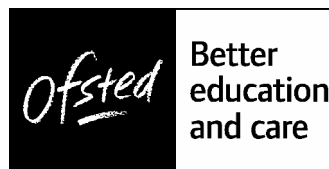


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16 March 2007

Mrs Jill Brookling
Headteacher
Kinsley Junior, Infant and Nursery School
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Dear Mrs Brookling,

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 13 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 two lessons.

The overall effectiveness of ML was judged to be good.

Achievement and standards

Achievement and standards are good.

- Pupils are very confident in speaking and responding but particularly confident in singing. They sing spontaneously in Spanish and are proud of their achievements.
- Pronunciation and intonation are good.
- Pupils enjoy reading and read aloud enthusiastically, enjoying repetition and rhyming, and they make effective links between sounds and spelling.

- Writing is largely accurate; pupils produce extended pieces of writing to describe their family and likes and dislikes, adapting set phrases successfully to suit their own purposes with varying degrees of support.
- They are beginning to appreciate cultural differences and similarities, for example, siestas, times of day and greetings.
- They are developing their understanding of how to learn a language by using support from displays, singing songs, games and reading for pleasure. They are beginning to notice and apply patterns and adapt set phrases to suit their own needs
- Pupils enjoy learning Spanish and think it is fun. They particularly enjoy singing songs and reading in Spanish. When asked what they would improve they said they wanted more time learning Spanish and the reintroduction of the Spanish Club after school.

Quality of teaching and learning in ML

The quality of teaching and learning is good.

- In the lessons seen games and songs were used very effectively to consolidate learning; pupils joined in enthusiastically and were proud of their achievement.
- Opportunities are taken to use Spanish outside dedicated lessons, for example, for routine activities such as the register and counting. Pupils enjoy listening to and singing along to Spanish songs as a background for other activities. As a result their pronunciation and intonation are good and they are confident in speaking and responding in Spanish.
- Reading skills are well developed not only through the effective use of labelling everyday objects and display but also by reading along with the teacher and for pleasure.
- So far the interactive white board is used by pupils and teachers but individual pupil use of computers for learning Spanish is limited.
- Assessment is used effectively to chart pupils' progress in Spanish. Pupils track their own achievement in Spanish but are not yet aware of next steps.

Quality of curriculum

The curriculum is satisfactory.

- Year 4 learn Spanish for one 20 minute lesson and Year 5 for 2 lessons, one of 40 minutes and one of 20 minutes, a week. The time allocated to Year 5 is very brief in which to accomplish the scheme of work chosen.
- The school is using an external scheme of work which is provided with training by the local authority (LA). This provides a variety of interesting and enjoyable activities in all four skills in each year group in Key Stage 2. There are good resources attached to the scheme and

supplemented through the LA training and network based training at the local Language College.

- Pupils from both Year 4 and 5 were able to sustain simple conversations in Spanish with me about themselves, their families and were also able to ask me about myself. They spontaneously burst into song in Spanish and recited days, months and numbers.
- Although Spanish is offered at the High School, pupils do not start it until Year 8. This means that there is a gap in continuity of one year.

Leadership and management of ML

Leadership and management are good.

- You and your coordinator for Spanish provide strong leadership and are committed to introducing Spanish across Key Stage 2.
- The coordinator attends LA training and is currently teaching the Year 4 class. She is working with the Year 5 teacher to teach both Year 4 and Year 5 classes. She has firm plans to extend training to two other members of staff and to ensure all pupils in Key Stage 2 learn Spanish by September 2007.
- Monitoring and evaluation are effective and accurate.
- There is a suitable school policy for Spanish and an action plan along similar lines as those for other subjects. Spanish is included in the school improvement planning.

Implementing languages entitlement

Implementing languages entitlement is good.

- The school has chosen an effective model of implementation and already half of Key Stage 2 pupils learn Spanish.
- Both boys and girls have very positive attitudes towards language learning.
- There is good planning and good awareness of the training and development which needs to take place.
- The school is well supported by the LA.

Inclusion

- All pupils in Years 4 and 5 learn Spanish.
- Pupils with learning difficulties are well supported in lessons.
- Almost all pupils' home language is English, but account is taken of those who speak another language so that this is celebrated.

Areas for improvement, which we discussed, included:

- increasing the time available for learning Spanish in Year 5
- ensuring effective continuity and progression in Spanish through Key Stage 2 to Key Stage 3
- developing the use of Information Communications Technology (ICT) by pupils to support and extend their learning in Spanish.

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

Judith Tolley
Additional Inspector