

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



30 November 2010

Mrs L Goff
Headteacher
Outwood Ledger Lane Junior and Infant School
Ledger Lane
Outwood
Wakefield
West Yorkshire
WF1 2PH

Dear Mrs Goff

Ofsted 2010–11 subject survey inspection programme: modern languages

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit with Joan Davis HMI on 18 November 2010 to look at work in modern languages.

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 nominated staff; meetings with two groups of pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of three lessons.

Achievement in languages

- Pupils are able to speak key phrases, hold short conversations with each other and answer simple questions. Their pronunciation is generally good. Listening skills are also good. In a Year 5 lesson, pupils were able to listen to a recording of a French speaker and record on whiteboards a number of key words. Writing skills are developing well. In a Year 4 lesson, pupils constructed simple and accurate sentences on whiteboards with nouns, connectives and adjectives. Reading skills are satisfactory. Pupils can read words from interactive whiteboards and displays.
- Most pupils, including those with special educational needs and/or disabilities, made good progress in lessons. Modern languages makes a good contribution to pupils' personal development. They enjoy learning French and behaviour in lessons is good. They listen to instructions well and take part enthusiastically in games and quizzes.

- Pupils' intercultural understanding is satisfactory. They know about French foods, some customs, some key facts about Paris and that France is largely a rural country. However, their awareness of other countries where French is spoken is underdeveloped. They have a satisfactory understanding of how languages can help them in later life. They know languages are useful when travelling and shopping in France and for some jobs.

Quality of teaching in languages

- Most teachers' subject knowledge is good as is their pronunciation. Where it is weaker, it will improve with practice. Planning is detailed and learning activities are matched well to pupils' different abilities and ages. A variety of activities is used in lessons but some of these last too long and are more complex than they need to be. Information and communication technology is used well to capture pupils' interest.
- Teachers use their knowledge of primary methodology well to revise prior learning and introduce new vocabulary. Early on in one lesson, the teacher deftly used a puppet to question pupils on previous learning and to elicit a good range of answers. However, there is scope to make more use of frequent repetition of new vocabulary by pupils to embed their learning more deeply and give them more experience of speaking. Questioning is generally well-used to check pupils' understanding and, pronunciation and mispronunciations are corrected.
- Sound spelling links are taught well as are language-learning strategies. Cognates were used in a lesson about animals to help pupils work out the meanings of the names of animals. There are some good cross-curricular links with literacy that promote well pupils' understanding of grammar.
- Additional adults work well to support less able pupils and those with English as an additional language.

Quality of the curriculum in languages

- French has been taught at the school since 2004. French is taught in two year groups and to some pupils in another year group. The time allocated for learning French is good and in these classes there is appropriate reinforcement of the language at registration and at other times during the week.
- The scheme of work the school has adopted makes use of topics that match the needs of learners appropriately. There is a satisfactory level of resources to support learning in lessons. However, there are few resources such as French language magazines or children's books that pupils can browse and read for pleasure. Some activities have been held that support language learning and extend pupils' awareness of languages, such as a French Week and a visit from Chinese speakers.
- Learning is supported by adequate levels of display around the school and in classrooms.

Effectiveness of leadership and management in languages

- The subject leader is strongly committed to the developing French. She has made good use of training opportunities provided mostly by the local authority to develop her own skills and those of other teachers, including staff new to the school. A policy for modern foreign languages has been drawn up as has a satisfactory action plan. A number of useful initiatives have been devised to promote French. A well attended parents' evening has been held and a good learning and revision pack, aimed originally at Key Stage 1, has been drawn up for French.
- Links with secondary schools and the monitoring of teaching and learning are at an early stage of development, although the views of pupils, parents and staff have been sampled.
- The implementation of pupils' entitlement to learning a language is satisfactory. Due to leaders' and managers' recent focus on other school priorities, the regular teaching of French has recently been discontinued for some pupils in Year 5 and for those in Year 6. This has eroded these pupils' knowledge and skills in French.
- Procedures for assessing and recording the progress of pupils are in development. A system by which pupils can record their own progress in French has been introduced recently to one year group.

Areas for improvement, which we discussed, include:

- considering how the teaching of French can be extended so that all pupils in Year 5 receive an equal entitlement to language learning and so that pupils in Year 6 can maintain their knowledge and skills in French
- developing assessment and recording procedures so that the school, teachers and secondary schools can be better informed about the progress made by pupils
- developing pupils' intercultural awareness, for example, through the increased use of displays around the school and in classrooms.

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

As I 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. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Michael McIlroy
Her Majesty's Inspector