b>	<b>5.6%</b>
... of which independent	416	16	81.1%	3.9%
... of which state	270	22	9.4%	8.1%
... of which non-selective	161	16	7.1%	9.9%
... of which selective	109	6	66.7%	5.5%

\*The estimates in this table are for a different date than for most other estimates in this report as they refer to the latest exam entries before the survey.

## How much does non-specialist teaching affect examination entries?

### Pupils studying Latin at Key Stage 3

	Average percentage of year group studying Latin at Key Stage 3 in survey schools which go on to enter pupils at GCSE where ...	
	the only teachers teaching Latin are non-specialists	specialist teachers teach Latin
<b>Total</b>	<b>23.7%</b>	<b>57.6%</b>
... of which independent	34.6%	67.0%
... of which state	18.9%	41.9%
... of which non-selective	18.9%	25.9%
... of which selective	-	59.8%

### Key finding

- Schools where only non-specialist teachers taught Latin had on average a much smaller percentage of pupils studying Latin at Key Stage 3.

### Pupils entering GCSE

	Average percentage of Year 11 pupils entering Latin GCSE in survey schools where ...	
	the only teachers teaching Latin are non-specialists	specialist teachers teach Latin
<b>Total</b>	<b>11.2%</b>	<b>15.5%</b>
... of which independent	21.8%	18.8%
... of which state	6.5%	10.0%
... of which non-selective	6.5%	6.0%
... of which selective	-	14.4%

\*There are relatively more non-selective state schools represented in the column 'Schools where the only teachers teaching Latin are non-specialists' than in the column 'Schools where specialist teachers teach Latin'; this accounts for the total percentages being lower in the former column, even though the percentages for independent and state non-selective schools are higher.

### Key findings

- Independent and non-selective state schools where only non-specialist teachers taught Latin had on average a higher percentage of pupils entering Latin GCSE than the equivalent schools where there were specialist teachers, despite having a smaller percentage of pupils studying Latin at Key Stage 3.
- The number of schools where the only teachers teaching Latin were non-specialists and which entered GCSE was very small, only twenty schools in total. It is therefore possible that the numbers of pupils were influenced by other factors, but it is still notable and highly impressive that these schools were able on average to take a higher percentage of their pupils through to GCSE than schools with specialist teachers.

## 4.14 Support for non-specialist teachers

### a. Suggestions from schools with specialist teachers

	Survey schools with specialist teachers suggesting ...					
	training	training (%)	support from specialist teachers	support from specialist teachers (%)	resources	resources (%)
<b>Total</b>	<b>76</b>	<b>25.9%</b>	<b>69</b>	<b>23.5%</b>	<b>45</b>	<b>15.4%</b>
... of which independent	41	25.5%	38	23.6%	19	11.8%
... of which state	35	26.5%	31	23.5%	26	19.7%
... of which non-selective	28	31.8%	25	28.4%	17	19.3%
... of which selective	7	15.9%	6	13.6%	9	20.5%

#### Key findings

- Schools with specialist teachers felt that training, support from specialist teachers and resources were the best ways to support non-specialist teachers teaching Latin.
- A similar percentage of independent schools and of non-selective state schools suggested training and support from specialist teachers, with smaller percentages suggesting resources.
- In contrast, the most common suggestion from selective state schools was resources.

### b. Suggestions from schools with only non-specialist teachers

	Survey schools with specialist teachers suggesting ...					
	training	training (%)	support from specialist teachers	support from specialist teachers (%)	resources	resources (%)
<b>Total</b>	<b>11</b>	<b>25.6%</b>	<b>7</b>	<b>16.3%</b>	<b>19</b>	<b>44.2%</b>
... of which independent	3	42.9%	1	14.3%	3	42.9%
... of which state	8	22.2%	6	16.7%	16	44.4%
... of which non-selective	8	24.2%	5	15.2%	16	48.5%
... of which selective	0	0.0%	1	33.3%	0	0.0%

#### Key findings

- Like schools with specialist teachers, those with only non-specialist teachers also felt that training, support from specialist teachers and resources were the best ways to support non-specialist teachers teaching Latin.
- Almost half of schools with only non-specialist teachers suggested resources as the best way to support non-specialist teachers teaching Latin, compared to a much smaller percentage of schools with specialist teachers; some schools were requesting extra resources, particularly to support the study of literature, but the majority praised the resources that were already available.
- A similar percentage of both schools with specialist teachers and those with only non-specialist teachers suggested training, although of those that specified the type of training, more schools with only non-specialist teachers requested training in literature and classical civilisation, whereas more schools with specialist teachers thought that training in language would be of most benefit to non-specialist teachers.
- Support from specialist teachers was suggested less often among schools without specialist teachers than it was among schools with specialist teachers..

## Comment

	Survey schools making a negative judgement about non-specialists teaching Latin	Survey schools making a negative judgement about non-specialists teaching Latin (%)
<b>Total</b>	<b>22</b>	<b>7.5%</b>
... of which independent	13	8.1%
... of which state	9	6.8%
... of which non-selective	5	5.7%
... of which selective	4	9.1%

Although not asked to express an opinion on the appropriateness of non-specialist teachers teaching Latin, a number of schools did so. They cannot be regarded as a full indication of the number of schools which feel the same way. There may perhaps be more negative feeling amongst independent and selective state schools as a slightly higher percentage of these schools recorded a negative judgement and fewer provided suggestions for support for non-specialist teachers.

Schools' reservations on non-specialists teaching Latin centred around non-specialists' lack of experience and lack of knowledge of the language, for example, 'My concern is that their subject knowledge is good enough to teach children clearly' and 'Latin is such a long, hard slog that it takes experience to teach it properly'. There was, however, a common counter-argument: 'I would always prefer a good teacher over a 'good' Classicist'. It is notable that the majority of schools expressing reservations had specialist classics teachers who taught other, non-classical, subjects themselves; some of these schools felt that Latin is different to other subjects, for example '[Latin is] such a technical subject'.

Some schools emphasised the distinction between non-specialists teaching Latin alongside specialists and doing so as the only teacher teaching Latin in their school:

'Having taught RE without an RE qualification, I relied heavily on the Head of Department. Teaching Latin alone without support of a colleague would be very difficult and un-nerving for the teacher.'

Some non-specialists would agree with this, as the teacher who began the answer to this question with, 'Help me!' However, many non-specialist teachers clearly thrive on teaching Latin, for example:

'Just to say it is a privilege to teach Latin ... I thoroughly enjoy the Literature (I have a PhD in English Literature) and so do the students, so something's going right. That my current Yr 11 enjoy Virgil and find his poetry amazingly modern in its psychology is, to me, a reward in itself. I work on my Latin intensively; how terrific, to be able to study so hard for others' benefit, at the end of one's teaching career!'

It is notable that on average schools with only non-specialist teachers teaching Latin had a greater proportion of pupils enter GCSE. It may be that they bring skills from other subjects, perhaps including teaching a broader range of abilities, and that they have the enthusiasm of people who are coming to the subject themselves; for example:

'I do not want to appear over-enthusiastic about the real contribution which I really believe the personality of a teacher adds to any subject. However, it does seem that because I so enjoy all aspects of the subject - this contagion spreads among the pupils and apart from enjoying dramatic efforts - making of masks and so on - court scenes in the basilica etc. - the root relationship between the various languages - we do work hard.'

# 5. TUITION TIME

This section of the report presents data on the amount of tuition time provided to pupils learning Latin, and also when it is provided: in which years, whether on or off timetable and how much happens before secondary school. There is also data on the amount of tuition time pupils receive before they enter GCSE and Standard Grade.

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## 5.1 Overall tuition time

### a. Total

	Average total hours tuition time per survey school
<b>Total</b>	<b>434</b>
... of which independent	543
... of which state	326
... of which non-selective	258
... of which selective	506

\* Total tuition time for a pupil studying Latin in every year it is offered

#### Key finding

- The average total tuition time in Latin provided in independent and selective state schools was approximately double that in non-selective state schools.

### b. Per year

	Average hours per survey school offering Latin in each year													
	Year 7 ...		Year 8 ...		Year 9 ...		Year 10 ...		Year 11 ...		Year 12 ...		Year 13 ...	
	per year	per week*	per year	per week*	per year	per week*	per year	per week*	per year	per week*	per year	per week*	per year	per week*
<b>Total</b>	<b>48</b>	<b>-</b>	<b>52</b>	<b>-</b>	<b>57</b>	<b>-</b>	<b>85</b>	<b>-</b>	<b>86</b>	<b>-</b>	<b>143</b>	<b>-</b>	<b>148</b>	<b>-</b>
... of which independent	50	1.4	56	1.6	60	1.6	86	2.4	87	2.4	146	4.1	153	4.3
... of which state	43	1.1	47	1.2	53	1.4	85	2.2	85	2.2	136	3.6	137	3.6
... of which non-selective	38	1.0	43	1.1	50	1.3	87	2.2	83	2.2	128	3.4	126	3.3
... of which selective	50	1.3	58	1.5	61	1.6	80	2.1	87	2.3	145	3.8	148	3.9

\*Most state secondary schools have 38 weeks in their school year; a typical independent school year consists of 36 weeks.

#### Key findings

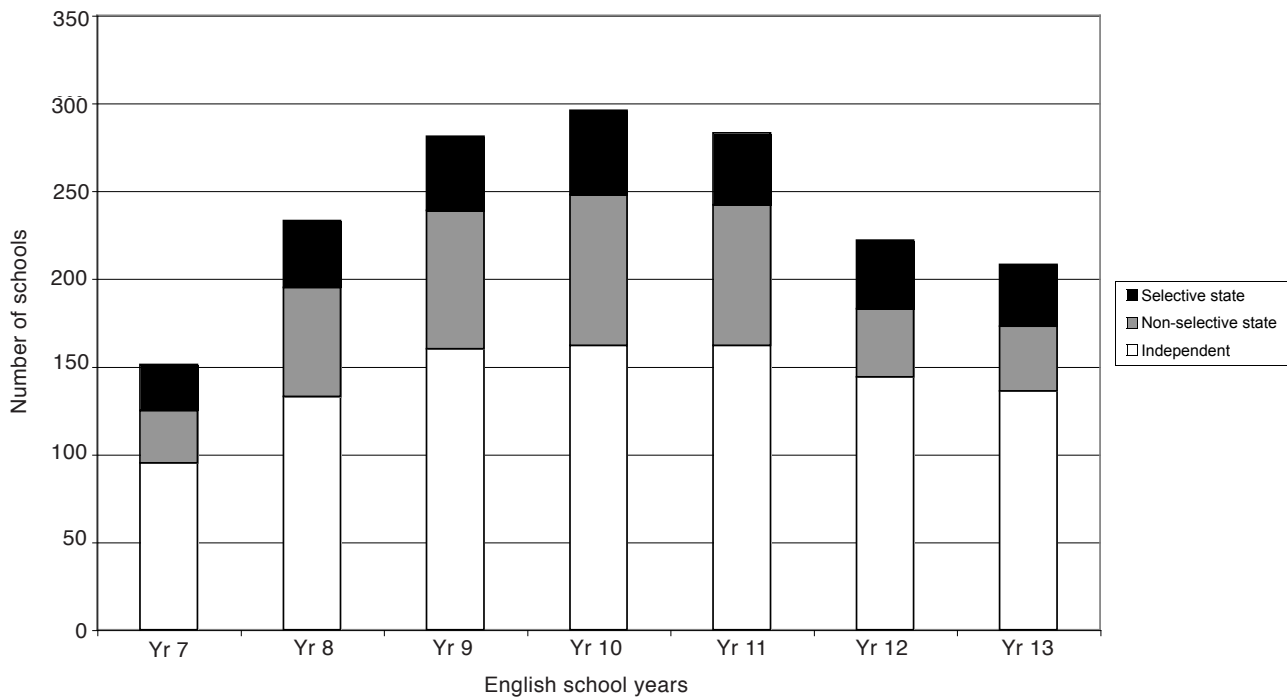
- Independent and selective state schools provided on average a very similar amount of teaching time in each year, except in Year 10 where independent schools provided six hours more tuition time and Year 13 where they provided five more hours.
- Non-selective state schools provided on average slightly less teaching time, particularly in Key Stage 3. An exception was in Year 10; the larger amount of teaching time in Year 10 seems to have been due to the number of schools sitting GCSE Latin in that year.
- There may be some inaccuracy in Years 11-13 as it seems likely that not every school took into account of tuition time lost due to public examinations.

#### Content

The range in tuition time offered was substantial. The school responding to the survey with the least total tuition time offered eleven hours in total for a one term taster course, compared to the school with the highest total, which offered 1296 hours and reported that the amount of tuition time had actually decreased over the previous five years. The highest amount of tuition time offered in any one year was 360 hours, ten hours a week on average, in both Year 12 and Year 13 in an independent school in Sussex, more than twice the average for independent schools at Key Stage 5. The highest amount of tuition time offered in one year at Key Stage 4 was 216 hours and there were three schools offering more than 200 hours of tuition in a single year, one of which was a non-selective state secondary school. This averages at approximately six hours a week and two and a half times the average. At the other extreme there were schools which entered GCSE which offered only 35, 36 or 37 hours a year in Key Stage 4, a sixth of that provided in the schools with the largest amount of tuition time.

## 5.2 Schools by year

### Survey schools offering Latin by English school years

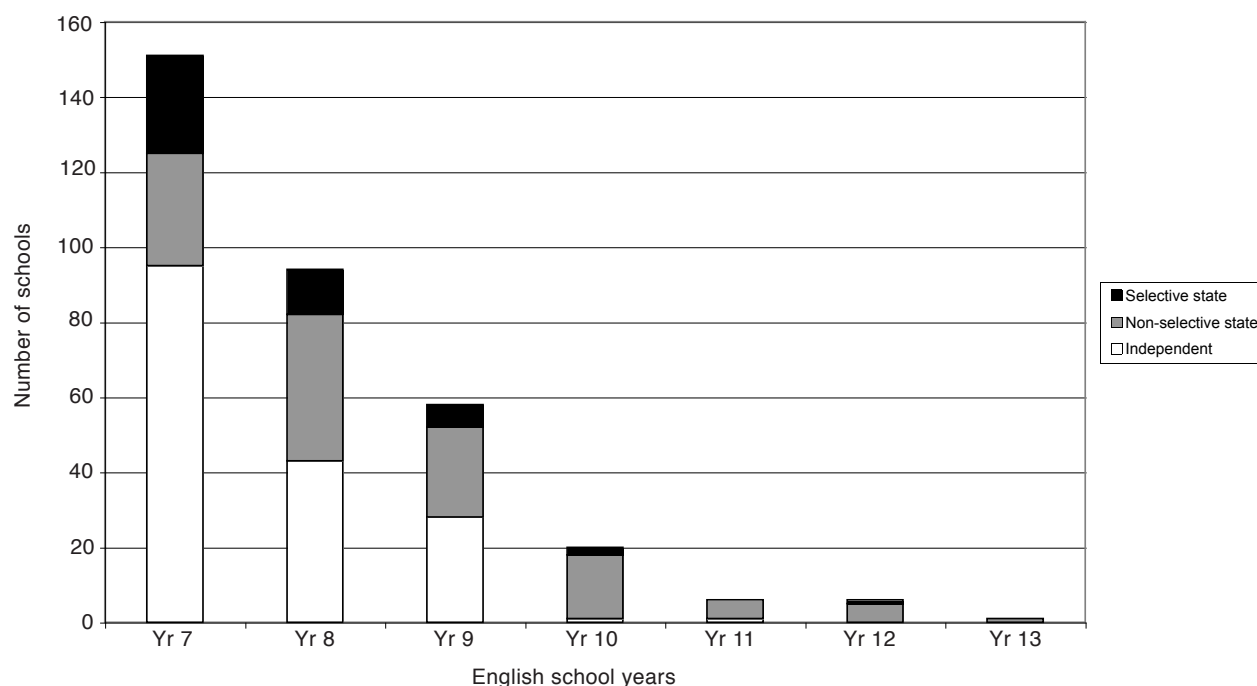


### Key findings

- Relatively few schools offered Latin in Year 7: there were almost twice as many schools offering Latin in Year 10 (296 schools) as in Year 7 (151 schools).
- The number of independent schools offering Latin was very similar in each of the Years from 9 to 13 (160, 162, 162, 144 and 134 schools respectively), but only half as many non-selective state schools offered Latin in Years 12 and 13 (39 and 37 schools) as offered it in Years 9-11 (79, 86 and 80 schools).

## 5.3 Year schools begin

### English school years in which survey schools first offer Latin



#### Key findings

- More schools began teaching Latin in Year 7 (151) than in any other year.
- More non-selective state schools began offering Latin in Year 8 (39) than in any other year.
- Non-selective state schools made up the majority of schools beginning offering Latin in Key Stage 4 or 5 (28 out of 33).

#### Comment

There were several schools that offered Latin to beginners in more than one year. Some ran Latin on a club basis, open to pupils from more than one year, but some had parallel classes for pupils in more than one year. This was particularly common among schools which had started in the five years preceding the survey; it seemed that schools may start in one year and then start up another beginners' class in another year. In this case it is likely that non-specialist teachers feel more comfortable expanding the number of beginners' classes rather than adding a continuation class. A class at Key Stage 3 and one at Key Stage 5 was most common, but there were examples of parallel classes in Key Stages 3 and 4 and also in 4 and 5. Amongst those that offered parallel classes in Key Stages 3 and 4, the most common model was to have a club in Key Stage 3 and then classes in Key Stage 4 open to beginners leading to GCSE.

It also seems it was once more common among independent schools that take pupils from age thirteen to run classes for beginners as well as for those who had studied Latin in preparatory schools but several schools reported that they no longer did so. No reason was given, but it seems to have been happening in parallel to a reduced number of pupils studying Latin in preparatory schools, which was also reported by several schools.

## 5.4 Short courses

	Survey schools offering Latin for one year only	Survey schools offering Latin for one year only (%)	Survey schools offering Latin only at Key Stage 3	Survey schools offering Latin only at Key Stage 3 (%)
<b>Total</b>	<b>25</b>	<b>7.4%</b>	<b>22</b>	<b>6.5%</b>
... of which independent	3	1.8%	2	1.2%
... of which state	22	12.9%	20	11.7%
... of which non-selective	20	16.3%	18	14.6%
... of which selective	2	4.2%	2	4.2%

### Key findings

- Only a small number of schools offered Latin for only one year or only at Key Stage 3. They were mostly non-selective state schools.

### \* National projection

#### Estimate for all secondary schools in the UK: school year 2007-2008

Because schools that had started in the five years preceding the survey, most of whom have only been offering Latin at Key Stage 3, are under represented in the survey, it is likely that the number of schools offering Latin for only one year or only at Key Stage 3 will have been considerably higher for the UK as a whole.

	<i>Secondary schools in the UK offering Latin for one year only</i>	<i>Secondary schools in the UK offering Latin for one year only (%)</i>	<i>Secondary schools in the UK offering Latin only in Key Stage 3</i>	<i>Secondary schools in the UK offering Latin only in Key Stage 3 (%)</i>
<b>Total</b>	<b>154</b>	<b>14.7%</b>	<b>292</b>	<b>27.9%</b>
... of which independent	10	2.2%	7	1.5%
... of which state	144	24.3%	285	48.1%
... of which non-selective	140	29.6%	278	58.8%
... of which selective	4	3.3%	7	5.8%

## 5.5 Prior learning

	Survey schools where ...					
	some pupils studied Latin at a previous school	some pupils studied Latin at a previous school (%)	at least half first cohort studied Latin at a previous school	at least half first cohort studied Latin at a previous school (%)	at least a quarter of pupils studying Latin began at KS2	at least a quarter of pupils studying Latin began at KS2 (%)
<b>Total</b>	<b>160</b>	<b>47.1%</b>	<b>32</b>	<b>9.4%</b>	<b>21</b>	<b>6.2%</b>
...of which independent	113	66.9%	25	14.8%	19	11.2%
...of which state	37	21.6%	7	4.1%	2	1.2%
...of which non-selective	13	10.7%	4	3.3%	1	2.1%
...of which selective	24	50.0%	3	6.3%	1	0.8%

### Key findings

- Almost half of the schools had some pupils studying Latin who studied it at a previous school. Most of these were independent or selective state schools.
- The number of schools where more than half of the pupils studying Latin in the first year it is offered had studied it in a previous school was low. Many of these were schools that took their first pupils in Year 9.
- There were only 21 schools where more than a quarter of pupils studying Latin had studied it at Key Stage 2.
- The percentage of independent secondary schools where more than a quarter of pupils studying Latin studied it at Key Stage 2 is higher than the percentage of state secondary schools, but still only a little more than 10%.

### Comment

There are many preparatory schools, and also some state primary schools, offering Latin (a CSCP survey suggests approximately 40% of preparatory schools and 4% of state primary schools offer Latin\*). However it seems clear from the statements of many schools, and from the surprisingly small number of independent schools where the majority of pupils had studied Latin in a previous school and where more than a quarter of pupils had studied Latin at Key Stage 2 that preparatory schools are often not offering Latin to all pupils and often not offering it until Year 7. If this is a growing trend, then it may have implications for the way that many independent secondary schools offer Latin.

It might also be noted that many state schools felt that they did not have an equal chance of getting pupils to GCSE because pupils at independent schools had been studying Latin from an early age in preparatory schools. The results in this section of the report suggest that the difference between state and independent sectors is not so much that independent school pupils start in Key Stage 2 but that they receive more tuition at Key Stage 3.

## 5.6 Extracurricular Latin

### a. Schools teaching Latin off timetable

	Survey schools with lessons off timetable	Survey schools with lessons off timetable (%)	... of which with all lessons off timetable	... of which with all lessons off timetable (%)	... of which with some lessons off timetable	... of which with some lessons off timetable (%)	... of which at least one year is taught completely off timetable	... of which at least one year is taught completely off timetable (%)
<b>Total</b>	<b>137</b>	<b>40.3%</b>	<b>57</b>	<b>16.8%</b>	<b>80</b>	<b>23.5%</b>	<b>86</b>	<b>25.3%</b>
... of which independent	52	30.8%	7	4.1%	45	26.6%	19	11.2%
... of which state	85	49.7%	50	29.2%	35	20.5%	67	39.2%
... of which non-selective	77	62.6%	47	38.2%	30	24.4%	62	50.4%
... of which selective	8	16.7%	3	6.3%	5	10.4%	5	10.4%

#### Key findings

- A large proportion of schools provided some tuition in Latin off timetable.
- More than half of non-selective state schools taught at least a year off timetable and almost two fifths had no timetabled lessons.
- In contrast, the number of independent and selective state schools with at least a year off timetable was just over ten percent.

### \* National projection

#### Estimate for all secondary schools in the UK: school year 2007-2008

Because schools that had started in the five years before the survey, most of whom have been offering tuition off timetable, are under represented in the survey, the number of schools offering Latin off of timetable would have been considerably higher for the UK as a whole.

	Secondary schools in th UK with Latin lessons off timetable	Secondary schools in th UK with Latin lessons off timetable (%)	... of which with all lessons off timetable	... of which with all lessons off timetable (%)	... of which with some lessons off timetable	... of which with some lessons off timetable (%)	... of which at least one year is taught completely off timetable	... of which at least one year is taught completely off timetable (%)
<b>Total</b>	<b>493</b>	<b>47.1%</b>	<b>294</b>	<b>28.1%</b>	<b>199</b>	<b>19.0%</b>	<b>363</b>	<b>34.7%</b>
... of which independent	140	30.8%	19	4.2%	121	26.7%	51	11.2%
... of which state	353	59.5%	275	46.4%	78	13.2%	312	52.6%
... of which non-selective	331	70.0%	265	56.0%	66	14.0%	298	63.0%
... of which selective	22	18.3%	10	8.3%	12	10.0%	14	11.7%

## b. Pupils studying Latin off timetable

	Pupils studying Latin off timetable in survey schools	Pupils studying Latin off timetable in survey schools (%)
<b>Total</b>	<b>3026</b>	<b>5.8%</b>
... of which independent	771	2.5%
... of which state	2255	10.7%
... of which non-selective	2130	22.1%
... of which selective	125	1.1%

### Key findings

- Although the proportion of schools offering tuition off timetable was quite high, the number of pupils studying off timetable was proportionally much lower, even amongst non-selective state schools.

## \* National projection

### Estimate for all secondary schools in the UK: school year 2007-2008

Because schools that had started in the five years before the survey, most of whom have been offering tuition off timetable, are under represented in the survey, it is likely that nationally a higher percentage of pupils studying Latin are studying Latin off timetable, particularly of those in non-selective state schools.

	Pupils studying Latin off timetable in UK secondary schools	Pupils studying Latin off timetable in UK secondary schools (%)
<b>Total</b>	<b>9393</b>	<b>7.2%</b>
... of which independent	2073	2.5%
... of which state	7320	15.2%
... of which non-selective	7020	33.7%
... of which selective	300	1.1%

### Comment

Several independent and selective state schools reported that they had recently started offering parallel classes at Key Stage 4, with an off-timetable class to enable pupils otherwise restricted by their choice of subjects at GCSE to take the subject. Several more said that there was demand for this in their schools but that they had not begun offering it.

Two schools said that they were reluctant to offer any tuition outside of timetabled hours because they feared the schools' management would see it as a sign that the subject could be offered entirely off timetable. Given that almost forty percent of non-selective state schools offered Latin solely off timetable and more than half have at least one full year off of timetable, this appears a realistic concern. In many schools, however, it was clearly seen as a choice between teaching Latin off timetable or not teaching it at all. It is notable that of the schools which taught Latin solely off timetable and answered the question on obstacles to the future growth of Latin (section 3.7b), 58.5% gave teaching off timetable as an obstacle, but 41.5% did not. The size of the latter figure is reassuring given the number of schools where Latin is offered off timetable, but it clearly is an issue in many schools. The most common problem reported by these schools was keeping their pupils; typically they said that pupils enthusiastic enough to attend Latin off timetable often have a lot of other demands on their time, such as sport, music and drama, which hurt attendance even if did not stop them coming altogether. One school reported that its biggest problem was that Latin clashed with detention, which may at least say something about the appeal of extra-curricular Latin to all sectors of the school population. Several schools also noted that Mandarin was now also being offered outside of normal timetabled hours and this was reducing the number of pupils studying Latin. A few schools offering Latin off timetable reported that their pupils struggled to get similar grades at GCSE to those they achieved in other subjects and that this led the schools' management to question the wisdom of offering Latin at all. These schools all had less than 120 hours of tuition for pupils going up to GCSE, less than half the average, so it may be that the amount of tuition time is as important as whether the tuition time is on or off timetable. In general, teaching off timetable lowers the amount of tuition time that can be given: two thirds of the schools teaching pupils to GCSE entirely off of timetable did so with less than 160 hours of tuition and only three had an above average number of hours of tuition before GCSE.

## How much does teaching Latin off timetable affect pupil numbers and examination entries?

### Pupils at Key Stage 3

	Average percentage of pupils studying Latin per year in Key Stage 3	
	Schools with all lessons off timetable	Schools with all lessons on timetable
<b>Total</b>	<b>18.1%</b>	<b>61.7%</b>
... of which independent	27.2%	70.5%
... of which state	15.1%	47.3%
... of which non-selective	15.6%	27.9%
... of which selective	13.0%	62.8%

### Key findings

- In independent schools where Latin was always taught off timetable the percentage studying Latin was a third of the percentage of those where Latin was always taught on timetable.
- In non-selective state schools where Latin was always taught off timetable the percentage studying Latin was slightly more than half of the percentage of those where it was always taught on timetable.
- In selective state schools where Latin was always taught off timetable the percentage studying Latin was a quarter of the percentage of those where it was always taught on timetable.

### Entries at GCSE

	Average percentage of pupils in Year 11 entering GCSE Latin	
	Schools with all lessons off timetable	Schools with all lessons on timetable
<b>Total</b>	<b>6.0%</b>	<b>17.2%</b>
... of which independent	11.1%	20.8%
... of which state	4.3%	11.3%
... of which non-selective	3.6%	6.9%
... of which selective	8.0%	14.7%

	Percentage of pupils continuing from initially studying Latin in secondary school to GCSE in Year 11	
	Schools with all lessons off timetable	Schools with all lessons on timetable
<b>Total</b>	<b>26.7%</b>	<b>22.7%</b>
... of which independent	27.0%	25.4%
... of which state	26.5%	19.4%
... of which non-selective	26.1%	20.1%
... of which selective	38.5%	19.0%

### Key findings

- The average percentage of pupils in Year 11 entering GCSE in schools which had all of their lessons off timetable is lower than the percentage in schools which had all of their lessons on timetable.
- The average percentage of pupils in Year 11 entering GCSE in schools which had all of their lessons off timetable, however, compares well with the percentage of pupils in these schools studying Latin at Key Stage 3.
- On average, schools which had all of their lessons off timetable retained a higher percentage of pupils than schools teaching Latin on timetable.

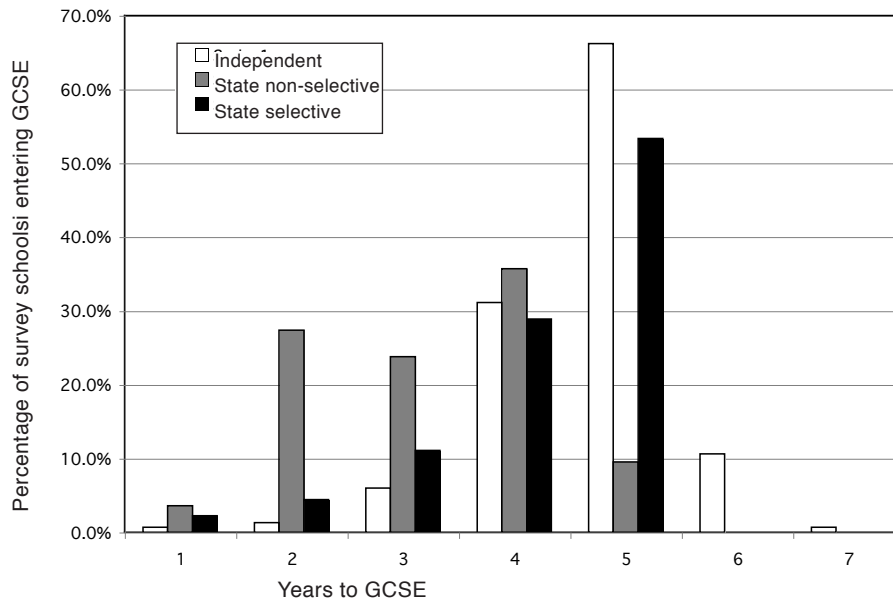
### Comment

In general it appears that teaching Latin off timetable, contrary to the feelings of schools responding to the survey, does not on average have an adverse affect on continuation to GCSE of those that begin to study it. It seems likely that it requires commitment from pupils to just begin studying off timetable, and so from those initially limited numbers, the level of continuation is in line with or above the level in schools where tuition is always on timetable. It should however be noted that schools offering Latin entirely off timetable were often teaching it to more able pupils, over a shorter period of time and in some cases charging for the tuition, which could all potentially affect the number of pupils continuing.

## 5.7 Tuition time to GCSE

### a. Years of study

#### Survey schools entering pupils for GCSE after years of tuition



	Survey schools entering pupils for GCSE after years tuition						
	1	2	3	4	5	6	7
<b>Total</b>	<b>5</b>	<b>27</b>	<b>34</b>	<b>90</b>	<b>132</b>	<b>16</b>	<b>1</b>
... of which independent	1	2	9	47	100	16	1
... of which state	4	25	25	43	32	0	0
... of which non-selective	3	23	20	30	8	0	0
... of which selective	1	2	5	13	24	0	0

\*Schools that entered pupils for GCSE in more than one year appear in the table and bar chart more than once and thus percentages may total more than 100

#### Key findings

- Two thirds of independent schools (66.2%) and more than half of selective state schools (53.3%) entering GCSE entered pupils for Latin GCSE after they had studied it for five years, but only 9.5% of non-selective state schools provided as many years' tuition.
- More non-selective state schools entered pupils for GCSE after they had studied it for four years (35.7%) than after any other length of time.
- A very small number of independent and state selective schools entered pupils for Latin GCSE after they had studied it for two years (1.3% and 4.4% respectively), but more than a quarter of non-selective state schools did so: more non-selective state schools entered pupils after two years (27.4%) than did so after three (23.8%).

### b. Average tuition time

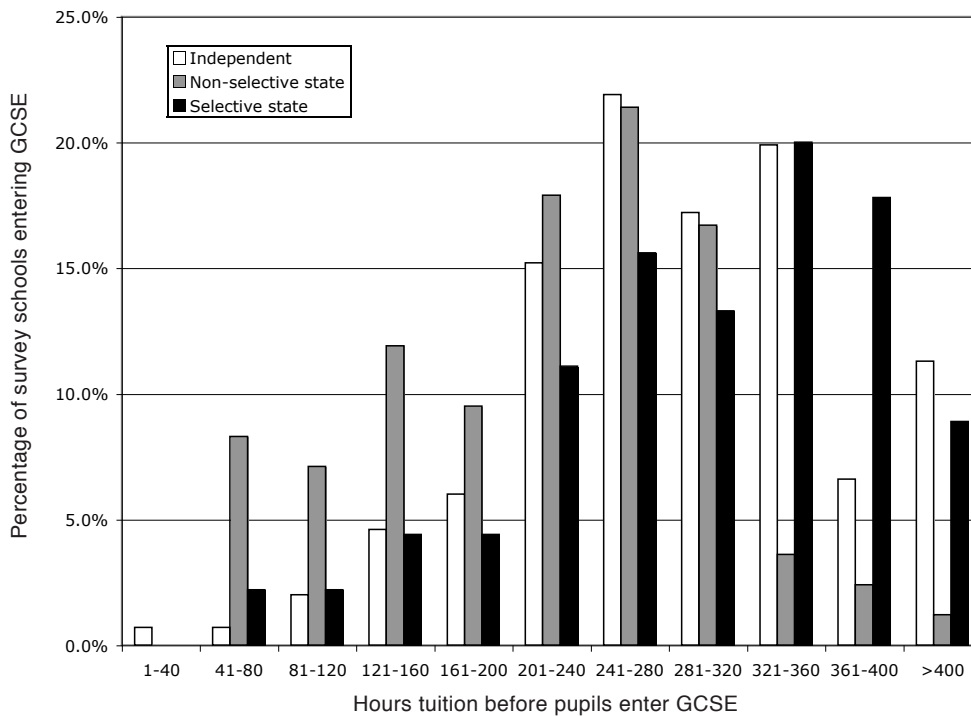
	Average hours before pupils in survey schools enter GCSE
<b>Total</b>	<b>272</b>
... of which independent	<b>288</b>
... of which state	<b>239</b>
... of which non-selective	<b>212</b>
... of which selective	<b>290</b>

#### Key findings

- The average number of hours tuition was significantly higher in the independent and selective state schools than in the non-selective state schools.

## c. Range of tuition time

### Survey schools entering GCSE after hours of tuition



	Survey schools with number of hours tuition before pupils enter GCSE										
	1-40	41-80	81-120	121-160	161-200	201-240	241-280	281-320	321-360	361-400	> 400
<b>Total</b>	<b>1</b>	<b>9</b>	<b>10</b>	<b>19</b>	<b>19</b>	<b>43</b>	<b>58</b>	<b>46</b>	<b>42</b>	<b>20</b>	<b>22</b>
... of which independent	1	1	3	7	9	23	33	26	30	10	17
... of which state	0	8	7	12	10	20	25	20	12	10	5
... of which non-selective	0	7	6	10	8	15	18	14	3	2	1
... of which selective	0	1	1	2	2	5	7	6	9	8	4

\*Schools entering pupils for GCSE after different numbers of hours tuition appear in the bar chart and table more than once and thus percentages may total more than 100. In addition, unlike in section 5.7a, only tuition in secondary school is shown.

### Key findings

- Small percentages of independent schools (14.0%) and selective state schools (13.2%) entered pupils for GCSE after less than 201 hours of tuition; a much higher percentage of non-selective state schools did so (36.8%).
- The great majority of independent schools (74.2%) entered pupils for GCSE after 201-360 hours of tuition. The schools were spread quite evenly through this range. A significant percentage (17.9%) entered pupils for GCSE after more than 360 hours of tuition.
- The majority (60.0%) of selective state schools entered pupils for GCSE after more than 280 hours of tuition, and 46.7% of selective state schools entered pupils for GCSE after more than 320 hours of tuition.
- The majority (56.0%) of non-selective state schools entered pupils for GCSE after 201-320 hours of tuition. Only 7.2% of non-selective state schools entered pupils for GCSE after more than 320 hours of tuition.

### Comment

The schools seem to fall into three groups depending on the amount of tuition time their pupils receive before they enter GCSE. There is a core of schools, about forty percent of the total, with independent, non-selective state and selective state schools in proportion to their total number, where pupils study Latin for three to four years and receive 220-300 hours of tuition. Above this there is a group composed almost entirely of independent and selective state schools where pupils study Latin for five years and receive more than 300 hours of tuition, and below it there is a group composed mostly of non-selective state schools, where pupils study Latin for three years or less and receive less than 200 hours tuition.

## How much does the amount of tuition time pupils receive affect pupil numbers and examination entries?

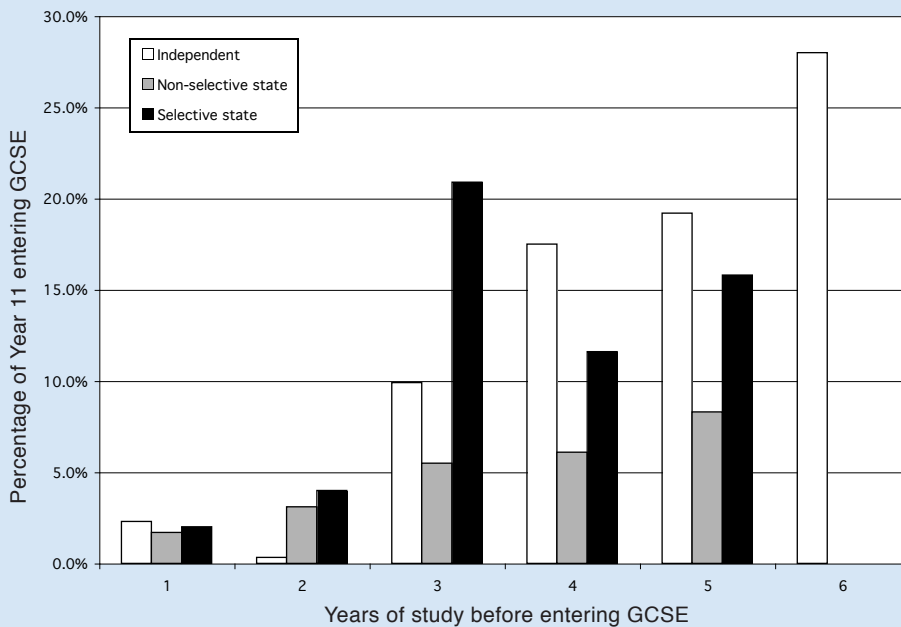
### Pupils studying Latin initially

	Average percentage of pupils studying Latin per year in the first year offered in survey schools entering pupils for GCSE after ...		
	3 years tuition	4 years tuition	5 years tuition
<b>Total</b>	<b>32.8%</b>	<b>57.3%</b>	<b>81.8%</b>
... of which independent	49.2%	74.2%	84.0%
... of which state	26.6%	42.0%	75.9%
... of which non-selective	18.1%	31.0%	51.9%
... of which selective	59.0%	68.5%	83.9%

### Key findings

- Schools which taught pupils for a greater number of years before their pupils entered GCSE had on average a significantly higher percentage of pupils begin studying Latin with them.

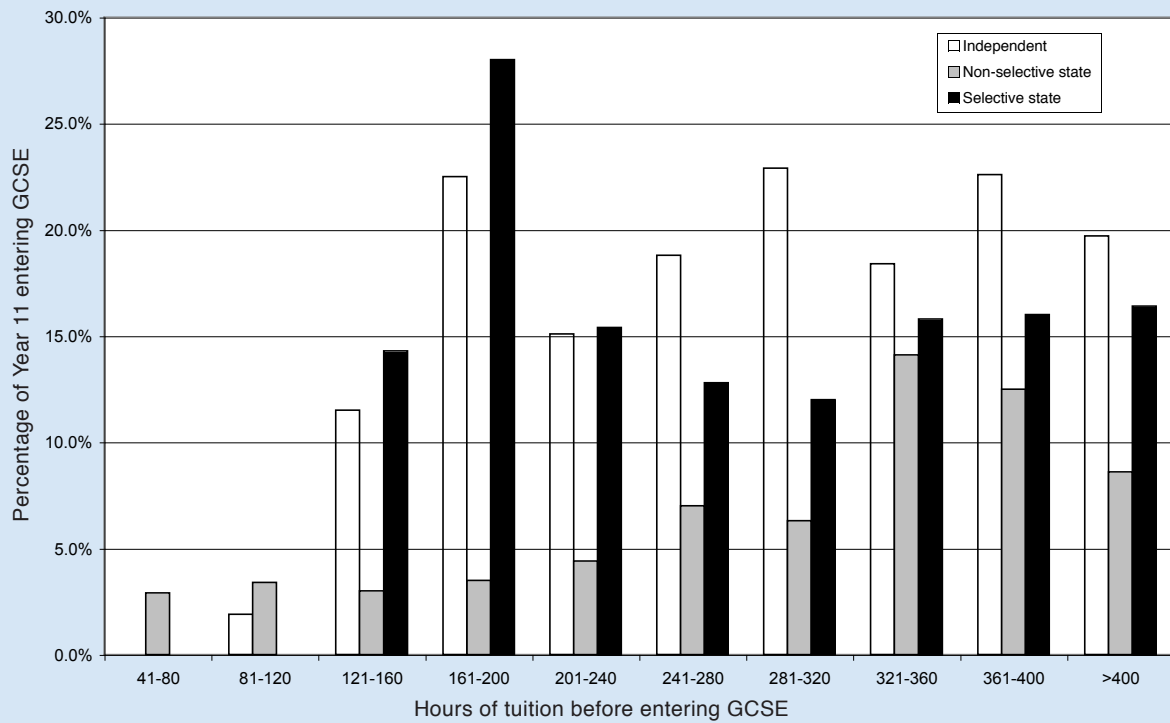
### Percentage of Year 11 entering GCSE in survey schools teaching Latin for different numbers of years



### Key findings

- Among independent schools, in general the more years pupils study Latin for, the higher the percentage of pupils enter GCSE.
- Among non-selective state schools, the more years pupils study Latin for, the higher the percentage of pupils enter GCSE.
- Among selective state schools, in general the number of years pupils study Latin for has a positive effect on the percentage of pupils entering GCSE, but the percentage of pupils entering GCSE in schools where pupils have studied Latin for three years prior to GCSE is higher than in schools where pupils study Latin for any other number of years.

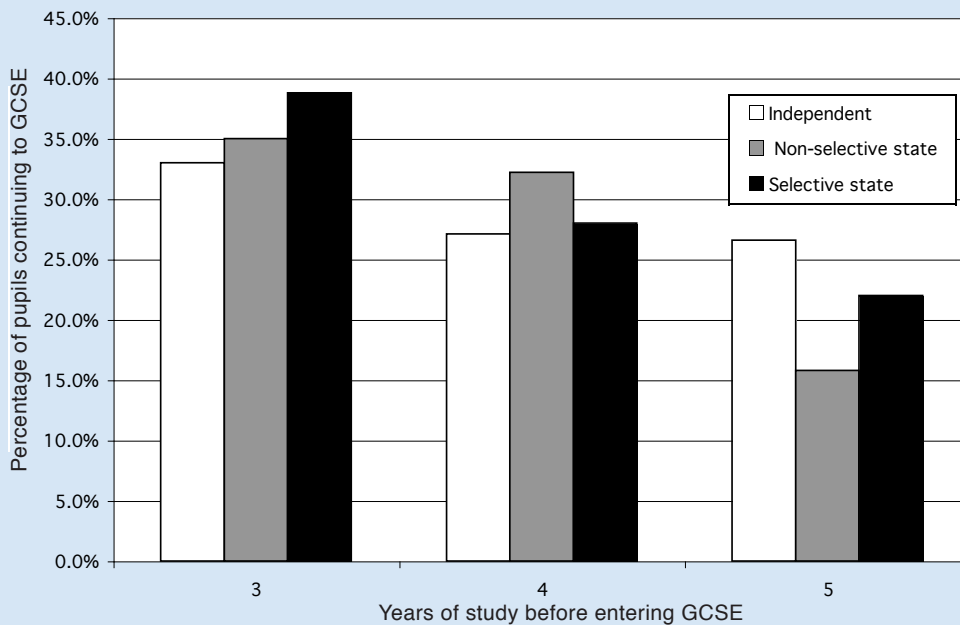
### Percentage of Year 11 entering GCSE in schools with different amounts of tuition time



#### Key findings

- Schools which provided 120 hours of tuition or less had on average a very small percentage of their pupils enter Latin GCSE.
- Amongst independent schools, in general the greater the tuition time provided, the higher the percentage of pupils entering GCSE, although the effect of more tuition time is less clear above 320 hours.
- Amongst non-selective state schools, the effect of more tuition time is similar, although only schools providing more than 320 hours of tuition time had on average nearly as high a percentage of pupils entering GCSE as other types of schools.
- The amount of tuition time pupils received in selective state schools seems to have very limited impact on the number of pupils being entered for GCSE.

### Percentage of pupils first studying Latin who continue to GCSE in Year 11 after different numbers of years



\* Schools teaching Latin for one or two years before GCSE often show 100% continuation and those teaching Latin for six and seven years before GCSE began in Key Stage 2 where no data was collected and thus neither are shown.

## Key findings

- Among state schools, on average schools which taught pupils for more years before GCSE had a smaller percentage of pupils who start learning Latin with them continue to GCSE.
- Among independent secondary schools, the affect of the number of years pupils are taught Latin for on entries for GCSE was less clear, for the continuation rate was very similar in schools teaching Latin for four and five years before their pupils entered GCSE.

## Comment

In general the schools that teach Latin for more years prior to their pupils entering GCSE have more pupils studying Latin initially and more pupils entering GCSE. Particularly as this trend seems strongest among non-selective state schools, it seems likely that the greater amount of tuition time allows a greater number of pupils to access Latin and to progress well enough that they may consider entering GCSE. The effect on GCSE entries is however reduced by the trend for schools offering Latin for a greater number of years to have a smaller percentage of pupils continuing to GCSE. This may in part be due to there being more points in their school careers at which pupils may drop Latin, but it may also be that the extra tuition time provided has a greater effect on the accessibility of the subject for pupils beginning their studies, but less of an effect as the subject approaches GCSE. No data was collected on how schools allocate the time available, but it could be that schools with less tuition time tend to reduce the time allocated for the earlier study of Latin somewhat more than when their pupils come up to the GCSE. It is also likely, at least in non-selective state schools, that given schools' feeling that GCSE Latin is not accessibility to the full ability of pupils (section 7.1), the drop in continuation rates in schools teaching Latin for more years is linked as much to the greater number, and therefore the broader ability range, of pupils who begin studying the subject.

## 5.8 Tuition time to Standard Grade

### a. Years of study

	Schools with number of years study before enter Standard Grade													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>7.7%</b>	<b>5</b>	<b>38.5%</b>	<b>6</b>	<b>46.2%</b>	<b>1</b>	<b>7.7%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
... of which independent	0	0.0%	0	0.0%	1	14.3%	5	71.4%	1	14.3%	0	0.0%	0	0.0%
... of which state	0	0.0%	1	16.7%	4	66.7%	1	16.7%	0	0.0%	0	0.0%	0	0.0%

#### Key findings

- The majority of state schools which entered pupils for Standard Grade did so after they had studied Latin for three years.
- The majority of the independent schools which entered pupils for Standard Grade did so after they had studied Latin for four years.
- Only one school taught Latin for more than four years before entering pupils for Standard Grade.

### b. Tuition time

	Schools with number of hours tuition before pupils enter Standard Grade									
	0-160	%	161-200	%	201-240	%	241-280	%	281-320	%
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>7.7%</b>	<b>1</b>	<b>7.7%</b>	<b>4</b>	<b>30.8%</b>	<b>2</b>	<b>15.4%</b>
... of which independent	0	0.0%	0	0.0%	1	14.3%	0	0.0%	2	28.6%
... of which state	0	0.0%	1	16.7%	0	0.0%	4	66.7%	0	0.0%

	Schools with number of hours tuition before pupils enter Standard Grade						Average hours before pupils enter Standard Grade
	321-360	%	361-400	%	> 400	%	
<b>Total</b>	<b>1</b>	<b>7.7%</b>	<b>2</b>	<b>15.4%</b>	<b>2</b>	<b>15.4%</b>	<b>305</b>
... of which independent	1	14.3%	2	28.6%	1	14.3%	<b>333</b>
... of which state	0	0.0%	0	0.0%	1	16.7%	<b>273</b>

#### Key findings

- No schools provided less than 160 hours of tuition before their pupils entered Standard Grade.
- The average tuition time before entering Standard Grade amongst both the state and independent secondary schools was significantly greater than the equivalent time for the schools that entered pupils for GCSE.
- Although the average amount of tuition time provided before pupils entered Standard Grade in state schools was affected by one school providing 424 hours of tuition, two thirds of state schools still provided between 241 and 280 hours of tuition, compared to a fifth of non-selective state schools which entered pupils for GCSE.

#### Comment

Pupils in Scotland typically study nine subjects at Standard Grade compared to an average of eleven subjects studied by pupils entering GCSEs. This allows schools in Scotland to provide more tuition time in the two years before pupils sit their exams and gives them a higher average tuition time than schools that enter pupils for GCSE, even though they typically teach Latin for fewer years.

## Pupil-hours

One way of comparing the amount of study of Latin in schools that offer Latin to different numbers of pupils over different periods of time with different amounts of tuition is to produce a 'pupil-hours' figure for each school, by totalling the amount of tuition time each pupil in the school received in the school year 2007-2008.

	Total pupil-hours in survey schools	% of total pupil-hours	Average pupil-hours per survey school
<b>Total</b>	<b>3 261 459</b>	<b>-</b>	<b>9621</b>
... of which independent	2 068 581	63.4%	12240
... of which state	1 192 879	36.6%	7017
... of which non-selective	493 820	15.1%	4048
... of which selective	699 509	21.4%	15535

### Key findings

- Almost two thirds of the total pupil-hours were in independent schools.
- The average number of pupil-hours per non-selective state school was less than a third of that in independent schools and only slightly more than a quarter of that in selective state schools.

### Pupil-hours by country of the UK

	Average pupil-hours per survey school in England	Average pupil-hours per survey school in Scotland	Average pupil-hours per survey school in Wales	Average pupil-hours per survey school in Northern Ireland
<b>Total</b>	<b>9384</b>	<b>11159</b>	<b>4531</b>	<b>21176</b>
... of which independent	12244	14007	6340	-
... of which state	6523	4991	3085	21176
... of which non-selective	3981	-	-	270
... of which selective	14130	-	-	24660

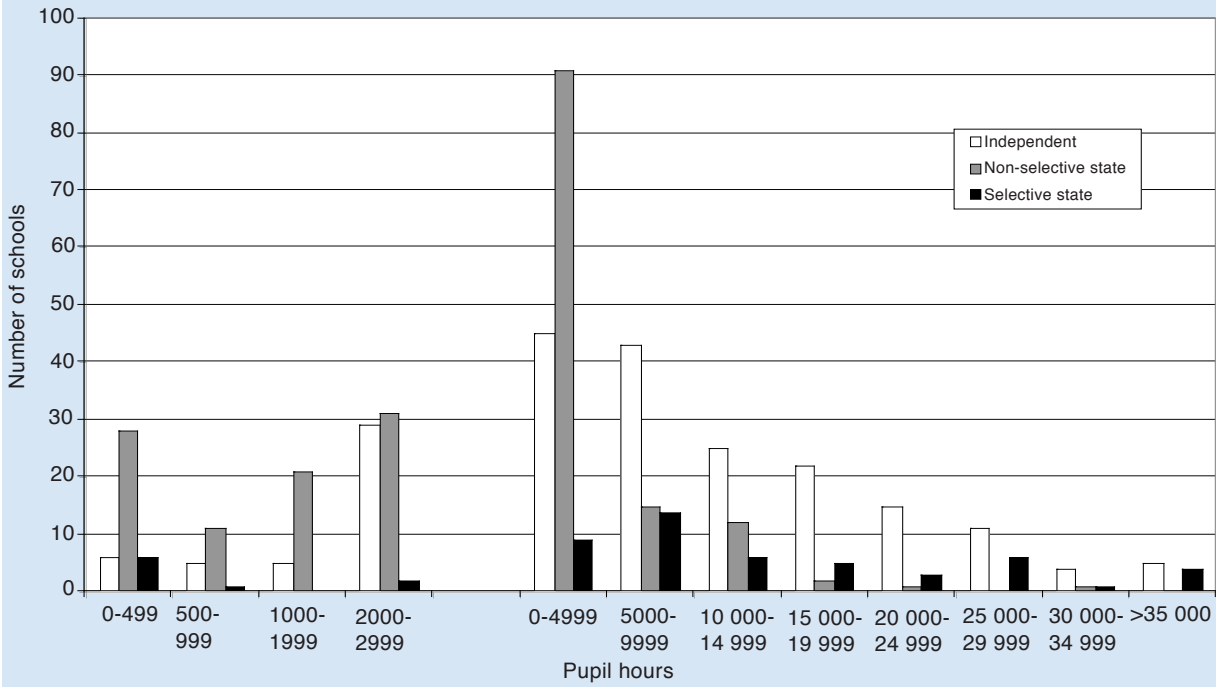
### Key findings

- There were significant differences between the average pupil-hours in schools in the different countries of the UK.
- Schools in Scotland had higher average pupil-hours than in any other country of the UK; Scottish independent schools had a higher average pupil-hours than those elsewhere in the UK and Scottish state schools had higher average pupil-hours than English non-selective state schools.
- The selective state schools in Northern Ireland had an average number of pupil-hours far in excess of any other type of school anywhere in the UK.
- The average pupil-hours in independent schools in Wales was only just over half that for independent secondary schools elsewhere in the UK.

### Pupil hours in individual schools

There were nine schools with more than 35 000 pupil-hours, The combined total number of pupil-hours for these schools was more than the combined total of pupil-hours of the 145 schools with less than 5000 pupil-hours. The school with the highest number of pupil-hours had seven times the number of pupil-hours as the forty schools with less 500 pupil-hours put together. It had a higher number of pupil-hours for Year 7 than the average total number of pupil-hours for independent schools.

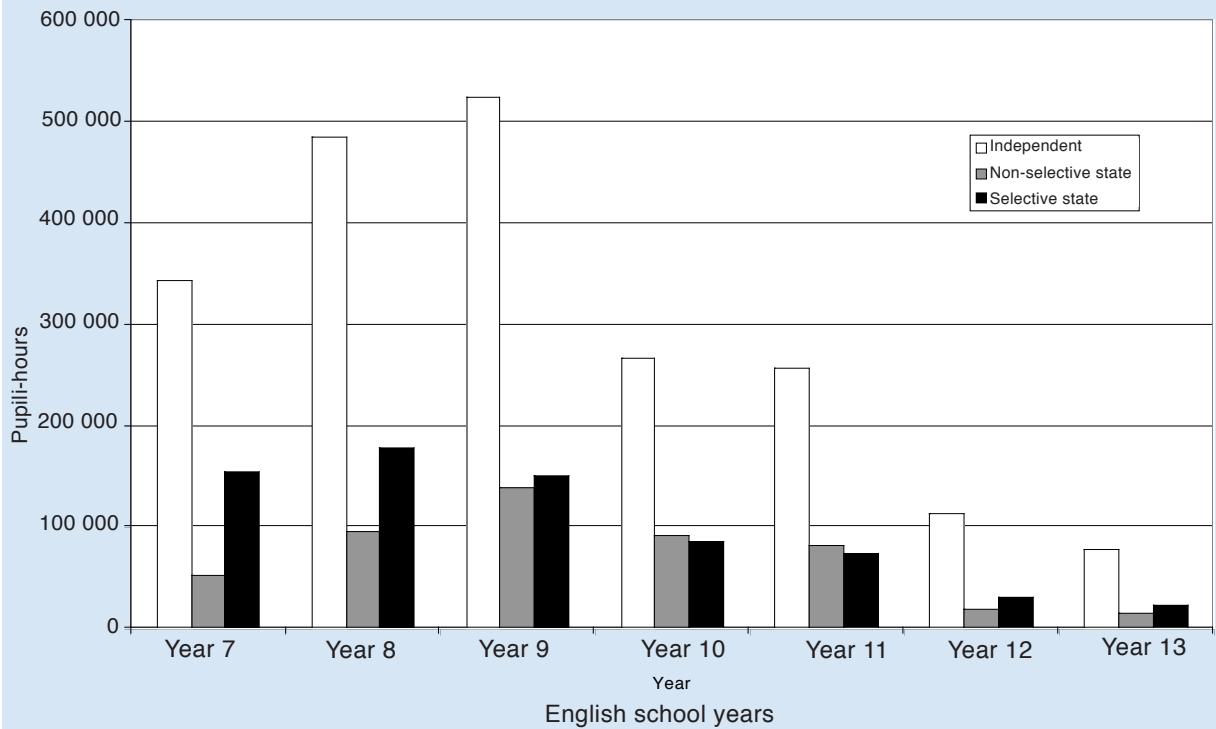
### Pupil-hours in individual schools



#### Key findings

- Although both independent and non-selective state schools each had more schools with 0-4999 pupil-hours than in any other band, the number of independent schools in the bands above was much higher and within the 0-4999 pupil-hours band, the number of non-selective state schools with less than 500 pupil-hours was much greater.

### Total pupil-hours in each school year



#### Key findings

- The majority of the teaching of Latin, and the majority of the advantage that independent schools had in pupil-hours over the state schools was in Key Stage 3.

## 6. EXAMINATIONS

The questionnaire asked schools about the Level 2 and 3 examinations they entered pupils for. Information about the number of schools and pupils entering GCSE, AS, A2 and International Baccalaureate is presented in this section of the report alongside data on the Scottish examinations: Standard Grade, Intermediate, Higher Grade and Advanced Higher Grade.

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## 6.1 GCSE: school numbers

	Survey schools entering GCSE	Survey schools entering GCSE (%)	... of which pupils in Year 9	... of which pupils in Year 10	... of which pupils in Year 11	... of which pupils in Year 12	... of which pupils in Year 13	... of which pupils in more than one year
<b>Total</b>	<b>282</b>	<b>82.9%</b>	<b>2</b>	<b>18</b>	<b>272</b>	<b>4</b>	<b>7</b>	<b>16</b>
... of which independent	153	90.5%	0	8	151	1	0	6
... of which state	129	75.4%	2	10	121	3	7	10
... of which non-selective	84	68.2%	1	7	78	3	6	7
... of which selective	45	93.8%	1	3	43	0	1	3

\*Schools entering pupils in more than one year are entered more than once in this table

### Key findings

- Almost all of the independent and selective state schools were entering pupils for GCSE.
- Just over two thirds of the non-selective state schools were entering pupils for GCSE.
- While the great majority of schools entered pupils for GCSE Latin when they were in Year 11, a significant number entered pupils from other years, often in more than one year, with Year 10 being the most common.

### \*National projection

Estimate for all secondary schools in the UK: Summer 2007

	Secondary schools in the UK entering GCSE	Secondary schools in the UK entering GCSE (%)	... of which pupils in Year 9	... of which pupils in Year 10	... of which pupils in Year 11	... of which pupils in Year 12	... of which pupils in Year 13	... of which pupils in more than one year
<b>Total</b>	<b>686</b>	<b>14.5%</b>	<b>4</b>	<b>41</b>	<b>665</b>	<b>8</b>	<b>14</b>	<b>35</b>
... of which independent	416	55.4%	0	22	411	3	0	16
... of which state	270	6.8%	4	19	254	5	14	19
... of which non-selective	161	4.3%	2	13	150	5	12	13
... of which selective	109	45.8%	2	6	104	0	2	6

## 6.2 GCSE: pupil numbers

### a. Total number of pupils

	Pupils entering GCSE Latin in survey schools					
	Total	... of which enter in Year 9	... of which enter in Year 10	... of which enter in Year 11	... of which enter in Year 12	... of which enter in Year 13
<b>Total</b>	<b>4484</b>	<b>10</b>	<b>96</b>	<b>4317</b>	<b>32</b>	<b>29</b>
... of which independent	2677	-	52	2615	10	-
... of which state	1807	10	44	1702	22	29
... of which non-selective	902	4	16	840	22	24
... of which selective	905	6	28	862	-	5

#### Key findings

- Sixty percent of pupils entering GCSE were in independent schools.
- There were more pupils entering GCSE in selective state schools than in non-selective state schools, even though almost double the number of non-selective state schools entered pupils for GCSE.

### b. Average per school

	Average pupils entering GCSE Latin per survey school					
	Total	... of which enter in Year 9	... of which enter in Year 10	... of which enter in Year 11	... of which enter in Year 12	... of which enter in Year 13
<b>Total</b>	<b>16</b>	<b>5</b>	<b>5</b>	<b>15</b>	<b>8</b>	<b>4</b>
... of which independent	18	-	6	17	10	-
... of which state	14	5	4	14	7	4
... of which non-selective	11	4	2	10	7	4
... of which selective	20	6	9	20	-	5

\* Some schools entered pupils in more than one year, hence the total average is higher than the average for any one year

#### Key findings

- The average number of pupils being entered for GCSE Latin was just under sixteen.
- The average number was significantly lower in non-selective state schools: two thirds of the number in independent schools and only just over half of that in selective state schools.
- The average numbers of pupils entering GCSE in other years were smaller than in Year 11.

### c. Range of pupils

	Survey schools with number of pupils entering GCSE							
	0-4	5-9	10-19	20-29	30-39	40-49	50-59	60 or more
<b>Total</b>	<b>56</b>	<b>55</b>	<b>80</b>	<b>51</b>	<b>21</b>	<b>6</b>	<b>9</b>	<b>4</b>
... of which independent	28	31	34	32	14	3	7	4
... of which state	28	24	46	19	7	3	2	0
... of which non-selective	24	17	32	9	1	1	0	0
... of which selective	4	7	14	10	6	2	2	0

#### Key findings

- The number of schools which were entering four or less pupils for GCSE is substantial and greater than the number of schools that were entering between twenty and 29 pupils.
- Only two non-selective state schools entered thirty or more pupils for GCSE, compared to forty independent schools and ten selective state schools.

## 6.3 A Level

### a. School numbers

	Survey schools entering AS	Survey schools entering AS (%)	Survey schools entering AS (% survey schools with sixth forms)	Survey schools entering AS (% survey schools entering GCSE)	Survey schools entering A2
<b>Total</b>	<b>180</b>	<b>52.9%</b>	<b>57.7%</b>	<b>63.8%</b>	<b>168</b>
... of which independent	122	72.2%	72.6%	79.7%	116
... of which state	58	33.9%	40.3%	45.0%	52
... of which non-selective	19	15.4%	19.8%	22.6%	17
... of which selective	39	81.3%	81.3%	86.7%	35

#### Key findings

- Only slightly more than half the schools were entering pupils for AS, although a further sixteen schools said that they entered pupils for AS in some years, which would bring the total percentage of survey schools entering pupils for AS up to 57.6%.
- About three quarters of independent and selective state schools were entering pupils for AS.
- Just over 15% of state non-selective schools were entering pupils for AS.
- Slightly more representative percentages are given by comparing the number of schools entering pupils for AS with the number of survey schools with sixth forms and which entered GCSE, but these still show only about a fifth of non-selective state schools entering pupils for AS.
- A number of schools, including four selective state schools, were entering pupils for AS but not for A2.

### b. Pupil numbers

	Pupils entering AS in survey schools	Average pupils entering AS per survey school	Highest number of pupils entering AS in a survey school	Pupils entering A2 in survey schools	Average pupils entering A2 per survey school	Highest number of pupils entering A2 in a survey school
<b>Total</b>	<b>934</b>	<b>5</b>	<b>30</b>	<b>695</b>	<b>4</b>	<b>20</b>
... of which independent	644	5	30	470	4	20
... of which state	290	5	13	225	4	11
... of which non-selective	84	4	12	65	4	9
... of which selective	206	5	13	160	45	11

#### Key findings

- The average number of pupils being entered for AS was just over five and the average number for A2 just over four.
- There was a much smaller gap in the average number of pupils between the different types of school responding to the survey than at GCSE (section 6.2), although the largest number of pupils entered by an independent school at AS and A2 was at least double the largest in both types of state schools.

## 6.4 Examinations in Scotland: school numbers

### a. Standard Grade, Intermediate 2 and GCSE

	Survey schools in Scotland entering ...					
	Standard Grade	Standard Grade (%)	Intermediate 2	Intermediate 2 (%)	GCSE	GCSE (%)
<b>Total</b>	<b>13</b>	<b>68.4%</b>	<b>3</b>	<b>15.8%</b>	<b>2</b>	<b>10.5%</b>
... of which independent	7	53.8%	3	23.1%	2	15.4%
... of which state	6	100.0%	0	0.0%	0	0.0%

#### Key findings

- All of the state schools in Scotland were entering pupils for Standard Grade.
- The majority of independent schools in Scotland were entering pupils for Standard Grade, but there were also independent schools entering pupils for Intermediate 2 and GCSE.

### b. Higher Grade, Advanced Higher Grade and A Level

	Survey schools in Scotland entering ...					
	Higher Grade	Higher Grade (%)	Advanced Higher Grade	Advanced Higher Grade (%)	AS/A2	AS/A2 (%)
<b>Total</b>	<b>14</b>	<b>73.7%</b>	<b>11</b>	<b>57.9%</b>	<b>2</b>	<b>10.5%</b>
... of which independent	10	76.9%	9	69.2%	2	15.4%
... of which state	4	66.7%	2	33.3%	0	0.0%

#### Key findings

- The percentage of schools in Scotland which were entering pupils for Higher Grade and Advanced Higher Grade was higher than that of schools elsewhere which were entering A Level.
- A smaller percentage of state schools in Scotland were entering pupils for Higher Grade and Advanced Higher Grade than were independent schools, but all of the state schools said that they did enter pupils for Higher Grade in some years and four out of six indicated that they did so for Advanced Higher Grade.
- Two of the independent schools in Scotland were entering pupils for AS and A2.

## 6.5 Examinations in Scotland: pupil numbers

### a. Standard Grade and Intermediate 2

	Pupils entering Standard Grade in survey schools	Average pupils entering Standard Grade per survey school	Pupils entering Intermediate 2 in survey schools	Average pupils entering Intermediate 2 per survey school
<b>Total</b>	<b>200</b>	<b>15</b>	<b>20</b>	<b>7</b>
... of which independent	137	20	20	7
... of which state	63	11	0	-

#### Key findings

- The average number of pupils being entered for Standard Grade was similar to the average number of pupils being entered for GCSE (section 6.2).
- However, the average number of pupils being entered for Standard Grade in independent schools was slightly higher than the average number for GCSE, and the average number of pupils being entered for Standard Grade in state schools was similar to the number for GCSE in state non-selective schools rather than all state schools
- The average number of pupils being entered for Intermediate 2 was only just over a third of the average number being entered for Standard Grade.

### b. Higher Grade and Advanced Higher Grade

	Pupils entering Higher Grade in survey schools	Average pupils entering Higher Grade per survey school	Pupils entering Advanced Higher Grade in survey schools	Average pupils entering Advanced Higher Grade per survey school
<b>Total</b>	<b>88</b>	<b>6</b>	<b>41</b>	<b>34</b>
... of which independent	71	7	29	3
... of which state	17	4	12	6

#### Key findings

- The average numbers of pupils being entered for Higher Grade and Advanced Higher Grade were higher than the average number of pupils being entered for AS and A2 (section 6.3).
- The average number of pupils being entered for Advanced Higher Grade in the two state schools which were entering pupils for that examination was higher than the average number being entered in the independent schools.

## 6.6 International Baccalaureate: school numbers

	Survey schools entering International Baccalaureate	Survey schools entering International Baccalaureate (%)
<b>Total</b>	<b>10</b>	<b>2.9%</b>
... of which independent	6	3.6%
... of which state	4	2.3%
... of which non-selective	0	0.0%
... of which selective	4	8.3%

### Key finding

- The number of schools which offer Latin for International Baccalaureate was very small; all were either independent or selective state schools.

## How many pupils progress from Level 2 to Level 3 Latin examinations?

	Percentage of pupils continuing from GCSE to AS in survey schools	Percentage of pupils continuing from GCSE to AS in survey schools entering pupils for both	Percentage of pupils continuing from Standard Grade or Intermediate 2 to Higher Grade in survey schools
<b>Total</b>	<b>22.2%</b>	<b>24.2%</b>	<b>40.0%</b>
... of which independent	24.7%	24.9%	45.2%
... of which state	18.3%	22.8%	27.0%
... of which non-selective	14.0%	18.5%	-
... of which selective	22.7%	25.2%	-

### Key findings

- Less than a quarter of pupils who study Latin at GCSE in schools responding to the survey go on to study Latin at AS.
- The continuation rate between GCSE and AS in independent schools was almost double that in non-selective state schools.
- If only pupils in survey schools which offer Latin at GCSE and AS are considered, the continuation rate was somewhat higher for state schools: for selective state schools it is higher than for independent schools.
- A much higher percentage of pupils continued from studying Latin at Standard Grade and Intermediate 2 to studying it at Higher Grade than continued from GCSE to AS.

### Comment

The difference in continuation rate between GCSE-AS and Standard Grade/Intermediate 2-Higher Grade may partially be due to the smaller number of Standard Grade subjects studied compared to the number of GCSEs studied reducing the choice of subjects at Higher Grade. A number of schools however reported that pupils were put off continuing to AS by the content of the GCSE syllabus (Section 7.2).

## How does entering an exam affect the number of pupils starting to learn Latin?

### Schools entering no public examination

	Average number of pupils studying Latin in the first year offered in survey schools not entering public examinations	Average percentage of pupils studying Latin in the first year offered in survey schools not entering public examinations
<b>Total</b>	<b>15</b>	<b>13.2%</b>
... of which independent	23	57.3%
... of which state	14	6.9%
... of which non-selective	14	7.0%
... of which selective	4	4.3%

### Key findings

- Schools responding to the survey which did not enter pupils for any public examination had few pupils initially studying Latin with them, although the very small size of the independent schools in this category meant that they had a relatively large percentage of pupils studying Latin.

### Schools entering GCSE

	Average number of pupils studying Latin in the first year offered* in survey schools entering GCSE	Average percentage of pupils studying Latin in the first year offered* in survey schools entering GCSE
<b>Total</b>	<b>70</b>	<b>60.3%</b>
... of which independent	72	77.4%
... of which state	67	39.9%
... of which non-selective	48	23.5%
... of which selective	100	70.1%

\*Or, in schools where there were more pupils studying Latin in a year later than the first year, the highest number in a single year

### Key findings

- Schools responding to the survey which entered pupils for GCSE had significantly more pupils begin studying Latin with them than schools which entered pupils for no public examination.
- The independent and selective state schools which entered pupils for GCSE had a significantly higher percentage of pupils begin to study Latin than the non-selective state secondary schools.
- Because the independent secondary schools responding to the survey tended to be smaller than the state secondary schools, the average number of pupils starting Latin in the different types of secondary schools shows a much smaller range than the percentage of pupils starting.

### Schools entering Standard Grade

	Average number of pupils studying Latin in the first year offered in survey schools entering Standard Grade	Average percentage of pupils studying Latin in the first year offered in survey schools entering Standard Grade
<b>Total</b>	<b>89</b>	<b>62.0%</b>
... of which independent	112	92.9%
... of which state	61	25.9%

### Key findings

- The independent schools responding to the survey which entered pupils for Standard Grade had a higher average number of pupils initially studying Latin with them than those which entered pupils for GCSE, and a very high average percentage of pupils studying Latin with them in the first year it is offered, reflecting the number of schools which made Latin compulsory.
- The state schools which entered pupils for Standard Grade had a slightly higher average percentage of pupils initially studying Latin with them than the non-selective state schools which entered GCSE, and a higher number of pupils initially studying Latin, reflecting the larger average size of state schools offering Latin in Scotland, although they were lower on both counts than the overall figures for state schools which entered GCSE.

# 7. OPINIONS ON GCSE AND STANDARD GRADE LATIN

The opinions of schools responding to the survey which entered GCSE and Standard Grade on the accessibility, amount of content and grading of their examinations are presented in this section of the report.

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## 7.1 GCSE: accessibility

### a. Whether GCSE Latin is accessible by all pupils

282 schools entering GCSE Latin were eligible to respond to the question 'Is it your view that GCSE Latin is accessible by the full ability range of students in all secondary schools?'

	Yes	Yes (%)	No	No (%)	No response
<b>Total</b>	<b>20</b>	<b>7.1%</b>	<b>252</b>	<b>89.4%</b>	<b>10</b>
... of which independent	15	9.8%	133	86.9%	5
... of which state	5	3.9%	119	92.3%	5
... of which non-selective	4	4.8%	76	90.5%	4
... of which selective	1	2.2%	43	95.6%	1

Schools eligible to respond to the question, 'Is it your view that GCSE Latin is accessible by the full ability range of students in all secondary schools?', represented 700 teachers teaching Latin

	Yes	Yes (%)	No	No (%)	No response
<b>Total</b>	<b>64</b>	<b>9.1%</b>	<b>616</b>	<b>88.0%</b>	<b>20</b>
... of which independent	55	11.5%	409	85.7%	13
... of which state	9	4.0%	207	92.8%	7
... of which non-selective	7	5.7%	112	91.1%	4
... of which selective	2	2.0%	95	95.0%	3

#### Key findings

- The great majority of schools entering GCSE felt that the GCSE examination was not accessible by the full ability range in all secondary schools.
- The percentage of independent schools entering GCSE that felt that the GCSE examination was accessible by the full ability range was slightly higher than that of state schools.

#### Comment

Many schools appeared to feel very strongly about their responses to this and other questions in section 7. In answering this question a number of schools either ticked 'No' multiple times or underlined 'No'. Some also added further comments, generally opposed to Latin being accessible to all pupils; these are presented in section 7.1b.

Three schools commented on Foundation Tier and its role in making GCSE Latin accessible by the whole ability range. Two said it made a positive impact, for instance:

'GCSE Latin is accessible to the full ability range provided Foundation Tier is available. The removal of Foundation Tier would cut out an important minority of students who enjoy Latin but find Higher Tier too demanding. Foundation Tier gives them a sense of achievement.'

One however felt it had a very limited impact on accessibility:

'Foundation [tier] Latin is a joke. There is barely any difference between it and the Higher paper. It's as if the exam board despises such lesser candidates.'

## b. Whether GCSE Latin ought to be accessible by all pupils

282 schools entering GCSE Latin were eligible to respond to the question 'Is it your view that GCSE Latin ought to be accessible by the full ability range of students in all secondary schools?'

	Yes	Yes (%)	No	No (%)	No response
<b>Total</b>	<b>113</b>	<b>40.1%</b>	<b>152</b>	<b>53.9%</b>	<b>17</b>
... of which independent	58	37.9%	87	56.9%	8
... of which state	55	42.6%	65	50.4%	9
... of which non-selective	37	44.0%	42	50.0%	5
... of which selective	18	40.0%	23	51.1%	4

Schools eligible to respond to the question, 'Is it your view that GCSE Latin ought to be accessible by the full ability range of students in all secondary schools?', represented 700 teachers teaching Latin

	Yes	Yes (%)	No	No (%)	No response
<b>Total</b>	<b>268</b>	<b>38.3%</b>	<b>396</b>	<b>56.6%</b>	<b>36</b>
... of which independent	176	36.9%	278	58.3%	23
... of which state	92	41.3%	118	52.9%	13
... of which non-selective	54	43.9%	64	52.0%	5
... of which selective	38	38.0%	54	54.0%	8

### Key findings

- The majority of schools which entered GCSE felt that GCSE Latin ought not be accessible by the full ability range, although a substantial minority felt that it should be.
- A higher percentage of non-selective state schools which entered GCSE felt that GCSE Latin should be accessible by the full ability range than of independent and selective state schools.

### Comment

Many schools added comments relevant to their answers to this question. Most arguments opposing Latin being accessible by the full ability range focused on the needs of the most able students. Typical were: 'If the ability range were too wide it would be impossible to stretch the most able' and 'If it were accessible to all abilities, students wouldn't learn much Latin at all'. Some felt that less able pupils were unlikely to be able to benefit from studying Latin under any examination: 'If Latin were made easier the brightest may be turned off while the less able still wouldn't do it', 'Latin requires abstract linguistic skills which are less developed in parts of the ability range'. This view was opposed by some: 'If Latin is to flourish, it should be accessible to all the ability range at GCSE and AS, A2 level'. A number of schools also compared the accessibility of the OCR GCSE with the one formerly offered by AQA: 'AQA GCSE seemed more accessible to our students than OCR'.

## How accessible is GCSE Latin?

Percentage of pupils studying Latin initially in non-selective state schools responding to the survey	Percentage of Year 11 pupils entering Latin GCSE in non-selective state schools responding to the survey
0-9%	1.8%
10-19%	4.6%
20-29%	6.3%
30-39%	7.0%
40-49%	7.5%
50-59%	8.0%
80-89%	7.6%
100%	7.5%

\*No non-selective state schools responding to the survey had 60-69%, 70-79% or 90-99% of their pupils studying Latin initially

### Key findings

- Even when non-selective state schools taught Latin to a large percentage of pupils initially, on average still only 7-8% of their pupils entered GCSE.
- Schools that taught Latin initially to any more than about 40% of pupils showed on average no higher percentage of pupils enter GCSE; this would appear to suggest that GCSE Latin is accessible to only about 40% of pupils in non-selective state secondary schools.
- Only eight non-selective state schools had more than 10% of their Year 11 enter GCSE.

## 7.2 GCSE: content

### a. Content compared with other subjects

282 schools entering GCSE Latin were eligible to respond to the question ‘Do you consider the quantity of content in the GCSE Latin syllabus to be [More than/Similar to/Less than] that found in the majority of other subjects your students study at GCSE?’

	More than	More than (%)	Similar to	Similar to (%)	Less than	Less than (%)	No response
<b>Total</b>	<b>193</b>	<b>68.4%</b>	<b>70</b>	<b>24.8%</b>	<b>5</b>	<b>1.8%</b>	<b>14</b>
... of which independent	105	68.6%	38	24.8%	3	2.0%	7
... of which state	88	68.2%	32	24.8%	2	1.6%	7
... of which non-selective	60	71.4%	19	22.6%	0	0.0%	5
... of which selective	28	62.2%	13	28.9%	2	4.4%	2

Schools eligible to respond to the question, ‘Do you consider the quantity of content in the GCSE Latin syllabus to be [More than/Similar to/Less than] that found in the majority of other subjects your students study at GCSE?’, represented 700 teachers teaching Latin

	More than	More than (%)	Similar to	Similar to (%)	Less than	Less than (%)	No response
<b>Total</b>	<b>491</b>	<b>70.1%</b>	<b>166</b>	<b>23.7%</b>	<b>14</b>	<b>2.0%</b>	<b>29</b>
... of which independent	340	71.3%	106	22.2%	12	2.5%	19
... of which state	151	67.7%	60	26.9%	2	0.9%	10
... of which non-selective	87	70.7%	31	25.2%	0	0.0%	5
... of which selective	64	64.0%	29	29.0%	2	2.0%	5

#### Key findings

- A clear majority of schools which entered GCSE felt that the quantity of content in the GCSE Latin syllabus was more than that found in the majority of other subjects their students studied at GCSE.
- Less than a quarter of schools eligible to answer the question felt that the quantity of content of the GCSE Latin syllabus was similar to that in other subjects and a very small percentage felt that it was less than in other subjects.
- A slightly smaller percentage of selective state schools felt that the quantity of content in the GCSE Latin syllabus was more than that found in the majority of other subjects than of independent and non-selective state schools.

#### Comment

Many schools emphasised their strength of feeling in response to this question by putting multiple ticks by ‘More than’ or by underlining ‘More than’ or adding ‘Much’ in front of it. A small number of schools made distinctions between subjects: ‘Similar to Mathematics and Science but more than MFL and other subjects’. A common feeling was that the quantity of content was in theory the same, but because the content was in its nature more difficult, it was in practice more, for example, ‘The quantity of content is similar to other subjects but it is by far the most difficult thing they do, therefore it’s too much’.

It is notable that a number of schools felt that GCSEs in other subjects should be moved into line with Latin as it stands, rather than the quantity of content of Latin GCSE being altered, for example: ‘Modern Languages GCSEs are easier than Latin, but I would rather that the former were more demanding’.

## b. Suitability of content

282 schools entering GCSE Latin were eligible to respond to the question 'Do you consider the quantity of content in the GCSE Latin syllabus to be [Too much/Appropriate/Too little] for the majority of students who study, or wish to study, Latin at your school?'

	Too much	Too much (%)	Appropriate	Appropriate (%)	Too little	Too little (%)	No response
<b>Total</b>	<b>81</b>	<b>28.7%</b>	<b>188</b>	<b>66.7%</b>	<b>7</b>	<b>2.5%</b>	<b>6</b>
... of which independent	29	19.0%	144	74.5%	7	4.6%	3
... of which state	52	40.3%	74	57.4%	0	0.0%	3
... of which non-selective	41	48.8%	40	47.6%	0	0.0%	3
... of which selective	11	24.4%	34	75.6%	0	0.0%	0

Schools eligible to respond to the question, 'Do you consider the quantity of content in the GCSE Latin syllabus to be [Too much/Appropriate/Too little] for the majority of students who study, or wish to study, Latin at your school?', represented 700 teachers teaching Latin

	Too much	Too much (%)	Appropriate	Appropriate (%)	Too little	Too little (%)	No response
<b>Total</b>	<b>157</b>	<b>22.4%</b>	<b>503</b>	<b>71.9%</b>	<b>29</b>	<b>4.1%</b>	<b>11</b>
... of which independent	73	15.3%	368	77.1%	29	6.1%	7
... of which state	84	37.7%	135	60.5%	0	0.0%	4
... of which non-selective	62	50.4%	57	46.3%	0	0.0%	4
... of which selective	22	22.0%	78	78.0%	0	0.0%	0

### Key findings

- The overall majority of schools which entered GCSE felt that the quantity of content in the GCSE Latin syllabus was appropriate for the majority of students who study or wish to study Latin with them.
- Unlike the responses to other questions about GCSE examinations, there was a substantial difference in the responses of different types of schools; whereas three quarters of independent and selective state schools felt that the quantity of content in the GCSE Latin syllabus was appropriate for the majority of students who study, or wish to study, Latin with them, less than half of non-selective state schools felt that it was appropriate.

## Comment

Although the difference in opinion between independent and selective state schools and non-selective state schools might be accounted for by the non-selective intake of the latter, it was notable that there was very little difference between non-selective state schools that offered Latin to all (46.3% felt that the quantity of content appropriate) and those that selected who studies Latin (48.8% felt the quantity was appropriate).

Many additional comments supporting answers to this question gave an answer qualified by conditions in their school, for example 'Given limited hours of study, content is too much'. The amount of time available did not in general have an affect the opinion of the schools respoding to the survey: of the 22 non-selective state schools entering pupils for GCSE after two years of tuition, ten (45.5%) felt that the quantity of content was too much for their pupils and the same number felt that it was appropriate, with two giving no response.

There was disagreement as to the effect of content on continuation to higher levels, for example 'Pupils are put off continuing at A level because the GCSE is a difficult course', 'An easier GCSE with shorter set texts would encourage them to continue' and 'It is too much BUT necessary if students are to be able to cope with current A Level standards'.

Opinion was offered about the difference between the OCR syllabus and the one previously offered by AQA: 'OCR GCSE syllabus is more onerous than the AQA syllabus', 'Latin has remained the same in content for the last few years. After the AQA shut down their course OCR offers an excellent GCSE. It must not be debased further'.

Many schools put forward suggestions for alteration of content. These mostly centred around the balance between literature and language. A common view was that there was too much literature:

'The amount of set text set in exams reduces the time and opportunity for interesting and motivating activities in language work. The disenchantment of students is evident as they work through some of the most difficult Latin'.

Some felt the verse component in particular should be reduced: 'it's very time consuming and tedious and in my view it puts people off doing A-Level' and others argued for shorter set texts in general. Several schools questioned the purpose of studying set texts, and in particular translating them, for example:

'Coping with huge chunks of Latin literature which effectively have to be memorised is massively more difficult than any other GCSE subject. It is so old-fashioned!'

A number advocated the use of translations, inside and outside of the exam: 'Perhaps a goodly amount of further text in translation in order to give a good feel for Roman literature', 'Verse set texts at GCSE could be tested with parallel translation provided to remove the element of rote learning'. One school, however, formulated it: 'Latin without literature goes nowhere; Latin literature is too difficult for many'.

## 7.3 GCSE: grading

282 schools entering GCSE Latin were eligible to respond to the question 'Do you consider the grading of the GCSE Latin examination to be [More severe than/In line with/Less severe than] the grading of the majority of other subjects your students study at GCSE?'

	More severe than	More severe than (%)	In line with	In line with (%)	Less severe than	Less severe than (%)	No response
<b>Total</b>	<b>185</b>	<b>65.6%</b>	<b>75</b>	<b>26.6%</b>	<b>0</b>	<b>0.0%</b>	<b>22</b>
... of which independent	99	64.7%	43	28.1%	0	0.0%	11
... of which state	86	66.7%	32	24.8%	0	0.0%	11
... of which non-selective	57	67.9%	17	20.2%	0	0.0%	10
... of which selective	29	64.4%	15	33.3%	0	0.0%	1

Schools eligible to respond to the question, 'Do you consider the grading of the GCSE Latin examination to be [More severe than/In line with/Less severe than] the grading of the majority of other subjects your students study at GCSE?', represented 700 teachers teaching Latin

	More severe than	More severe than (%)	In line with	In line with (%)	Less severe than	Less severe than (%)	No response
<b>Total</b>	<b>478</b>	<b>68.3%</b>	<b>188</b>	<b>26.9%</b>	<b>0</b>	<b>0.0%</b>	<b>34</b>
... of which independent	325	68.1%	130	27.3%	0	0.0%	22
... of which state	153	68.6%	58	26.0%	0	0.0%	12
... of which non-selective	88	71.5%	26	21.1%	0	0.0%	9
... of which selective	65	65.0%	32	32.0%	0	0.0%	3

### Key findings

- Almost two thirds of the schools which entered GCSE felt that that the grading of Latin was more severe than other subjects at GCSE while a quarter felt that it was in line with other subjects; no schools felt that it was less severely graded.
- Among schools where Latin was taught entirely by non-specialist teachers, who would perhaps have the most experience of grading in other subjects, the results were slightly less definite: 54.5% felt Latin GCSE was graded more severely and 18.2% felt that it was graded in line with other subjects, with 27.3% not answering the question.

## Comment

All of the additional comments by schools in response to this question supported the idea that GCSE Latin was graded more severely. Several schools where teachers taught other subjects offered comparisons:

'I could cry when I compare what my English GCSE class can submit and get a grade B. Vast, vast disparity of standard',

'As a specialist teacher of both Latin and French I often teach the same students for both subjects at GCSE. Students universally achieve higher grades in French, despite being at a higher standard grammatically in Latin'.

There were many schools who felt that the higher grades in particular were harder to achieve in Latin than in other GCSEs:

'Clever pupils, who gain A\*/A in all other subjects, cannot be guaranteed this in Latin because there has to be a spread of grades despite a lack of different abilities of the pupils',

'The exam penalises the pupils. Only the brightest students tend to take Latin as an option but this is not reflected in the grades awarded. It is considerably harder to get A\* in Latin GCSE (with an 88% grade boundary) than e.g. French'.

A number of schools felt that the grading was set with certain pupils in mind:

'Severe grading caused by a preponderance of high-ability students from grammar and independent/public schools',

'I feel I have done the pupils a disservice in encouraging them to take Latin ... the full range of grades is not really available to the majority of students taking the two-year course'.

Some schools seemed to feel that Latin is inherently harder than other subjects and that grading failed to take this into account:

'GCSE Latin is measurably harder than other GCSE subjects, yet grade thresholds are typically higher than those, for example, for Maths'.

Most schools felt that the grading of Latin GCSE worked against the subject: 'Why is Latin seen as the 'Gold Standard'? GCSEs ought to be comparable in terms of grading across all subjects', 'GCSE Latin is much more demanding than any other subject! How on earth can results be compared?' However some were at least ambivalent:

'The specification makes Latin an elitist subject as only very able pupils can achieve a top grade and only above average pupils can pass at GCSE. This is not necessarily a bad thing',

'In this [more severe grading] lies its strength'.

A number of schools compared the grading of the OCR GCSE with that formerly offered by AQA:

'OCR GCSE syllabus is more onerous than the AQA syllabus, and grading is tougher. (Three pupils scored grade D in August 2007 - as many as have got D in the last dozen years with AQA!)',

'We have been hit side long by the transference from AQA to OCR. We have performed at 89-92% per quartile for AQA and suddenly dropped to 62%. Latin has been given the most terrible, ruinous strike by OCR'.

## 7.4 Standard Grade: accessibility

### a. Whether GCSE Latin is accessible by all pupils

13 schools entering Standard Grade were eligible to answer the question, 'Is it your view that Standard Grade Latin is accessible by the full ability range of students in all secondary schools?'

	Yes	Yes (%)	No	No (%)	No response
<b>Total</b>	<b>10</b>	<b>76.9%</b>	<b>3</b>	<b>23.1%</b>	<b>0</b>
... of which independent	5	71.4%	2	28.6%	0
... of which state	5	83.3%	1	16.7%	0

Schools eligible to respond to the question, 'Is it your view that Standard Grade Latin is accessible by the full ability range of students in all secondary schools?', represented 24 teachers teaching Latin

	Yes	Yes (%)	No	No (%)	No response
<b>Total</b>	<b>19</b>	<b>79.2%</b>	<b>5</b>	<b>20.8%</b>	<b>0</b>
... of which independent	12	75.0%	4	25.0%	0
... of which state	7	87.5%	1	12.5%	0

#### Key finding

- Unlike schools entering GCSE, the great majority of schools which entered Standard Grade felt their exam was accessible by the full ability range of students in all secondary schools.

#### Comment

Two schools offered additional comments. One qualified the school's statement that Standard Grade is accessible, saying: 'It is accessible but it is very difficult for those of low ability'; the other explained:

'Since Standard Grade Latin offers all 3 levels, i.e. Credit, General and Foundation, then the subject is really on offer to all.'

### b. Whether Standard Grade Latin ought to be accessible to all pupils?

13 schools entering Standard Grade were eligible to answer the question, 'Is it your view that Standard Grade Latin ought to be accessible by the full ability range of students in all secondary schools?'

	Yes	Yes (%)	No	No (%)	No response
<b>Total</b>	<b>10</b>	<b>76.9%</b>	<b>2</b>	<b>15.4%</b>	<b>1</b>
... of which independent	5	71.4%	1	14.3%	1
... of which state	5	83.3%	1	16.7%	0

Schools eligible to respond to the question, 'Is it your view that Standard Grade Latin ought to be accessible by the full ability range of students in all secondary schools?', represented 24 teachers teaching Latin

	Yes	Yes (%)	No	No (%)	No response
<b>Total</b>	<b>21</b>	<b>87.5%</b>	<b>3</b>	<b>12.5%</b>	<b>2</b>
... of which independent	14	87.5%	2	12.5%	2
... of which state	7	87.5%	1	12.5%	0

#### Key finding

- Unlike schools entering GCSE, the great majority of schools which entered Standard Grade felt their exam ought to be accessible by the full ability range of students in all secondary schools.

## 7.5 Standard Grade: content

### a. Content compared to other subjects

13 schools entering Standard Grade were eligible to answer the question, 'Do you consider the quantity of content in the Standard Grade Latin syllabus to be [More than/Similar to/Less than] that found in the majority of other subjects your students study at Standard Grade?'

	More than	More than (%)	Similar to	Similar to (%)	Less than	Less than (%)	No response
<b>Total</b>	<b>4</b>	<b>30.8%</b>	<b>8</b>	<b>61.5%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
... of which independent	2	28.6%	4	57.1%	0	0.0%	1
... of which state	2	33.3%	4	66.7%	0	0.0%	0

Schools eligible to respond to the question, 'Do you consider the quantity of content in the Standard Grade Latin syllabus to be [More than/Similar to/Less than] that found in the majority of other subjects your students study at Standard Grade?', represented 24 teachers teaching Latin

	More than	More than (%)	Similar to	Similar to (%)	Less than	Less than (%)	No response
<b>Total</b>	<b>7</b>	<b>29.2%</b>	<b>17</b>	<b>70.8%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>
... of which independent	4	25.0%	12	75.8%	0	0.0%	2
... of which state	3	37.5%	5	62.5%	0	0.0%	0

#### Key finding

- Unlike schools entering GCSE, the majority of schools which entered Standard Grade felt that the quantity of content of its syllabus was similar to that in other subjects, although a significant minority felt that it was greater than other subjects.

### b. Suitability of content

13 schools entering Standard Grade were eligible to answer the question, 'Do you consider the quantity of content in the Standard Grade Latin syllabus to be [Too much/Appropriate/Too little] for the majority of students who study, or wish to study, Latin at your school?'

	Too much	Too much (%)	Appropriate	Appropriate (%)	Too little	Too little (%)	No response
<b>Total</b>	<b>3</b>	<b>23.1%</b>	<b>9</b>	<b>69.2%</b>	<b>1</b>	<b>4.2%</b>	<b>0</b>
... of which independent	1	14.3%	5	71.4%	1	14.3%	0
... of which state	2	33.3%	4	66.7%	0	0.0%	0

Schools eligible to respond to the question, 'Do you consider the quantity of content in the Standard Grade Latin syllabus to be [Too much/Appropriate/Too little] for the majority of students who study, or wish to study, Latin at your school?', represented 24 teachers teaching Latin

	Too much	Too much (%)	Appropriate	Appropriate (%)	Too little	Too little (%)	No response
<b>Total</b>	<b>5</b>	<b>20.8%</b>	<b>17</b>	<b>70.8%</b>	<b>2</b>	<b>8.3%</b>	<b>0</b>
... of which independent	3	18.8%	11	68.8%	2	12.5%	0
... of which state	2	25.0%	6	75.0%	0	0.0%	0

#### Key finding

- The majority of schools which entered Standard Grade felt that the quantity of content of its syllabus was appropriate for the majority of students who study, or wish to study, Latin with them.

#### Comment

One school offered further comment explaining why the quantity of content was too much for their pupils: 'It's really a 4-year course, but I cram it into 2 years'.

## 7.6 Standard Grade: grading

13 schools entering Standard Grade were eligible to answer the question, 'Do you consider the grading of the Standard Grade Latin examination to be [More severe than/In line with/Less severe than] the grading of the majority of other subjects your students study at Standard Grade?'

	More severe than	More severe than (%)	In line with	In line with (%)	Less severe than	Less severe than (%)	No response
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>12</b>	<b>92.3%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
... of which independent	0	0.0%	6	85.7%	0	0.0%	1
... of which state	0	0.0%	6	100.0%	0	0.0%	0

Schools eligible to respond to the question, 'Do you consider the grading of the Standard Grade Latin examination to be [More severe than/In line with/Less severe than] the grading of the majority of other subjects your students study at Standard Grade?', represented 24 teachers teaching Latin

	More severe than	More severe than (%)	In line with	In line with (%)	Less severe than	Less severe than (%)	No response
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>22</b>	<b>91.7%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>
... of which independent	0	0.0%	14	87.5%	0	0.0%	2
... of which state	0	0.0%	8	100.0%	0	0.0%	0

### Key finding

- Unlike schools entering GCSE, almost all the schools which entered Standard Grade felt their exam was graded in line with the majority of other subjects at Standard Grade.

## 8. MATERIALS

This section of the report presents data on the textbooks, websites and computer software used in schools responding to the survey.

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## 8.1 Print materials

### a. Schools

	Survey schools using ...					
	any published course	any published course (%)	no published courses	no published courses (%)	primarily a non-published course for at least one year	primarily a non-published course for at least one year (%)
<b>Total</b>	<b>324</b>	<b>98.2%</b>	<b>6</b>	<b>1.8%</b>	<b>19</b>	<b>5.6%</b>
... of which independent	167	98.8%	2	1.2%	11	6.5%
... of which state	167	97.7%	4	2.3%	8	4.7%
... of which non-selective	120	97.6%	3	2.4%	5	4.1%
... of which selective	47	97.9%	1	2.1%	3	6.3%

#### Key findings

- Almost all the schools used a published course at some point.
- A small number of schools used a non-published course, generally one of their own devising, for at least one year.

### b. Courses

	Survey schools using ...													
	Cambridge Latin Course	Cambridge Latin Course (%)	Oxford Latin Course	Oxford Latin Course (%)	Ecce Romani	Ecce Romani (%)	So You Really Want to Learn Latin?	So You Really Want to Learn Latin? (%)	courses written by M. Seigel	courses written by M. Seigel (%)	courses written by J. Taylor	courses written by J. Taylor (%)	Minimus	Minimus (%)
<b>Total</b>	<b>279</b>	<b>82.1%</b>	<b>31</b>	<b>9.1%</b>	<b>28</b>	<b>8.2%</b>	<b>28</b>	<b>8.2%</b>	<b>11</b>	<b>3.2%</b>	<b>7</b>	<b>2.1%</b>	<b>7</b>	<b>2.1%</b>
... of which independent	138	81.7%	17	10.1%	7	4.1%	20	11.8%	9	5.3%	6	3.6%	3	1.8%
... of which state	141	82.5%	14	8.2%	21	12.3%	8	4.7%	2	1.2%	1	0.6%	4	2.3%
... of which non-selective	100	81.3%	10	8.1%	15	12.2%	7	5.7%	0	0.0%	1	0.8%	4	3.3%
... of which selective	41	85.4%	4	8.3%	6	12.5%	1	2.1%	2	4.2%	0	0.0%	0	0.0%

\*Schools using more than one course are entered more than once in this table

#### Key findings

- The Cambridge Latin Course was used by the great majority of schools.
- 99 schools, 29.1% of those responding to the survey, used more than one course. This was more common among independent schools (57 schools, 33.7% of survey schools) than it was among state schools (42 schools, 24.6% of survey schools).
- A further 39 schools indicated that they used published courses but did not specify which they were; it is likely that many of these were using courses featured in the table.

## 8.2 Electronic resources

### a. Schools

	Survey schools using ...			
	electronic resources	electronic resources (%)	no electronic resources	no electronic resources (%)
<b>Total</b>	<b>200</b>	<b>58.8%</b>	<b>140</b>	<b>41.2%</b>
... of which independent	92	54.4%	77	45.6%
... of which state	108	63.2%	63	36.8%
... of which non-selective	78	63.4%	45	36.6%
... of which selective	30	62.5%	18	37.5%

#### Key findings

- The majority of schools used electronic resources to support the learning of Latin.
- The percentage of state schools using electronic resources was higher than the percentage of independent schools.

### b. Internet-based resources

	Survey schools using ...					
	the internet	the internet (%)	CSCP website	CSCP website (%)	other websites	other websites (%)
<b>Total</b>	<b>106</b>	<b>34.1%</b>	<b>91</b>	<b>26.8%</b>	<b>24</b>	<b>7.1%</b>
... of which independent	52	30.8%	41	24.3%	17	10.1%
... of which state	54	31.6%	50	29.2%	7	4.1%
... of which non-selective	35	28.5%	32	26.0%	6	4.9%
... of which selective	19	39.6%	18	37.5%	1	2.1%

\*Schools using both the CSCP website and other websites appear in this table more than once

#### Key findings

- Slightly more than a third of schools used the internet to support the learning of Latin.
- The great majority of schools which used the internet used the Cambridge School Classics Project website; the number of schools, particularly state schools, which reported that they used other websites was very small.

### c. Software

	Survey schools using ...					
	software	software (%)	CLC E-Learning Resource	CLC E-Learning Resource (%)	other software	other software (%)
<b>Total</b>	<b>137</b>	<b>40.3%</b>	<b>127</b>	<b>37.4%</b>	<b>27</b>	<b>7.9%</b>
... of which independent	61	36.1%	55	32.5%	18	10.7%
... of which state	76	44.4%	72	42.1%	9	5.3%
... of which non-selective	54	43.9%	52	42.3%	5	4.1%
... of which selective	22	45.8%	20	41.7%	4	8.3%

\* Schools using both the CLC E-Learning Resource and other software appear in this table more than once

#### Key findings

- The percentage of schools using software to support the learning of Latin was higher than the percentage of schools using the internet.
- The percentage of state schools using software was higher than the percentage of independent schools doing so.
- The great majority of schools using software were using the Cambridge Latin Course E-Learning Resources.

## How does the use of electronic resources affect pupil numbers and examination entries?

### Pupil numbers in all schools

	Average percentage of pupils studying Latin per year in Key Stage 3		
	Survey schools using no electronic resources	Survey schools using electronic resources	...of which use CLC E-Learning resource
<b>Total</b>	<b>54.5%</b>	<b>56.6%</b>	<b>59.5%</b>
... of which independent	61.8%	69.3%	73.5%
... of which state	41.3%	38.7%	42.2%
... of which non-selective	24.0%	25.1%	28.8%
... of which selective	61.9%	58.2%	61.8%

### Key findings

- Independent and non-selective state schools which used electronic resources had on average a higher percentage of pupils studying Latin at Key Stage 3.
- Because the percentage of pupils studying Latin at Key Stage 3 was greatly affected by whether Latin is compulsory, it is useful to compare the same data for schools where it is never compulsory.

### Pupil numbers in schools where Latin is never compulsory

	Average percentage of pupils studying Latin per year in Key Stage 3		
	Survey schools using no electronic resources	Survey schools using electronic resources	... of which use CLC E-Learning resource
<b>Total</b>	<b>22.9%</b>	<b>21.2%</b>	<b>19.6%</b>
... of which independent	32.1%	32.0%	35.5%
... of which state	15.2%	17.8%	17.2%
... of which non-selective	13.1%	16.2%	15.6%
... of which selective	20.3%	26.0%	24.0%

\*There are relatively more state schools represented in the columns 'Schools using electronic resources' and '... of which use CLC E-Learning Resource' than in the column 'Schools using no electronic resources'; this accounts for the percentages in the Total row being lower in these columns than in the column 'Schools using no electronic resources', even though the percentages for each school type are higher.

### Key findings

- State schools which did not make Latin compulsory and which used electronic resources had on average a slightly higher percentage of pupils studying Latin at Key Stage 3 than those that did not use any electronic resources.
- Independent schools using and not using electronic resources had on average virtually the same percentage of pupils studying Latin at Key Stage 3.
- All types of school which did not make Latin compulsory and which used the CLC E-Learning Resource had on average a slightly higher percentage of pupils studying Latin at Key Stage 3 than those that did not use any electronic resources.

### Entries for GCSE

	Average percentage of Year 11 pupils entering Latin GCSE		
	Survey schools using no electronic resources	Survey schools using electronic resources	...of which use CLC E-Learning resource
<b>Total</b>	<b>15.2%</b>	<b>15.4%</b>	<b>15.3%</b>
... of which independent	17.9%	19.7%	20.1%
... of which state	10.1%	9.4%	9.4%
... of which non-selective	5.9%	6.2%	6.1%
... of which selective	15.2%	13.9%	14.3%

### Key finding

- Independent schools which used electronic resources had on average a slightly higher percentage of pupils entering GCSE Latin than those that did not.

- Selective state schools which used electronic resources had on average a slightly higher percentage of pupils entering GCSE Latin than those that did not.
- Non-selective state schools that used electronic resources had virtually the same percentage of pupils entering GCSE Latin as those that did not.

#### Comment

Schools of all types using electronic resources had on average a higher percentage of pupils studying Latin at Key Stage 3, but their advantage was so slight that it is hard to be sure of the affect of using electronic resources. Any affect on GCSE entries is even less clear. It might be noted that the software most used, the Cambridge Latin Course E-Learning Resource, was generally used in Key Stage 3 and had only been available for just over two years at the time of the survey, so any increase in pupils it may have facilitated at Key Stage 3 would not have fully carried through to examination entries.

## 8. Conclusion

Latin in UK secondary schools is a very varied thing. Schools' answers to almost every question of the questionnaire presented a startling range. There were great differences in the numbers of pupils and teachers and in the amount of tuition time provided that make it impossible to pick out a typical pattern for the way UK secondary schools offer Latin. It is, however, possible to see a strong divide between certain types of schools.

Taken as a whole, there was a clear difference between, on the one hand, independent and selective state schools, and on the other, non-selective state schools. The most common pattern for independent and selective state schools, one that would roughly fit the majority, is set out in the table below as School type 1. There were however substantial numbers of independent and selective state schools which did not fit this pattern. A common variation was to begin Latin in Year 8. In addition, the number of teachers, and also the amount of tuition time, was greatly influenced by the overall size of the school, with very large schools often having four or more teachers and providing more tuition time, particularly at Key Stage 3 (School type 2). These schools were also more likely to have a non-specialist teacher teaching alongside the specialist teachers. They were mainly independent schools but included some selective state schools in Northern Ireland. A variant on this pattern was for the first years of Latin to be taught in a preparatory school before transfer to secondary school. There was also a significant group, about a quarter of independent and selective state schools, operating on a pattern set out in the table as School types 3 and 4. The key difference between type 1 and types 3 and 4 schools was that Latin was not compulsory at Key Stage 3 and so far fewer pupils began studying Latin. Type 4 schools tended to begin studying Latin in Year 8 or 9 and so consequently pupils entering GCSE with them had had less tuition time than their counterparts in type 1 and 2 schools. These schools tended to have just one teacher, but if they had more than one, they would often teach a non-classical subject as well as Latin. This pattern was also common among non-selective state schools, but whereas type 3 and 4 schools were amongst the lower third of independent and selective state schools, they were among the top 25% of non-selective state schools with the most Latin. Another common type among non-selective state schools, but also representing 10% of independent and selective state schools, were schools where Latin was taught partly or wholly off timetable (School type 5). Teaching off timetable typically reduced the amount of tuition time and the number pupils studying Latin. Although some schools offering Latin off timetable offered Latin in Key Stage 5, the majority did not. School type 6, where pupils studied Latin for two years before entering GCSE was almost exclusive to non-selective state schools. Types 7 and 8 are thought to be typical of schools offering Latin without a specialist teacher, types that make up the majority of non-selective state schools offering Latin, although the few schools without specialist teachers which returned questionnaires make it difficult to generalise. Type 7 is representative of the extra-curricular activity that is focussed on one year, type 8 of those that are open to pupils from a range of ages.

School type	Start year	Compulsory	Tuition off timetable?	Pupils studying per year offered at KS3	Hours tuition per week at KS3	Pupils entering GCSE	Hours tuition per week at KS4	Pupils entering AS/A2	Hours tuition per week at KS5	Specialist teachers	Non-specialist teachers
1	Year 7	2 years	No	100%	1.5	20	2.5	4-5	4	2-3	0
2	Year 7	2 years	No	100%	2	30	2.5	6	5	4-5	1
3	Year 7	No	No	25%	1.5	15	2	3-4	3.5	1-2	0
4	Years 8-9	No	No	20%	1.5	15	2	3-4	3.5	1-2	0
5	Years 8-9	No	Yes	10%	1	8	2	-	-	1	0
6	Year 10	No	No	-	-	8	2	-	-	1	0
7	Year 8	No	Yes	8%	1	-	-	-	-	0	1
8	Any	No	Yes	3%	1	-	-	-	-	0	1

Latin is in a stronger position in some schools than others. Beyond the evidence of the number of pupils and teachers and the amount of tuition time, the responses presented in sections 3.6-7 indicated that many teachers in all types of schools felt the need to fight to maintain the status of their subject. Although in the majority of schools the number of pupils had remained steady, a significant number expected the numbers to fall and very many stated obstacles to the growth of Latin. The key battle in many schools was securing enough pupils to maintain the current number of classes. The report has presented data on the relationship of a range of factors to the number of pupils studying Latin, showing that: increasing tuition time has a positive effect on pupil numbers in non-selective state schools; teaching off timetable reduces the number of pupils likely to study Latin; using electronic materials may have a slight positive impact on the number of pupils studying Latin; selecting pupils at Key Stage 3 reduces the number of pupils studying Latin at Key Stage 4; making Latin compulsory at Key Stage 3 increases the number of pupils studying Latin at Key Stage 4. None of these findings are likely to surprise teachers, particularly not those that stated teaching off timetable or on a reduced timetable as obstacle to the growth of Latin in their schools, and, other than introducing electronic materials, teachers are unlikely to be able to change the way Latin is offered to take advantage of them.

The responses to the questionnaire also provided information on two other obstacles suggested by schools. They showed that the number of teachers leaving the profession is more than twice the number being trained (sections 4.4-5), indicating very clearly that the problem of teacher supply will get worse, and they showed that a significant number of schools had serious concerns about the GCSE examination (section 7). These problems seem likely to have a greater impact on some schools than others. If schools with several teachers find difficulty replacing one, they can at least continue offering Latin to their pupils, albeit on a reduced scale, but in a school with just one teacher, the same situation might well stop the school from offering Latin at all. Furthermore, schools with stronger classics departments can in some ways offer better conditions to teachers: colleagues to work alongside; opportunity for promotion; more time to teach in; teaching on timetable; a designated classroom; teaching at A level; more secure pupil numbers. These advantages may well mean that they have less difficulty attracting teachers than schools where Latin is in a weaker position and so the impact of the shortage of teachers would be felt all the more by the schools most vulnerable to it. It was also generally the schools that had less time to teach Latin and fewer pupils studying it that felt deficiencies in the GCSE most strongly. An examination syllabus that has a greater amount and difficulty of content than other GCSEs and that is graded more severely is unlikely to be a serious issue in schools with a selective intake and enough time to cover the content. The higher ability of its pupils and the extra time available mean that the nature of the GCSE examination would not cause a significant downward pressure on pupil numbers. In schools with an intake including the full range of abilities, however, an examination that is not accessible to all pupils will necessarily limit the number able to study Latin. When Latin is taught off timetable or only in a limited amount of time, the subject is already less accessible, and so the impact of the examination will be all the greater. If the examination syllabus remains constant, then pupil numbers in these schools are likely to remain stable, albeit at a lower level than they might otherwise be, but if it becomes less accessible, as appeared to be the case for those schools forced to switch from the AQA to the OCR syllabus, and seems likely to be so with the new OCR syllabus launched for first teaching in 2009<sup>5</sup>, this is likely to lower the number of pupils studying Latin. In schools where pupil numbers are already low, any reduction might take numbers so low that running a class is not viable.

A feeling of isolation came across in the responses of some schools, particularly those which had just one teacher. Fighting to maintain their position set them up against other departments in their schools, while they felt ill served by examination boards and at odds with the perception of their subject held by pupils, parents and the wider public. While it may not help their fight to see in this report how many other schools are in a similar position, the knowledge may still be useful. Certainly, their problems are shared in schools across the UK, and there may be common solutions. There were schools where Latin was extracurricular, taught on a reduced timetable or taught entirely by non-specialist teachers, which had more pupils studying Latin and entering GCSE than schools in more favourable circumstances; there may well be something to be learnt from these schools. A number of schools where Latin was strong noted how they did provide support for local schools, and several more that they were willing to do so; more than half provided suggestions for support for non-specialist teachers (section 4.13). This willingness to be involved may do more to break the isolation felt in some schools. Given the success of some of the non-specialist teachers and the number of specialist teachers teaching other subjects, closer links with other subjects may have the same effect. There will certainly be more non-specialist teachers in future; they are already the majority of Latin in non-selective state schools (section 4.2), and as more specialist teachers leave the profession, their numbers will grow in independent and selective state schools. There will be some teachers who oppose this, but it is a necessity if Latin is to maintain the position set out in this report, let alone grow.

There is potential for growth in Latin in UK secondary schools: the great number of schools which have recently started offering Latin<sup>6</sup> and the number expecting the number of pupils studying it with them to grow (section 3.7) show that. There is also, however, potential for the growth in these schools to be balanced by decline in others. The majority of the new schools are non-selective state schools where a non-specialist teacher is teaching Latin off timetable and are not yet entering a public examination. The evidence from the questionnaires indicates that this is not currently a pattern that is likely to provide access to Latin to as many pupils as some of the schools where the position of Latin is threatened by a shortage of teachers and an inaccessible examination syllabus. The schools which expected the number of pupils to grow were largely split between the schools where Latin was new and the schools where Latin was already in a strong position. The expectation that Latin will grow in the new schools is hopeful, and they may yet evolve new patterns that will provide access to Latin to more pupils. As most of the schools where Latin is already strong already have compulsory Latin for pupils in Key Stage 3, their expected growth in numbers must be in Key Stages 4 and 5. This will improve their pupils experience of Latin rather give access to more pupils, and will also further imbalance the entries for GCSE in favour of independent and selective state schools (section 6.2). In terms of the types of school shown in the table above, it seems likely that type 1 and 2 schools are likely to hold their position in the short term, although as the shortage of teachers becomes worse, some type 1 schools may slip to type 3. Type 3 schools are perhaps more vulnerable to a shortage of teachers, and might be reduced to type 4, but schools of types 4-6 are more vulnerable still and would be effected by any change in the GCSE syllabus. Whereas the stronger types can scale back the amount of Latin they offer, in these schools and reduction risks driving Latin out of the schools altogether. What may replace some of them is a new type, occasionally glimpsed in the questionnaires, with non-specialist teachers teaching to examination level. If such a type can become more widespread, it is likely to give encouragement to schools of type 7 and 8, whose numbers will continue to grow.

Whatever happens to Latin in the future, the publication of this report completes a programme of research that has relied on the assistance of the schools that offer Latin. Without them it would not have been possible and it is hoped that they will gain a better understanding of their subject from it.

## Appendix

### A. Questionnaire

The questionnaire which was completed by the schools responding to the survey is reproduced on the following pages.

## A. Schools

*This section will provide us with information about the types of schools that offer Latin and whether there are common issues across particular types of school and parts of the country.*

1. Is your school:

a. state-maintained  independent  (Please tick the appropriate box.)

b. non-selective  selective  (Please tick the appropriate box.)

2. Over the Years 7 to 11 or P7 to S6, does your school teach:

girls and boys  girls only  boys only  (Please tick the appropriate box.)

3. Please give the approximate number of students on the school roll:

4. If a state-maintained school, is your school a specialist school? Yes  No

If yes, please state the specialism(s):

5 a. In which year group are the youngest students in your school? Year group:

b. In which year group are the oldest students in your school? Year group:

6. Which LEA, local government region or Education Board is your school in?

## B. Teachers

*This section will provide us with information about the number of specialist and non-specialist Classics teachers in UK secondary schools, what subjects they teach, how many teach in more than one school, what their level of training is and how many more will be needed in the coming years. In the 'subjects taught' sections, please enter only the subjects being taught this academic year (2007-8) and be inclusive, counting extracurricular subjects. If a teacher comes in from outside or teaches in your school via videoconference technology please indicate this.*

### 1. Specialist teachers

*Please complete the table below for teachers teaching Classical subjects in your school who consider themselves to be specialist Classics teachers. \*To prevent double counting of teachers across schools, please provide teacher's initials.*

	Classical subjects taught	Other subjects taught	Classical subjects taught in another school*	Teacher training qualification (PGCE, BEd etc.)	Likely to leave the profession in the next 5 years?
Teacher 1					
Teacher 2					
Teacher 3					
Teacher 4					
Teacher 5					

### 2. Non-specialist teachers

*Please let us know as much information as you can about teachers teaching Classics in your school who do not consider themselves to be specialist Classics teachers. Again, please do include extra-curricular subjects.*

	Classical subjects taught	Years experience teaching Classical subjects	Other subjects taught	Subject(s) trained to teach	Classical qualifications held (e.g. O Level Latin)
Teacher 1					
Teacher 2					

### C. Latin

*This part of the questionnaire is designed to provide information on the study of Latin in secondary schools.*

#### 1. Number of students studying Latin

*These questions will tell us how many pupils study Latin, how many do so through choice and how many the study of Latin is available to.*

**a.** In the current academic year (2007-8), approximately how many pupils are there in total in each of these year groups in your school?

	Year 7/P7	Year 8/S1	Year 9/S2	Year 10/S3	Year 11/S4	Year 12/S5	Year 13/S6	

**b.** In the current academic year (2007-8), how many pupils in each year group are studying Latin?

	Year 7/P7	Year 8/S1	Year 9/S2	Year 10/S3	Year 11/S4	Year 12/S5	Year 13/S6	

**c.** As numbers can vary from year to year, please tell us the **average** number who study Latin each year.

	Year 7/P7	Year 8/S1	Year 9/S2	Year 10/S3	Year 11/S4	Year 12/S5	Year 13/S6	

**d.** In the current academic year (2007-8), for how many of the pupils in each year group is the study of Latin compulsory?

	Year 7/P7	Year 8/S1	Year 9/S2	Year 10/S3	Year 11/S4	Year 12/S5	Year 13/S6	

**e.** In the current academic year (2007-8), approximately how many pupils in the whole year group were offered the opportunity to study Latin? *(Please do not include those for whom the study of Latin is compulsory.)*

	Year 7/P7	Year 8/S1	Year 9/S2	Year 10/S3	Year 11/S4	Year 12/S5	Year 13/S6	

#### 2. Selection

*In many schools Latin is offered to selected groups, for instance to gifted and talented pupils or to the top set only, and in some schools, although everybody begins the subject, a decision is made as to which pupils are allowed to continue their studies. Please explain if, how and when your school selects who studies Latin.*

#### 3. Tuition time

*This group of questions will help us understand how many hours tuition pupils receive in Latin. It will also show how much Latin is taught off timetable.*

**a.** Approximately how many hours on-timetable tuition in Latin do pupils receive in each year that they are learning Latin? (Multiply the number of hours per week by the number of teaching weeks per year.) *(If different groups receive different amounts of tuition please indicate maximum and minimum figures.)*

Year 7/P7	Year 8/S1	Year 9/S2	Year 10/S3	Year 11/S4	Year 12/S5	Year 13/S6

**b.** Approximately how many hours off-timetable tuition in Latin do most pupils learning Latin receive on average in each year that they are learning Latin? (Multiply the number of hours per week by the number of teaching weeks per year.) *(If your school runs clubs and extra lessons this maybe difficult to calculate, but please try to be as inclusive as possible.)*

Year 7/P7	Year 8/S1	Year 9/S2	Year 10/S3	Year 11/S4	Year 12/S5	Year 13/S6

**c.** If applicable please write in the year that your students sit Latin **(a)** GCSE **(b)** AS **(c)** A2 **(d)** Standard grade **(e)** Higher grade **(f)** Advanced Higher grade **(g)** International Baccalaureate.

Year 7/P7	Year 8/S1	Year 9/S2	Year 10/S3	Year 11/S4	Year 12/S5	Year 13/S6

#### 4. Courses

Do your pupils follow a particular course, such as the Cambridge Latin Course or Ecce Romani, or a course of your own writing? Do you switch from one to another?

#### 5. Electronic resources and videoconferencing

An increasing number of schools are using electronic resources and videoconferencing to help students learn Latin. Please note if this includes your school and which resources you use.

#### 6. External examination

*The next questions are designed to help understand the roles GCSE and S Grade Latin have in shaping the subject.*

**a.** Do you consider the **quantity of content** in the GCSE or S Grade (*delete as appropriate*) Latin syllabus to be:

too much                       appropriate                       too little

for the majority of students who study, or wish to study, Latin at your school? (*Please tick the appropriate box.*)

**b.** Do you consider the **quantity of content** in the GCSE or S Grade (*delete as appropriate*) Latin syllabus to be:

more than                       similar to                       less than

the majority of other subjects your students study at GCSE or S Grade? (*Please tick the appropriate box.*)

**c.** Do you consider the **grading** of the GCSE or S Grade (*delete as appropriate*) Latin examination to be:

more severe than                       in line with                       less severe than

the grading of the majority of other subjects your students study at GCSE or S Grade? (*Please tick the appropriate box.*)

**d.** Is it your view that GCSE or S Grade (*delete as appropriate*) Latin is accessible by the full ability range of students in all secondary schools?

Yes                       No                       (*Please tick the appropriate box.*)

**e.** Is it your view that GCSE or S Grade (*delete as appropriate*) Latin ought to be accessible by the full ability range?

Yes                       No                       (*Please tick the appropriate box.*)

*If you have any further comments on the above issues, please include them on a separate sheet.*

#### 7. Continuation

**a.** Approximately how many pupils in their first year of studying Latin at your school in this academic year (2007-8) have previous experience of studying Latin at school?

1 Year of Latin	2 Years of Latin	3 Years or more

**b.** Do any of your pupils go on to study it further when they leave your school, either in Year 12 and 13 or at university? If so, please give the average number below:

Year 12 and 13	University

#### 8. Change in recent years

*We are interested to know if there has been any change in the study of Latin over the past 5 years.*

**a.** Have the numbers studying Latin at your school increased or decreased over the last 5 years? Could you say by how much and put the change down to any particular reason?

**b.** Has the amount of time available for teaching Latin increased or decreased over the last 5 years? If so, why?

**c.** If your school began to offer Latin in the last 5 years, please tell us in which year.                      **20**\_\_\_\_\_



## B. Concordance of school years

Age	English and Welsh school years		Scottish school years	Northern Irish school years
4-5	Foundation	Reception		P1
5-6	Key Stage 1	Year 1	P1	P2
6-7		Year 2	P2	P3
7-8	Key Stage 2	Year 3	P3	P4
8-9		Year 4	P4	P5
9-10		Year 5	P5	P6
10-11		Year 6	P6	P7
11-12	Key Stage 3	Year 7	P7	Year 8
12-13		Year 8	S1	Year 9
13-14		Year 9	S2	Year 10
14-15	Key Stage 4	Year 10	S3	Year 11
15-16		Year 11	S4	Year 12
16-17	Key Stage 5	Year 12	S5	Year 13
17-18		Year 13	S6	Year 14

## C. Note on national projections

The estimates for all secondary schools which offered Latin in the school year 2007-2008 which appear in this report are calculated from the data from the schools responding to the survey in a simple but consistent way. The secondary schools responding to the survey were divided into six categories, and the results from each category multiplied by the correct factor to produce an estimate for all secondary schools offering Latin in that category. These were then added together and rounded to the nearest school to produce the overall estimates appearing in the body of the report.

### Categories of schools used in the calculation of estimates

	Secondary schools responding to the survey	Schools offering Latin	Multiplying factor (rounded to two decimal places)
Independent secondary schools	169	454	2.69
Non-selective state secondary schools which have offered Latin continuously since before 2002	86	178	2.07
Non-selective state secondary schools which have begun offering Latin since 2002	35	295	8.43
Selective state secondary schools in England which have offered Latin continuously since before 2002	39	96	2.49
Selective state secondary schools in England which have begun offering Latin since 2002	3	9	3.00
Selective state secondary schools in Northern Ireland	6	15	2.5

Two middle schools which responded to the questionnaire were excluded from the calculation of the estimates, which were for secondary schools only. In addition, a very small number of schools did not fully complete their questionnaires and thus for some estimates the number of schools responding to the survey is one or two less than the numbers shown in this table, and thus the multiplying factor is slightly different for these estimates. Likewise, different multiplying factors are used when estimates refer only to schools that enter particular examinations

The independent secondary schools responding to the survey were judged to be representative of all the independent secondary schools offering Latin in the UK and thus there was no need to subdivide them in order to produce an estimate. Amongst state secondary schools, however, there was clearly a great difference in the way Latin tended to be offered in schools where it was well established and those where it had recently been started; as the latter group was not well represented in the survey replies, it was judged necessary to calculate each group separately. It was unfortunate for the calculation of estimates that so few schools which have begun offering Latin since 2002 responded to the survey as it makes the multiplying factor very large and thus the estimate less reliable. Because they are such a large proportion of the secondary schools in the UK offering Latin, they have a substantial effect on the overall accuracy of the estimate. There was a notable difference between selective state secondary schools in England and Northern Ireland so these schools were also treated separately in preparing

## Notes

### 1. Story 1980

The report on the evaluation provided a brief summary of data on the schools responding to the questionnaire:

'Of the 247 schools which replied, nearly a half were comprehensive and a fifth independent. About half were mixed, while the other half were divided equally between girls and boys.

'56% of pupils had a four-year Latin course to O Level; 25% had three years and only 6% two years. (These percentages may of course have changed since 1977 when the questionnaires were completed.) Time allowances within the week varied from half an hour to three or more hours, the norm being two and a half. It was common to have less time allocated in the early years, the number of lessons being increased as the examination approached.

'Latin is a compulsory subject, at least in the first year, in 44% of the schools. Numbers of Latin sets and pupils taking Latin decrease in the later years of the course, as option choices are made and inability to cope with the language becomes apparent.

'60% of the schools use the [Cambridge] Latin Course to O level and CSE; 31% discontinue its use before the examination year, half because their pupils give up Latin entirely, half because they transfer to other materials.

'Of the schools with examination classes two-thirds of the schools take the Project [CSCP]'s O level papers, while another 20% sit other O level examinations. A small percentage take the JMB/TWYLREB 16+ examination or CSE.'

### 2. The Guardian, 4th February 2008; The Daily Mail, 15th April 2008

### 3. Information received from Aisha Khan, lecturer in classics education, King's College London.

### 4. Lister, 2007

### 5. Particular causes for concern are the replacement of the Roman Life paper with the Sources for Latin paper and the decision to make a second language paper compulsory.

### 6. 95 secondary schools began offering Latin in the school year 2007-2008; 59 secondary schools began offering Latin in the school year 2006-2007

## Bibliography

Lister, Bob *Changing Classics in Schools* Cambridge, Cambridge University Press 2007

Story, Pat 'The Evaluation of the Course' in *Cambridge Latin Course Supplementary Handbook* Cambridge, Cambridge University Press 1980