

Aviation House
125 Kingsway
London
WC2B 6SE

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



3 February 2011

Mr N Turvey
Headteacher
Upton Cross Primary School
Churston Avenue
Plaistow
London
E13 0RJ

Dear Mr Turvey

Ofsted 2010–11 subject survey inspection programme: modern languages (ML)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 24 January 2011 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 two lessons.

Achievement in languages

- Pupils show real enthusiasm for French. They enjoy the active nature of their French lessons and say they would change nothing in their ML classes. Pupils with special educational needs and/or disabilities progress as well as their peers.
- Pupils speak up well in class and the majority have good pronunciation. Older pupils understand about the links between the written word and how it is pronounced.
- Pupils show an interest in cultural differences and know about French as a 'world language'.
- Older pupils are developing grammatical understanding and are starting to use bilingual dictionaries well to extend their vocabulary. Writing is also developing well.
- Pupils listen carefully and this skill is supported by lesson planning which specifically targets listening.

- They show a good understanding of the process of language learning and can explain what helps them learn best.

Quality of teaching in languages

- Lesson planning is of a very high quality and plans are structured carefully to meet the great variety of needs in the mixed-age classes.
- Activities, particularly those used with younger learners, provide good opportunities for pupils to reinforce their understanding through extensive listening practice before they speak.
- The specialist teacher uses a good range of resources and activities. These are lively and creative and show a good understanding of how pupils learn.
- Staff are aware of the need to maximise the use of French and, when necessary, make use of recorded materials to provide models. Occasionally, key language presented to pupils is used inaccurately.
- Teaching assistants are deployed well and play a full role in the learning process.
- A good start has been made on the use of 'I can do sheets' as a means of formal assessment.
- Grammar is explained in English, rather than exploring patterns in a systematic way, and this makes it difficult for pupils to apply the rules.

Quality of the curriculum in languages

- The curriculum is based on a commercially produced scheme but is adapted carefully to meet the needs of the mixed-age classes and to ensure progression is planned. Time allocation is good.
- The balance in the medium-term planning among the five strands of the framework for language is good.
- The curriculum is enriched well by a range of school-based activities, such as the family workshop, and by opportunities to work with other schools, such as on the writing project.

Effectiveness of leadership and management in languages

- You and the coordinator keep the profile of French very high. You have a very clear vision for the subject and provide a high level of support to the coordinator.
- The policy is very clear and appropriate for the diverse needs of the pupils.
- The school has a very strong commitment to inclusion and shows a high level of awareness of the contribution ML can make to the education of pupils in the early stages of English language learning.
- Professional development and support provided by the local authority has been used very well. The coordinator is aware of the need to ensure that her knowledge and understanding are kept up to date.

- The process of self-evaluation is informed very well by a broad range of evidence and, as a result, you have a very accurate view of the strengths and areas for development in the subject. The self-evaluation is particularly effective in the way in which it considers the impact of any actions taken on pupils' learning.
- The school is outward looking and has already achieved the intermediate award for international school status (ISA).
- Entitlement to ML learning is met well.

An area for improvement, which we discussed, includes:

- thinking about how grammatical structures might be taught in a way that is structured and systematic and easy for pupils to understand.

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

Anne Looney
Her Majesty's Inspector