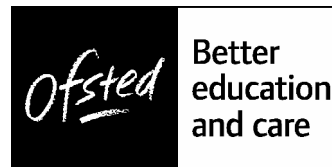


Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6855
www.ofsted.gov.uk



01 November 2006

Mr Jeff Dunn
Headteacher
Woodley C E Primary School
Hurricane Way
Woodley
Reading
Berkshire
RG5 4UX

Dear Mr Dunn

Ofsted survey inspection programme – modern languages

Thank you for your hospitality and co-operation, and that of your staff and pupils, during our visit on 1 November to look at work in modern languages (ML).

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on implementing languages entitlement.

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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation and observation of two lessons.

The overall effectiveness of ML was judged to be satisfactory.

Achievement and standards

As French has only been introduced formally this year, it is too early to be able to judge standards. The progress made by the pupils in the short time that they have been learning a language is good.

- Pupils have a good understanding of a range of classroom language. They are confident orally. Pupils' pronunciation is generally accurate

although is sometimes adversely affected by their lack of understanding of sound-spelling links.

- Pupils understand well what helps them learn. They are very positive about learning languages and can identify why languages are important to them.

Quality of teaching and learning in ML

The quality of teaching and learning is good.

- Teachers and pupils enjoy good relationships and classrooms are well managed. Teachers use a variety of activities to ensure all pupils are involved. Pupils' enthusiasm supports their learning well.
- One lesson had a clear structure, good use of Information and Communication Technology and opportunities for pupils to practise independently in pairs.
- In another lesson the teacher made good links to numeracy and literacy. There was a variety of authentic materials used, but it was not clear how their use supported the acquisition of the key language of the lesson. Learning objectives were not specific enough.

Quality of curriculum

The quality of the curriculum is satisfactory.

- The school has adopted a published scheme but its use is not yet implemented across the school. Not all the activities of this scheme, nor the way in which they are sequenced, meet the needs of the school's context of large, vertically grouped classes.
- Assessment and recording are not yet planned for in sufficient detail.

Leadership and management of modern languages

Leadership and management of ML are good.

- The school management has planned a considered introduction to French. The school has made good use of the local authority training, subsequently trialling activities before full implementation this academic year.
- The audit carried out by the coordinator has provided her with a clear picture of strengths and training needs of the teaching force. These needs are already appropriately planned for.
- The modern languages section of the school improvement plan promotes the development of the subject well.
- There is as yet no monitoring in place, but this is planned for.

Implementing languages entitlement

Progress towards entitlement is satisfactory.

- Although in the early stages of implementation there is a clear, strategic direction. There is commitment by leaders and teachers, and pupils are enthusiastic. There has been insufficient consideration given to how the subject will be assessed, recorded and reported and how this will inform transition to secondary schools.

Inclusion

- All pupils in Key Stage 2 learn a language and pupils with learning difficulties achieve well with good support by teaching assistants.

Areas for improvement, which we discussed, included:

- ensure clarity of objectives in lessons
- plan for assessment and transition to secondary school
- ensure schemes of work are modified to meet the needs of the school's pupils and groupings.

I hope these observations are useful as you continue to develop ML in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority. It will also be available to the team for your next institutional inspection.

Yours sincerely

Anne Looney
Her Majesty's Inspector