

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



29 November 2011

Mrs J Putsman  
Headteacher  
Calverley Church of England Voluntary Controlled Primary School  
Towngate  
Calverley  
Pudsey  
LS28 5NF

Dear Mrs Putsman

### **Ofsted 2011–12 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 17 November 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 three lessons.

The overall effectiveness of ML is satisfactory.

#### **Achievement in ML**

Achievement in ML is satisfactory.

- Pupils make satisfactory progress as they move through the school and show much enthusiasm for their language learning. One pupil commented, 'I love French – I am teaching it to my little sister at home!'
- Pupils speak willingly and their pronunciation and intonation are good. They listen well to their teacher and to a range of recorded materials.
- Reading and writing skills are underdeveloped and pupils rarely have the opportunity to read or write at length in French. Opportunities are sometimes missed for pupils to work in groups and independently to practise their speaking and listening skills.
- The use of the foreign language as the natural means of communication in the classroom is underdeveloped.

## **Quality of teaching in ML**

The quality of teaching in ML is satisfactory.

- The specialist teacher has excellent subject knowledge and communicates high expectations and enthusiasm to pupils. She provides a good model of pronunciation for pupils to imitate, but use of the foreign language in the classroom is inconsistent.
- The teacher plans lessons that are varied and imaginative. Pupils particularly enjoy playing games and singing songs. For example, in one Year 3 lesson, pupils were singing a song about French colours to the tune of 'Twinkle, twinkle, little star' which they are going to perform to other pupils in an assembly.
- Assessment procedures in the past have been informal and have not addressed progression in all four skills. As a result, lessons are not sufficiently tailored to the needs and abilities of individual pupils. Activities that are planned do not present sufficient challenge or support to ensure that all pupils make better than satisfactory progress. The school recognises that this is an area for development.

## **Quality of the curriculum in ML**

The quality of the curriculum in ML is good.

- The school's curriculum is delivered through topics and the learning of a foreign language is firmly embedded within the wider curriculum. As a result, pupils can readily talk about events in French history, such as the French Revolution. They also learn about the geography of France in their language lessons.
- The learning environment supports language development well and many eye-catching displays around the school help pupils to recall vocabulary.
- Pupils have many opportunities to broaden their knowledge of French culture. For example, during the inspection pupils had set up a French café and could practise their speaking skills by ordering food and drink and paying for items with the appropriate currency. Information and communication technology is used effectively to deepen pupils' intercultural understanding.

## **Effectiveness of leadership and management in ML**

The effectiveness of leadership and management in ML is good.

- You have a clear vision and passion for improved provision in this area of the curriculum. You have effectively garnered the support of the governing body in appointing recently a subject leader who also demonstrates the ambition to secure improvements.
- Procedures for monitoring and evaluation are embedded and plans for improvement are sharply focused, identifying precisely areas for development.

- Provision is sustainable because it is now delivered throughout the school by a highly competent linguist, thereby ensuring consistency and equality of opportunity for all pupils.

**Areas for improvement, which we discussed, include:**

- accelerating rates of pupils' progress by:
  - improving assessment procedures so that the teacher can use this information to plan lessons that meet the needs and abilities of all pupils
  - providing more opportunities for pupils to read and write at length as they move up through the school
- developing, promoting and embedding the use of the foreign language as the normal means of communication in the classroom by both staff and pupils.

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

**Joan Davis**  
**Her Majesty's Inspector**