

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404040  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



12 March 2008

Miss T Clarvis  
Headteacher  
Ormesby Primary School  
Henry Taylor Court  
Ormesby  
Middlesbrough  
TS7 9AB

Dear Miss Clarvis

Ofsted subject survey: identifying good practice in modern languages

Thank you for your hospitality and co-operation and for the help of your staff and pupils as well as that of the local authority consultant, Jim McElwee, during my visit on 6 March to look at work in modern languages.

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 without their consent.

The evidence used to inform the judgements included interviews with staff, pupils and the local authority consultant.

Features of good practice observed

- The modern language programme used in the Foundation Stage and in Key Stage 1 provides staff with a strong supportive framework, backed up by well designed resources and effective training, which enables them to teach French with confidence and enthusiasm.
- The programme guides staff into using a lot of good practice for teaching the subject. Lessons involve extensive use of the foreign language, a high level of pupil participation and a variety of exciting teaching and learning activities. Pupils are taught the language in a meaningful context and are exposed to authentic models of speech on which they base their own oral responses.
- The pupils proceed to Key Stage 2 with very positive attitudes to learning languages. They enjoy lessons, speak and sing French without inhibition, and have high hopes that their continued study of the subject will lead to

increasing independence. For example, they want to read more stories on their own and to carry out conversations unaided by the teacher.

- Pupils in Year 3 have made good progress in French because of the work they did in Key Stage 1. They have understood and retained an impressive amount of vocabulary; they recall phrases as well as individual words. Their pronunciation is good and they can spell recently learned words accurately. When a simple rule is explained to them they can apply it to create new sentences using their stock of vocabulary. They use a number of language learning strategies seldom found in beginners; for example, they make sense of stories by using different clues, such as context and visual aids, and by making connections with English and with words they already know. Their learning has been effective largely because they have enjoyed the active, story-based approach and have been amused by the characters they have met.

Areas for development included:

- teachers in Key Stage 2 becoming more familiar with the content and methodology of the Key Stage 1 programme so that they can build more effectively on what pupils have learned.

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

As I explained previously, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Derek Neil  
Her Majesty's Inspector