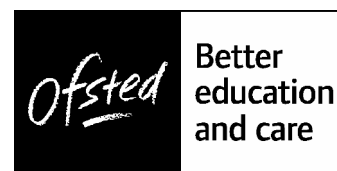


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8 March 2007

Mrs K Nelson
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Dear Mrs Nelson

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 8 March 2007 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 and of one lunch time club.

The overall effectiveness of ML was judged to be satisfactory.

Achievement and standards

As French has only been introduced 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 ML, and given their starting points, is satisfactory.

- Pupils are listening well to their teacher and trying hard to copy the model of French he provides. Their recall of the limited amount of language they have learned is generally good.
- Pronunciation of familiar and well-known language is good. The pronunciation of new language is adversely affected when pupils are presented with the written word too soon and when the differences between how words are written and how they are pronounced are not made explicit.
- The majority of pupils can copy carefully and take care with the presentation of their work.
- Pupils are enthusiastic and many speak confidently in lessons.
- Some higher attaining pupils analyse well what helps and what hinders them when they learn.

Quality of teaching and learning in ML

The quality of teaching is satisfactory with some good features.

- Objectives are routinely shared with pupils but could be more precise so that pupils know whether they are to learn to speak or recognise and understand the new words.
- Pupils are involved well in setting targets for learning in lessons.
- The presentation of new vocabulary is clear, particularly when the teacher uses the interactive whiteboard.
- Lessons start well with revision of previously learned material.
- Pupils' ability to memorise the new language is impeded because the teacher moves too quickly to the active use of the words without allowing enough opportunities for pupils to hear them first.
- There are no formal assessment systems in place but there is some self-assessment in plenary sessions at the end of lessons.

Quality of curriculum

The quality of the curriculum is satisfactory.

- All older pupils at Key Stage 2 have access to a ML and there are plans in place to extend that to all pupils in the key stage next year.
- The school does not have any formal schemes of work in place but the visiting secondary teacher is making use of material developed by the Local Authority (LA) specifically for primary schools.

Leadership and management of modern languages

The quality of leadership and management is satisfactory.

- There is a commitment to introduce French in the school but detailed plans for implementation have been appropriately postponed as the

senior leadership team concentrates on improving standards in the core subjects.

- There is strong support for the programme offered by a local secondary school and encouragement for pupils to attend lunch time and after school clubs. Twenty-five pupils take advantage of this scheme in this small six-class school.
- There are informal plans for the visiting teacher to work alongside the class teachers prior to the latter teaching their classes themselves. This is being actively pursued in Year 6.
- The headteacher has not yet exploited the range of support and guidance that is on offer from the LA and other support networks.
- There is no formal rationale for the learning of ML which identifies, for example, why it is to be taught, what will be taught, and by whom.

Implementing languages entitlement

- Progress towards the implementation of languages entitlement is satisfactory. The school has not been in a position to plan formally for the implementation of ML but has made good use of other provision which has been made available to them.

Inclusion

- The subject is taught to all pupils in Years 4, 5 and 6. Pupils with learning difficulties or disabilities are being well supported by teaching assistants and, in the case of Year 6, by the class teacher.

Areas for improvement, which we discussed, included developing a formal plan for the implementation of ML by:

- deciding on a model for the school which ensures sustainability
- auditing the linguistic skills and confidence of the staff
- developing an appropriate scheme of work and integrating assessment into that plan
- researching what training is available at LA level
- researching what support and resources are available through local and national networks.

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 LA. It will also be available to the team for your next institutional inspection.

Yours sincerely

Anne Looney
Her Majesty's Inspector