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Mrs A Gray  
Headteacher  
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Dear Mrs Gray

### **Ofsted 2012–13 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 25 June 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 observation of six lessons.

The overall effectiveness of ML is good.

#### **Achievement in ML**

Achievement in ML is good.

- Pupils make good progress in learning modern languages. Achievement is better lower down the school, because pupils now receive their full entitlement. Those in Years 5 and 6 have not benefitted from the same quality of provision earlier in their school career.
- Pupils are very committed to learning languages and can give many reasons for doing so. In one Year 3 lesson, a pupil was overheard saying 'I just love learning Spanish'. In lessons, and when interviewed, pupils freely sang Spanish songs and recited rhymes with obvious enjoyment.
- Pupils speak confidently with good pronunciation and intonation, listening well to their teachers. However, pupils make little use of the language being studied for routine requests.

- Pupils write with increasing accuracy as they move through the school and they can apply grammatical rules effectively. However, opportunities have been missed to enrich pupils' vocabulary through reading books and magazines in Spanish.

### **Quality of teaching in ML**

The quality of teaching in ML is good.

- Teachers demonstrate high expectations, enthusiasm and a passion for learning languages and they communicate this effectively to pupils. Teaching is at least good with some outstanding practice.
- Teachers use information and communication technology effectively in lessons, for example to provide pupils with an insight into the daily life and culture of Spanish children.
- Support from learning assistants is highly effective because they also demonstrate enthusiasm for the subject. This ensures that all pupils, of whatever ability, can participate in and enjoy language lessons.
- Teachers design lessons well, incorporating exciting and imaginative activities to ensure that pupils make good progress. For example, in a Year 1 lesson, pupils were clearly captivated by their teacher talking to a glove puppet in Spanish. In the Nursery, outdoor space was used highly effectively to set up a game in Spanish, which the children thoroughly enjoyed. Most teachers deftly adjust their teaching to suit the needs and abilities of all pupils. Assessment is conducted in all four skills and work is moderated with another local primary school.

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

The quality of the curriculum in ML is outstanding.

- The curriculum supports progression across all four skills. The scheme of work has many opportunities for pupils to learn about the wider cultural aspects of Spain and Spanish-speaking countries. For example, Year 5 pupils were learning about Picasso, surrealism and cubism, and talking in Spanish about the way Picasso represents parts of the body. They then wrote about their personal responses to Picasso's paintings.
- Beautifully executed displays stimulate pupils' imagination, transporting them to far-off lands, both real and imaginary. Pupils' recall of language structures is reinforced by eye-catching information, for example about numbers, months of the year, and many other topics.
- Special events showcase languages, such as the Spanish theme days, when pupils enjoy a variety of activities including eating Spanish food and dancing to Spanish music.
- Highly productive links exist with other schools and the local authority, which continues to provide excellent support and opportunities for professional development, in order to promote language learning.

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

The effectiveness of leadership and management in ML is outstanding.

- Leadership at all levels is inspirational. As a result of your decision to introduce Spanish to the curriculum, when you became headteacher in 2009, the school is now making excellent progress in implementing the entitlement to learning a ML.
- Subject leadership inspires confidence and a shared common purpose is in place across the school. Senior leaders demonstrate vision and ambition, recognising the wider benefits that language learning can provide to pupils' education, such as contributing to pupils' appreciation of cultural diversity, broadening their horizons and developing other skills, such as oracy and literacy.
- Procedures for monitoring and evaluation are extremely rigorous. Furthermore, self-evaluation is astute and accurate. As a result, planning for improvement in provision clearly identifies appropriate priorities for development, and is sharply focused on raising achievement for pupils.

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

- developing and embedding procedures to encourage the use of the ML by pupils as the routine means of communication in the classroom
- providing more opportunities for pupils to read authentic texts in Spanish, thereby enriching their vocabulary.

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**