

Aviation House
125 Kingsway
London
WC2B 6SE

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



16 July 2012

Mrs V Arkell
Headteacher
Pokesdown Community Primary School
Livingstone Road
Bournemouth
Dorset
BH5 2AS

Dear Mrs Arkell

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 10 July 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 data on pupils' progress; observation of four lessons and a visit to a lunchtime Italian club and to an assembly.

The overall effectiveness of ML is good. The subject makes a strong contribution to pupils' social and cultural development through the promotion of positive attitudes to other languages and other cultures.

Achievement in ML

Achievement in ML is good.

- Pupils make good progress in learning two languages which prepares them well for the next stage in their education.
- Both boys and girls enjoy learning languages and can explain the usefulness of doing so. They develop good skills for learning languages and are starting to develop well as independent learners, able to use a range of resources to support themselves.

- Younger pupils can copy accurately and older pupils are able to write short sentences. They are starting to show some creativity in their writing, for example in creating recipes in Spanish.
- Pupils have a highly developed understanding of different cultures and an interest in a wide range of languages.
- A weaker focus on developing structure and grammar limits pupils' ability to write or speak at greater length and some become over-reliant on translation software to enable them to say what they want to in unstructured writing tasks.

Quality of teaching in ML

The quality of teaching in ML is good.

- Teachers create fun and imaginative activities which contribute greatly to pupils' enjoyment. They plan carefully, taking account of pupils' individual needs. As a result, engagement is high.
- Frequent opportunities to work in pairs and groups mean all pupils are challenged and more able pupils can develop some leadership skills.
- Teachers produce good resources and use technology well to introduce new language or remind pupils of previously learnt items. Reading books are used very effectively to allow pupils to recall longer phrases and develop the skill of guessing meaning from context.
- Teachers do not use the language they are teaching to manage the lessons in a consistent and determined manner. However, good use is made of recordings of native speakers, and of the foreign language assistants who are in the school each year, to ensure that pupils develop accurate pronunciation.
- Occasionally, teachers do not check the accuracy of the language they are producing for the pupils in resources for tasks. As a result, pupils practice inaccurate phrases and this slows their progress.

Quality of the curriculum in ML

The quality of the curriculum in ML is outstanding.

- The study of ML is fully integrated into the imaginative and stimulating curriculum. This encourages pupils to develop a high level of understanding of and interest in other cultures.
- Pupils with experience of other languages are encouraged to celebrate their linguistic diversity.
- A major strength of the curriculum is the wealth of additional opportunities it provides through extensive enrichment and visits from schools and teachers from an impressive range of countries. Links exist with many schools abroad and special events regularly provide opportunities to celebrate and use languages for real purposes.

- Schemes of work do not currently provide sufficient guidance on the linguistic progression expected across units of work, especially for the second language being studied.

Effectiveness of leadership and management in ML

The effectiveness of leadership and management in ML is good.

- You and the other leaders have created a strong vision for the subject and languages have a high profile within the school.
- Self-evaluation is accurate, because you and other leaders conduct observations of teaching and take account of pupils' views when reviewing provision.
- Class teachers have been given good access to training and the positive impact is seen in their enthusiasm for the subject and willingness to deliver the weekly sessions themselves.
- Productive links with parents and carers and receiving secondary schools have been established.
- Systems for tracking pupils' progress are being developed but are currently based on data which are not fully standardised across the school to ensure reliability.

Areas for improvement, which we discussed, include:

- extending the use of the language being studied to manage activities in lessons
- formalising assessment arrangements to ensure standardisation
- reinforcing the support the schemes of work give to linguistic progression, especially in the second language being studied.

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

Elaine Taylor
Her Majesty's Inspector