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Mrs Maddox  
Headteacher  
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Dear Mrs Maddox

Ofsted survey inspection programme – modern languages

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 06 March 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, analysis of pupils' work and observation of four lessons.

The overall effectiveness of ML was judged to be satisfactory.

Achievement and standards

Pupils achieve satisfactory standards in speaking and listening.

- Pupils are working around Level 3 in speaking and listening by the end of Year 6. They speak and understand simple sentences and have good pronunciation when they talk.
- Pupils have a good cultural understanding of France and this is well integrated into lessons.

- Reading and writing are less well developed, especially the reading of books or authentic materials and writing beyond single words.
- Pupils mostly enjoy their language learning but the girls are more enthusiastic than the boys. Almost all pupils know that languages will be useful to them in later life.
- Pupils with learning difficulties make good progress; those of higher ability make satisfactory progress.

## Teaching and learning

### Teaching and learning are satisfactory

- The teacher speaks good French so pupils are able to reproduce French sounds accurately.
- There is a variety of games and songs which pupils enjoy.
- The learning support assistants are very effective in helping pupils who have learning difficulties to make good progress.
- Pupils who speak another language are encouraged to use this and to compare customs, for example at Christmas and Easter.
- Pupils are not always given adequate time to practise language in pairs or individually.
- ICT is adequately used to promote learning, for example by using the interactive whiteboard to demonstrate particular points, but pupils do not often get to use computers themselves.
- Pupils' performance is not regularly assessed and so they do not always know what they need to do to improve.

## Quality of curriculum

### The curriculum is satisfactory

- The curriculum covers a range of topics and the activities are carefully planned to meet needs and interests of pupils with some good resources.
- The scheme of work covers several elements of the Key Stage 2 Framework for languages but there is not enough focus on reading and writing, especially to promote creativity.
- There are few opportunities for pupils to meet with, or communicate with, native speakers.
- Links with other areas of the curriculum are not fully exploited, especially beyond the discrete 30 minute lesson.
- The transfer of information to secondary schools about what pupils have done and what they have achieved is not yet well established.

## Leadership and management of ML

Leadership and management are satisfactory

- The senior leadership is committed to offering all pupils a language from Year 2 to Year 6 and is also considering offering this opportunity to pupils lower down the school.
- The school is well aware of the strengths and weaknesses in the provision of French and has plans to address the issues. For example, it has good plans to increase pupils' opportunities to read authentic books and to encourage other staff to build on the language work done in the discrete sessions.

## Implementing languages entitlement

Progress towards entitlement is satisfactory.

- All pupils in Year 2 to 6 study French for 30 minutes a week.
- All pupils learn to speak and understand French but work on reading and writing is less well developed.
- The school is aware of the Key Stage 2 Framework for languages and has plans to address areas that are currently underdeveloped, such as helping pupils to understand how they learn a language and how a language works.
- Currently there are few opportunities for pupils to reinforce the language they learn at other points in the week.

## Inclusion

- Pupils with learning difficulties are given very good support from the learning support assistant, which helps them to make good progress. For example, one assistant had prepared some special cards to help a child who was having difficulties remembering numbers.
- Higher attaining pupils are not always challenged enough, especially to work on extended texts independently and to work from memory.

Areas for improvement, which we discussed, included:

- developing the teaching of reading and writing to encourage creativity and greater independence
- encouraging reinforcement of language learning in other areas of the curriculum
- improving the assessment and monitoring of pupils' performance and using this as an aid to improve transition of pupils to secondary school

I hope these observations are useful as you continue to develop French 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

Joanna Peach  
Additional Inspector