

Aviation House
125 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Mrs M Godfrey
Temple Herdewyke Primary School
Falkland Place
Temple Herdewyke
Southam
Warwickshire
CV47 2UD

Dear Mrs Godfrey

Ofsted 2009-10 subject survey inspection programme: modern languages (ML)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 21 January 2010 to look at work in ML.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on how well the school is implementing entitlement in Key Stage 2.

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.

The evidence used to inform the judgements included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons.

Achievement in languages

- Pupils achieve well in French across Key Stage 2. They enjoy learning languages and make good progress in speaking and listening.
- By the end of Key Stage 2, they are able to take part in simple transactions and some are able to draw on previous topics to enhance their current work.
- Writing is given less prominence in lessons and is, consequently, their weakest skill.
- They are starting to understand the connections between the spoken and written words because teachers focus consistently on letters and sounds in lessons.

- Learning ML contributes well to the pupils' personal development, in particular their cultural development. The school makes good use of the wide range of experiences of children in the school to celebrate different languages and cultures.

Quality of teaching in languages

- Lessons are well planned and include a good mixture of activities to engage the children. Pupils enjoy the games and songs that are built into lessons.
- Teachers make good use of information and communication technology (ICT) to make learning fun.
- The school understands that opportunities for pupils to use ICT to support their learning are too limited at present.
- Sensible use is made of French to manage lessons and teachers make regular use of training material to enhance and improve their own language skills.
- Teachers plan satisfactorily to meet a range of needs within the two mixed-age classes. Occasionally, there is insufficient attention given to the growing range of standards and experience in the groups.

Quality of the curriculum in languages

- The curriculum has been planned to take full account of the Key Stage 2 Framework for Languages.
- The provision of two lessons plus frequent reinforcement at other times of the week is having a positive impact on pupils' achievement.
- Links across the curriculum have been identified and there is a satisfactory range of enrichment opportunities such as international days. Firm plans are in place to develop an after-school club with the help of sixth-form students from a local school as part of the school's extended provision.

Effectiveness of leadership and management in languages

- You provide strong support for the development of ML.
- Self-evaluation is accurate and development planning is adjusted regularly in the light of evidence from thorough monitoring.
- Teachers are supported well through training opportunities, by the local authority adviser and through strong collaboration within the family of schools. As a result, teaching is continuing to improve despite some challenging staffing difficulties.

Subject issue: progress towards entitlement in Key Stage 2

- You have developed an effective model for the delivery of ML with a clear rationale to meet the precise requirements of your school.
- Pupils achieve well in listening and speaking by the end of Year 6 and both boys and girls display positive attitudes to language learning.

- Their progress is assessed and recorded and you are well on the way to implementing systems for passing the information to pupils' next schools.

Areas for improvement, which we discussed, include:

- providing regular opportunities for pupils to use ICT to develop their language skills
- ensuring teachers take full account of the prior experience of pupils to plan lessons that continue to build on pupils' growing expertise.

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

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

Yours sincerely

Elaine Taylor
Her Majesty's Inspector