

Aviation House
125 Kingsway
London
WC2B 6SE

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



12 April 2012

Mr S Gallacher
Headteacher
St Anthony's Catholic Primary School
High Busy Lane
Shipley
BD18 1HD

Dear Mr Gallacher

Ofsted 2011–12 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 26 March 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 one lesson observation.

The overall effectiveness of ML is good.

Achievement in ML

Achievement in ML is good.

- Pupils enjoy learning French and demonstrate a keen awareness of the importance of learning other languages. They make good progress so that, by the end of Key Stage 2, they reach a level of attainment that prepares them well for secondary school.
- They engage readily in oral tasks, demonstrating good pronunciation and the ability to respond to simple questions without prompting. Older pupils show a developing awareness of structure and are able to apply strategies for developing sentences, in the same way as they do in English. By the end of Key Stage 2, they are beginning to write short paragraphs by adapting model texts.

- Some language-learning strategies are incorporated into lessons and pupils are beginning to make sound-spelling links.
- Pupils have a good awareness of francophone countries across the world and are also able to talk about different aspects of French culture.

Quality of teaching in ML

The quality of teaching in ML is good.

- Most lessons are delivered by the ML coordinator whose enthusiasm for French is obvious. She has good subject knowledge and a sound understanding of primary ML pedagogy. High expectations of behaviour are fulfilled and pupils take pride in the accuracy of their work.
- Lessons are well planned with a variety of activities to engage different types of learners and to ensure that pupils can develop all four language skills. Oral skills are given much greater emphasis, but reading and writing skills are also being developed effectively.
- Lessons are structured to build on prior learning and to ensure that pupils progress at a suitable pace.
- The use of French for classroom communication is being gradually developed, but there is scope for developing strategies to reduce even more the amount of English used. Little use is made of authentic texts to develop listening or reading skills.
- Formative assessment is integrated into lessons and tests are done at the end of each unit. Pupils assess their own work, reinforced by supportive teachers' comments.

Quality of the curriculum in ML

The quality of the curriculum in ML is good.

- An appropriate curriculum model has been developed which relates well to the Key Stage 2 framework. In order to expand provision, the ML coordinator has been providing training and support for another colleague who is beginning to deliver French lessons to his class.
- All pupils in Key Stage 2 have a weekly French lesson which lasts for 45 minutes; reinforcement of the language is done by some class teachers between the weekly sessions but not all are yet confident to do so.
- A commercial scheme of work is used and adapted according to pupils' needs. Progression is evident in the planning.
- Effective use of ICT reinforces learning and this is due to increase further through the planned introduction of netbooks to promote independent learning.
- Cross-curricular links are developing well, for example, pupils have made pictures on computers in the style of Matisse. Good use is made of displays to provide insights into other cultures as well as to support language learning.

Effectiveness of leadership and management in ML

The effectiveness of leadership and management in ML is good.

- The ML coordinator has a good understanding of the requirements of the subject and has been supported by senior leaders to make improvements in provision. You and your senior team have also demonstrated commitment to enhancing future provision through the planned changes to the school's curriculum management structure.
- The rationale for introducing ML has been appropriate and a range of resources is now in place.
- The ML coordinator has moved provision forward by implementing many of the strategies and ideas that she has learned from courses attended and from ML advisers. This local support is no longer available so she now needs to seek and engage with other primary ML specialists to share good practice as she develops, implements and evaluates future provision.

Areas for improvement, which we discussed, include:

- providing training and support for class teachers to support pupils' progress in French and to develop a more sustainable model of provision
- developing strategies to increase the use of French and to minimise the use of English in lessons
- developing the use of ICT further to enhance pupils' progress in ML and to develop their independent learning skills.

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

Jackie Hill
Additional Inspector