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Mrs E Wakling
Headteacher
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Dear Mrs Wakling

Ofsted 2012–13 subject survey inspection programme: modern languages (ML)

Thank you for your hospitality and cooperation, and that of your staff and pupils during my visit on 28 June 2012 to look at work in ML.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of three lessons.

The overall effectiveness of ML is good.

Achievement in ML

Achievement in ML is good.

- Children in the Early Years Foundation Stage and pupils in Key Stages 1 and 2 enjoy and achieve well in ML. They show great enthusiasm for learning French.
- Pupils develop their speaking and listening skills well and most pupils speak French with good pronunciation because this is modelled well by teachers. Writing in the ML is developed effectively in Years 5 and 6, so that most pupils can communicate well using longer sentences and phrases. Pupils have a good understanding of basic grammar.
- Pupils have a good understanding of the connection between learning a ML and securing their future economic wellbeing. They also regard

speaking a ML as a sign of respect for those in the country where the ML is spoken.

Quality of teaching in ML

The quality of teaching in ML is good.

- The two specialist French teachers communicate their high standards and expectations clearly and incorporate a wide range of tasks in lessons which engages and enthuses pupils. Class teachers also play an important role in supplementing pupils' learning. Learning support assistants' impact on pupils' learning and progress is variable and depends on their level of confidence.
- Authentic resources are used well to develop reading and writing skills. Pupils use French dictionaries well to develop their vocabulary and they make effective use of information and communication technology.
- Teachers' use of French in the classroom is used consistently when giving basic instructions, but could be used for a greater proportion of the lesson.
- Teachers record the progress pupils are making but do not routinely share the information with them. Older pupils report that they would appreciate having level descriptors as well as targets so they know what they need to do to make the most progress.
- Marking is regular and is carried out by both teachers and pupils themselves. Marking acknowledges pupils' efforts, but does not link their performance to a level of attainment. Pupils are not provided with written comments which help them improve on their performance.

Quality of the curriculum in ML

The quality of the curriculum in ML is good.

- The curriculum is structured well to enable all pupils to be taught French by specialist teachers and the amount of teaching time increases as they move through the school. Teachers have skilfully linked the teaching of French with other subjects which has resulted, for example, in a project based on French folk dance.
- Schemes of work are designed well to secure progression. Topics for study are often imaginative and engaging.
- Although no excursions abroad take place, the school has endeavoured to develop pupils' inter-cultural understanding by participating in, and contributing to, curriculum enrichment weeks. Pupils report that they enjoy learning about different continents and develop a better understanding of the cultures of different countries, including those where French is spoken. Productive links exist with a school in Uganda.
- All classrooms make good use of displays to support pupils in learning key vocabulary and phrases.

Effectiveness of leadership and management in ML

The effectiveness of leadership and management in ML is good.

- Senior leaders clearly demonstrate their commitment to ML through the provision of French for all children and pupils in the school. The subject coordinator has a very well-developed understanding of ML teaching and works effectively with other class teachers in building their confidence to supplement pupils' learning in French. The provision is monitored, evaluated and reviewed regularly, although the headteacher currently contributes to this aspect more than the subject coordinator.
- Leaders and managers demonstrate a sound understanding of strengths and areas for improvement. The subject coordinator has rightly identified the need to fine-tune some of the planning of lessons for pupils in Years 5 and 6, so that the most able linguists are fully challenged and progress at a rapid pace.

Areas for improvement, which we discussed, include:

- continuing to develop the role of learning support assistants in French lessons
- developing the communication of attainment levels and targets to pupils
- marking pupils' work in more detail indicating how they can improve.

I hope that these observations are useful as you continue to develop ML in the school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

John Daniell
Her Majesty's Inspector