

Aviation House
125 Kingsway
London
WC2B 6SE

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



2 February 2011

Mrs C Lynch-Blosse
Headteacher
Stogursey Church of England Primary School
Tower Hill
Stogursey
Somerset
TA5 1PR

Dear Mrs Lynch-Blosse

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 on 20 January 2011 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 staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of one lesson.

Achievement in languages

- Pupils like French and the vast majority respond well in class. They respond particularly well to tasks which involve them actively, such as games and songs. They see the importance of languages as a way of increasing communication with a wider range of people, but even older pupils do not see how languages might help them in their future study or how language learning might help them to get to know another culture better. Although they understand something of the way of life in France, they have a more limited understanding of the significance of French outside Europe.
- They talk willingly in class and do so with good pronunciation. They have good recall of a range of vocabulary but are less confident in their independent use of longer structures. This is the case even for older pupils who have been learning French for some time.

- Pupils listen well to the teacher's extensive use of French and many pupils, particularly the girls, relish the task of trying to work out the meaning of the target language used by the teacher.
- Although they can read words and short sentences, this is mainly in familiar language as they are not yet using dictionaries to support wider reading.
- Pupils' use of writing is limited. They copy some writing but the level of accuracy varies.

Quality of teaching in languages

- The school's coordinator of French provides a good model of French for her pupils. She uses a considerable amount of target language to extend their listening skills. She supports this use well with gesture and 'pupil translators'.
- Lessons are structured well and show a good understanding of how activities need to be built up gradually for pupils to become secure in their acquisition of new language.
- A good range of activities is employed and effective use is made of a range of resources designed especially for this age group.
- Teachers use technology for presentation and practice but pupils do not do so independently.
- Teaching assistants work closely with pupils with special educational needs and/or disabilities to ensure that they can be involved in all parts of the lessons.
- Assessment takes place in lessons and this is particularly effective when the teacher knows the class well. Although there is some informal summative assessment, formal assessment is limited. Pupils' work in French is reported to parents.

Quality of the curriculum in languages

- Specialist teaching is regular and timetabled and is followed up well by the class teachers.
- The content of what is to be taught over the key stage has been agreed among the group of local primary schools and the specialist language college which pupils will attend. The scheme of work defines the topics to be taught. However, it is not explicit enough about what language is to be learnt and how to make it increasingly complex over the key stage. It is also not clear exactly how the strands of the framework for languages are to be developed.
- The school is starting to build French into the curriculum in a more cross-curricular way and is keen to exploit the village twinning links to extend learning opportunities for its pupils.

Effectiveness of leadership and management in languages

- You show a clear commitment to the development of French. The subject has good support from the specialists and the class teachers who follow it up. The level of collaboration in the staff is high and ensures mutual support.
- The school makes good use of the teacher from the specialist language college. This has helped the school to establish the subject and it is becoming increasingly independent of this support as teachers grow in confidence. This link also supports transition well.
- You and the coordinator have a clear idea of the strengths and what needs to be developed in French but this is not formalised in a self-evaluation.
- The modern languages policy is a clear document which makes particularly apparent the school's commitment to inclusion. There are gaps, however, between policy and practice and the school is aware that the policy needs to be reviewed.
- Entitlement to learn a language in Key Stage 2 is met satisfactorily.

Areas for improvement, which we discussed, include:

- reviewing the policy and analysing how it might best meet the school's needs and aspirations for French
- ensuring that the longer-term planning is more explicit about what is to be learnt, how progression will be ensured over the key stage and how learning will be assessed.

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