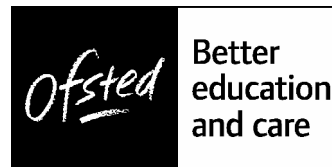


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Mr G Luker  
Headteacher  
St Margaret's CE Primary School  
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Dear Mr Luker

Ofsted survey inspection programme – primary languages

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 25 January 2007 to look at work in primary languages.

As outlined in my initial letter, as well as looking at key areas of languages, 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 two lessons.

The overall effectiveness in languages was judged to be good. St Margaret's is a medium sized primary school in a village in south-west Leicestershire. French has been implemented via the local area development group where schools joined together to plan and introduce French into Year 3. Teaching is currently via a peripatetic teacher who is one of a group of such teachers who deliver French to the primary schools who have signed up to the initiative. They have received training and support through the development group. The local authority (LA) via its Comenius Centre has also provided information and support to the group as well as to individual schools like St Margaret's.

## Achievement and standards

Achievement is good.

- Pupils listen well and respond very well.
- Within the limits of what they have learned they are confident and their pronunciation and intonation are sound.
- Sound-spelling links are developing and grammatical awareness is being steadily built up.
- Reading and writing are at too early a stage to make a judgement.
- Pupils showed good recall of previously learned language items and delighted in answering questions and singing songs during discussion with the inspector.
- Pupils are aware of some of the cultural differences between France and their own country.
- Behaviour and attitudes in lessons were excellent.
- Pupils enjoy learning languages. They also know why it is important to do so and how it can help them in the future.

## Quality of teaching and learning in languages

The teaching and learning observed in lessons was good.

- Pupils are fully engaged by lively activities well matched to their ages which enable them to make good progress.
- Pace is good; pair work and active involvement in learning, along with lots of humour, add to pupils' enjoyment.
- There are some good links to literacy, for example work on word patterns, adverbs, and deducing meaning.
- Lessons are infused with humour.
- Although it is clear from planning what pupils are to learn during the lesson, this is not made clear to them at the beginning and is not used at the end to assess learning in a plenary, for example.
- Good resources are used well to enhance the delivery of French.
- Teaching is predominantly by a peripatetic teacher. However, work is followed up by the two class teachers. Not yet consistently.

## Quality of curriculum

The quality of the curriculum is satisfactory.

- Currently Year 3 and Year 4 have 40 minutes of French each with some follow-up work at other times by the class teacher.
- The school uses an external scheme which is used across the group of schools. The group is evaluating the scheme as they use it. It provides some good and exciting activities which interest pupils. The school is looking at the structure and timing of the lessons with a view to some amendments. Learning objectives and assessment opportunities have not yet been built in.

- A disadvantage of the peripatetic teaching schedule is that it does not allow enough time for discussion with the classroom teachers about follow-up and consolidation.

## Leadership and management of languages

Leadership and management are good.

- The school's rationale for introducing languages is well-founded.
- The implementation of French is clearly laid out in the school's development plan.
- You are committed and have spent valuable time over the past two years getting French in place in your school via the local area development group.
- You and a teacher with a background in teaching languages are clear about the issues which need to be pursued to embed French into the school throughout Key Stage 2. For example: integration into the primary curriculum rather than 'bolt-on', transition to secondary school, assessment and reporting to parents.

## Implementing languages entitlement

The school is well on the way to implementing languages entitlement.

- French is taught to Years 3 and 4 with the expectation that Year 5, and eventually Year 6, will follow, so that the school will meet the entitlement requirement ahead of 2010.
- There is a very good awareness of what implementing languages entitlement entails and what has to be planned and budgeted for.

## Inclusion

- No pupils are excluded from learning French in Years 3 and 4.
- Good attention is paid to all pupils in each class. They are helped by the class teacher or a teaching assistant where necessary.
- All pupils are eager to contribute to lessons.

Areas for improvement, which we discussed, included:

- ensuring that the adaptation of the scheme and the planning of lessons includes learning objectives which are shared with pupils and used to assess progress
- reporting to parents, particularly as pupils progress beyond the early stages of learning French
- developing competence within the school to complement external teaching consistently, or, over time, to take on the teaching throughout Key Stage 2.

I hope these observations are useful as you continue to develop primary languages 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

Pam Haezewindt  
Her Majesty's Inspector