

# Modern languages survey visits

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## **Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools**

Inspectors visit 150 schools each year to inform Ofsted's subject surveys in English, mathematics and science. Survey visits for other subjects are less frequent but continue to take place from time to time.

Where applicable, subject feedback letters, which are sent following survey visits, normally contain separate judgements on:

- the overall effectiveness of the subject
- the achievement of pupils in the subject
- the quality of teaching in the subject
- the quality of the subject curriculum
- the quality of leadership in, and management of, the subject.

In reaching these judgements, inspectors draw on the criteria and grade descriptors from the September 2012 school inspection handbook as they can be applied to individual subjects. Key elements of these descriptors are set out in the guidance below. Alongside them are supplementary, subject-specific descriptors to provide additional guidance for schools and inspectors. This includes guidance on the quality of the curriculum in the subject.

This supplementary guidance is not for use on Section 5 whole-school inspections.

## Grade descriptors – the overall effectiveness of modern languages education provided in the school

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

### **Outstanding (1)**

- Modern languages (ML) teaching is outstanding and, together with a rich and relevant ML curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement in ML may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences in ML and these ensure that they are very well-equipped for the next stage of their education, training or employment.
- Practice in ML consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- The subject makes an outstanding contribution to the promotion of pupils' spiritual, moral, social and cultural development.

### **Good (2)**

- Pupils benefit from ML teaching that is at least good and some that is outstanding. This promotes positive attitudes to learning and ensures that pupils' achievement in ML is at least good.
- Pupils and particular groups of pupils have highly positive educational experiences in ML that ensure that they are well prepared for the next stage in their education, training or employment.
- The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential in ML.

### **Requires improvement (3)**

- ML in the school requires improvement because one or more of the key judgements for achievement; behaviour and safety (in ML); the quality of teaching; the curriculum; and the quality of leadership and management of ML requires improvement (grade 3).

### **Inadequate (4)**

ML in the school is likely to be inadequate if inspectors judge **any** of the following to be inadequate:

- the achievement of pupils in ML
- the behaviour and safety of pupils in ML
- the quality of teaching in ML
- the quality of the curriculum in ML
- the quality of the leadership in, and management of ML.

## Grade descriptors – achievement of pupils in modern languages

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

Generic <sup>1</sup>	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Taking account of their different starting points, the proportions of pupils making and exceeding expected progress are high compared with national figures.<sup>2</sup></li> <li>■ Pupils make rapid and sustained progress throughout year groups and learn exceptionally well. They are exceptionally well prepared for the next stage in their education, training or employment.</li> <li>■ Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly.</li> <li>■ The learning, quality of work and progress of groups of pupils, particularly disabled pupils, those with special educational needs, and those for whom the Pupil Premium provides support, show that they achieve exceptionally well.</li> <li>■ The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ As appropriate to their stage of development, all groups of pupils are confident speakers with good intonation and pronunciation.</li> <li>■ Pupils develop a passion for and commitment to the subject and can use language creatively and spontaneously to express what they want to say, including when talking to each other informally and writing imaginatively.</li> <li>■ The four skills are developing equally well and pupils use them creatively to increase their knowledge and understanding and to deal with the unexpected.</li> <li>■ Pupils show exceptional independence in their studies and can use a range of resources, including ICT, to develop their language skills and investigate aspects that interest them.</li> <li>■ Almost all pupils work hard, develop resilience and understand that language learning is often challenging, purposeful and collaborative.</li> <li>■ Pupils have strong awareness of the culture of the countries where the language is spoken.</li> <li>■ An above-average proportion of pupils continue to study languages at an appropriate level in the next stage of their education.</li> </ul>

<sup>1</sup> The descriptors are set out in full in the *School inspection handbook*.

<sup>2</sup> Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4.

Progress from age-related expectations at the beginning of Nursery, to age-related expectations at the beginning of Reception, on to the end of Reception where they can be compared with the Early Years Foundation Stage Profile national figures is likely to represent expected progress during the Early Years Foundation Stage.

Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in subsidiary guidance.

<b>Generic<sup>1</sup></b>	<b>Supplementary subject-specific guidance</b>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Taking account of their different starting points, the proportions of pupils making and exceeding expected progress compare favourably with national figures. Where the proportion making expected progress overall is lower than that found nationally, it is improving over a sustained period.</li> <li>■ Progress across year groups is consistently strong and evidence in pupils' work indicates that they achieve well.</li> <li>■ Pupils read widely and often.</li> <li>■ Pupils acquire knowledge and develop understanding quickly and securely. They develop and apply a wide range of skills in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.</li> <li>■ The learning and progress of groups of pupils, particularly disabled pupils, those with special educational needs, and those for whom the Pupil Premium provides support, are good.</li> <li>■ Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Most pupils are keen to try to speak in the target language in lessons, either with a partner or with the teacher. They attempt to copy the correct pronunciation and intonation.</li> <li>■ They strive to use the language to communicate orally and in writing. Increasingly, they use the language for normal communication with the teacher and with each other in and beyond the classroom.</li> <li>■ Pupils are able to work independently when given the opportunity, taking the initiative in their work and when working with others.</li> <li>■ They demonstrate some originality, imagination or creativity in modern languages work.</li> <li>■ Pupils can apply grammatical rules to new situations and can write at length with support.</li> <li>■ They have good knowledge and understanding of the culture of the countries where the language is spoken. Pupils enjoy learning languages and can explain the value of doing so.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils' achievement requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils can occasionally work independently and take initiative in developing their work but more often are dependent on their teachers for written and oral prompts when trying to create new sentences.</li> <li>■ Most are able to communicate their ideas orally, but many are dependent on considerable support through written prompts.</li> <li>■ Pupils complete listening and reading activities with little prompting but may be unable or unwilling to deal with unpredictable elements in conversations.</li> <li>■ Pupils' knowledge and understanding of the culture of the countries where the language is spoken are limited to stereotypical examples.</li> <li>■ Some pupils are reluctant to work in pairs or groups using the target language and frequently return to English.</li> <li>■ Pupils are generally interested in the subject.</li> </ul>

Generic <sup>1</sup>	Supplementary subject-specific guidance
<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Achievement is likely to be inadequate if any of the following apply.</li> <li>■ Pupils overall, or particular groups of pupils, are consistently making less than expected progress given their starting points.</li> <li>■ Pupils' learning and progress in any key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving.</li> <li>■ Disabled pupils, those with special educational needs and those for whom the Pupil Premium provides support, are underachieving.</li> <li>■ Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.</li> <li>■ Attainment is consistently below floor standards or is in decline and shows little, fragile or inconsistent improvement.<sup>3</sup></li> <li>■ There are wide gaps in the attainment and/or the learning and progress of different groups.</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Pupils are unable to work independently or take the initiative in their work.</li> <li>■ They rarely demonstrate creativity or originality in their subject work.</li> <li>■ Pupils underachieve in one or more key stages or one or more of the four skills.</li> <li>■ Pronunciation is likely to be poor and pupils are reluctant to speak in class or read aloud.</li> <li>■ Pupils are unable to use the language to communicate.</li> <li>■ Pupils' knowledge of the culture or countries where the language is spoken is weak.</li> <li>■ Few pupils show interest in, or enthusiasm for learning language lessons.</li> </ul>

<sup>3</sup> Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold for the number of National Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4.

## Grade descriptors<sup>4</sup> – quality of teaching in modern languages

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

Generic	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Much of the teaching in all key stages is outstanding and never less than consistently good. As a result, almost all pupils, including disabled pupils, those with special educational needs and those for whom the Pupil Premium provides support, are making rapid and sustained progress.</li> <li>■ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.</li> <li>■ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</li> <li>■ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.</li> <li>■ Teachers and other adults generate high levels of engagement and commitment to learning.</li> <li>■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains.</li> <li>■ Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework, which together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Teachers communicate high expectations, enthusiasm and passion about their subject to pupils.</li> <li>■ They have a high level of confidence and expertise both in terms of their specialist language knowledge and their understanding of effective language learning.</li> <li>■ Carefully planned imaginative lessons enable pupils to communicate enthusiastically both orally and in writing in the target language and secure outstanding progress.</li> <li>■ Pupils use the language with little prompting for routine classroom communication as well as for specific purposes.</li> <li>■ Resources, including new technology, are used imaginatively to develop pupils' cultural awareness and their ability in all four skills.</li> <li>■ Pupils enjoy reading authentic resources and often read texts in the target language for pleasure.</li> <li>■ Precisely targeted support from other adults encourages all pupils to develop independence and a desire to use the target language for real communication.</li> <li>■ Assessment and marking are carried out in all four skills, conducted as far as possible in the target language and make an excellent contribution to pupils' learning.</li> </ul>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teaching is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils, including disabled pupils, those with special educational needs, and those for whom the Pupil Premium provides support, make good progress and achieve well over time.</li> <li>■ Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teachers communicate the value of modern languages to pupils very effectively.</li> <li>■ Planning is informed by a good level of subject expertise. As a result, teachers use an appropriate range of resources and teaching strategies to promote good learning across all aspects of the subject and ensure pupils develop the skills they need to become independent language learners.</li> <li>■ Good teaching ensures that pupils willingly</li> </ul>

<sup>4</sup> These grade descriptors describe the quality of teaching in the subject as a whole, taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<ul style="list-style-type: none"> <li>■ Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.</li> <li>■ Reading, writing, communication and mathematics are taught effectively.</li> <li>■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.</li> <li>■ Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.</li> <li>■ Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.</li> </ul>	<p>participate in activities that require them to use the language to communicate orally and in writing.</p> <ul style="list-style-type: none"> <li>■ Teachers routinely use the target language for classroom communication and generally insist on pupils responding in the language.</li> <li>■ Text is used well to improve pupils' pronunciation and as a 'cue' for speaking and writing.</li> <li>■ Reading is used to develop intercultural understanding and pupils read for pleasure.</li> <li>■ Imaginative use is made of a breadth of listening materials to develop pupils' understanding of the spoken word.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teaching requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teaching maintains pupils' interest in the subject.</li> <li>■ Planning is informed by teachers' sound subject expertise.</li> <li>■ Teachers' pronunciation, intonation and accuracy require improvement.</li> <li>■ The overuse of worksheets or standard activities in course books may limit progress and restrict pupils' knowledge about languages and how to learn them.</li> <li>■ The promotion of pupils' intercultural understanding requires improvement as they are provided with few opportunities to explore authentic resources.</li> </ul>
<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Teaching is likely to be inadequate where any of the following apply.</li> <li>■ As a result of weak teaching over time, pupils or particular groups of pupils including disabled pupils and those with special educational needs, and those for whom the Pupil Premium provides support, are making inadequate progress.</li> <li>■ Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those with special educational needs.</li> <li>■ Learning activities are not sufficiently well matched to the needs of pupils.</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Teaching does not engage pupils with the result that they are bored in lessons, disengage and fail to appreciate the value of language learning.</li> <li>■ Teachers' subject expertise is limited and, as a result, they do not provide the resources or teaching strategies to promote effective subject learning.</li> <li>■ Overuse of English limits pupils' ability to acquire language learning strategies or prevents them from developing as users of the language for communication.</li> <li>■ Inadequate time is devoted to developing one or more skills.</li> <li>■ Indiscriminate use of worksheets and/or course books limits progress in one or more skills.</li> </ul>

## Grade descriptors – quality of the curriculum in modern languages

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

### Outstanding (1)

- The imaginative and stimulating subject curriculum is skilfully designed to match the full range of pupils' needs and to ensure highly effective continuity and progression in their learning.
- In addition, innovative approaches to curriculum design ensure that the needs of individuals and groups, such as those who already have competence in a language or would benefit from learning more than one language, are exceptionally well met.
- There is an excellent balance between structured opportunities for pupils to develop subject skills, knowledge and understanding and opportunities to engage in exciting real-life situations.
- A wide range of imaginative extra-curricular and enrichment provision ensures that pupils have extensive knowledge of the culture of the countries where the target language is spoken.
- There are highly productive links with other subjects in the school, including humanities, English and the creative arts.
- Rigorous planning for pupils' spiritual, moral, social and cultural development, including through the use of classroom displays, ensures pupils' excellent knowledge and appreciation of other cultures and their very well-developed social skills.

### Good (2)

- The curriculum is broad, balanced and well informed by current initiatives in modern languages and includes opportunities for learning more than one language.
- Curriculum planning is responsive to pupils' prior learning, including for pupils transferring from primary to secondary schools.
- All pupils are provided with first-hand experience of the culture of the country where the language is spoken through visits or visitors or through the use of ICT.
- Curriculum planning ensures pupils have opportunities to develop all four skills equally.
- Imaginative extra-curricular and enrichment provision ensures pupils have good knowledge of the culture of the countries where the target language is spoken.
- Good links are forged with other agencies and the wider community to provide a range of enrichment activities to promote pupils' learning and engagement.
- Pupils' learning is enhanced through productive links with other subjects.
- Planning for pupils' spiritual, moral, social and cultural development, including through the use of classroom displays, strengthens pupils' understanding of the culture of the countries where the target language is spoken.

### Requires improvement (3)

- The curriculum requires improvement because it is not good.
- The curriculum secures the pupils' broad and balanced entitlement in modern languages and meets statutory requirements where applicable. It provides for a range of pupils' needs but requires improvement to ensure all have opportunities to continue to make good progress in their learning.
- The time allocated to language learning requires improvement as it does not support good progress in the development of pupils' skills and recall.
- Some links are forged with other agencies and the wider community, although the range of activity provided to enrich pupils' interest and learning may be quite limited.
- There are some limited opportunities for pupils to come into contact with native speakers of the language being studied.
- Schemes of work include a balance between the introduction of new language and the revisiting and consolidation of what has previously been mastered.
- Classroom displays provide limited support for pupils' independent use of the target language and miss opportunities to provide cultural references.



**Inadequate (4)**

- The curriculum does not ensure pupils' entitlement to the subject and does not secure continuity in their learning.
- Pupils are given insufficient opportunities to develop creativity, linguistic competence, cultural understanding or the skills needed to be independent language learners.
- The range of languages on offer does not allow pupils to build on or exploit their previous knowledge and skills. There are insufficient opportunities for more able linguists to develop language competence in more than one language.
- Pupils do not have opportunities to experience the language first-hand through direct contact with native speakers.
- The curriculum focuses too strongly on studying the language structures rather than developing competence in communication. There is little by way of enrichment activity in the subject.
- Opportunities to promote pupils' spiritual, moral and social development are missed.

## Grade descriptors – quality of leadership in, and management of, modern languages

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

Generic	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ The pursuit of excellence is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.</li> <li>■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.</li> <li>■ There are excellent policies which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.</li> <li>■ Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust performance management which encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.</li> <li>■ The school's curriculum provides highly positive experiences and rich opportunities for high-quality learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development.</li> <li>■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.</li> <li>■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the Pupil Premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Leadership at all levels is informed by a high level of understanding about language learning.</li> <li>■ Subject leadership is informed by strong subject expertise and a clear vision that underpins the workings of all provision in modern languages.</li> <li>■ There is a proven track record of innovation. Subject reviews, self-evaluation and improvement planning are well-informed by current best practice and research in languages and in education generally.</li> <li>■ Subject leadership inspires confidence and whole-hearted commitment from pupils and colleagues, and includes provision for contributions from other stakeholders.</li> <li>■ There are effective strategies to delegate responsibilities where appropriate and to share good practice and secure high-quality professional development.</li> <li>■ Language learning is exceptionally well promoted across the school and contributes strongly to the school's ethos.</li> <li>■ The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.</li> <li>■ Highly productive links exist with parents, external agencies and the countries where the languages being taught are spoken.</li> <li>■ Governors are highly supportive of the aims and vision for the subject and challenge senior leaders to strive to improve outcomes for all groups of pupils.</li> </ul>

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.</li> <li>■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.</li> <li>■ Self-evaluation is robust and the school's actions are carefully planned, concerted and effective.</li> <li>■ The well-thought-out policies ensure that pupils make at least good progress in literacy.</li> <li>■ The quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.</li> <li>■ The school's curriculum provides well-organised and effective opportunities for learning for all groups of pupils, including disabled pupils and those with special educational needs. It promotes positive behaviour and a good understanding of safety matters and provides a broad range of experiences that contribute well to pupils' achievement and to their spiritual, moral, social and cultural development.</li> <li>■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is well-informed by current developments in the subject.</li> <li>■ Subject reviews, self-evaluation and improvement planning are clearly focused on raising standards and improving the provision for the subject.</li> <li>■ There is a shared common purpose among those involved in teaching the subject with good opportunities to share practice, discuss the teaching and learning of languages and gain access to subject training.</li> <li>■ The subject makes a good contribution to whole-school priorities, including literacy and numeracy policies.</li> <li>■ Subject leaders encourage other stakeholders to make a positive contribution to the promotion of language learning.</li> <li>■ Productive links exist with parents, external agencies and the countries where the languages being taught are spoken.</li> <li>■ Governors share the vision and aims for the subject and understand the strengths and weaker aspects of teaching and the curriculum and the impact these have on outcomes for pupils.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership and/or management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is aware of current developments in the subject and incorporates these within its practice.</li> <li>■ A lack of agreement and clarity about the vision and aims of the department lessen the effectiveness of development work. Inconsistencies in practice between languages and year groups lead to variations in the outcomes and attitudes of pupils.</li> <li>■ Provision for the subject is monitored and reviewed regularly and there is some understanding of the strengths and priorities for improvement.</li> <li>■ There is some sharing of good practice, with modest access to subject-specific professional development.</li> <li>■ The learning environment provides limited support for pupils.</li> <li>■ The subject contributes to whole-school priorities, including literacy and numeracy policies.</li> <li>■ Some links with parents, outside agencies and the countries where the languages being studied are spoken already exist and others are planned.</li> <li>■ Governors understand the rationale for the pattern of provision in the subject.</li> </ul>

Generic	Supplementary subject-specific guidance
<p><b>Inadequate (4)</b></p> <p>Leadership and management are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.</li> <li>■ Improvements which have been made are fragile, too slow or are dependent on external support.</li> <li>■ Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.</li> <li>■ Leaders and managers are not taking sufficiently effective steps towards securing good teaching for all groups of pupils, including disabled pupils and those with special educational needs.</li> <li>■ Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to the management of challenging behaviour.</li> <li>■ The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early, and pupils' achievement and enjoyment of learning are significantly impaired.</li> <li>■ A lack of attention to literacy is impeding pupils' progress.</li> <li>■ Governors are not sufficiently robust in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Leadership, including governors, is not well-informed about current initiatives in modern languages.</li> <li>■ Discussion about teaching is usually focused on classroom management.</li> <li>■ Key statutory requirements and entitlements for languages are not met.</li> <li>■ Self-evaluation is weak and not informed by good practice in the subject.</li> <li>■ Opportunities for professional development are limited and, as a result, some staff lack the confidence and expertise to deliver the subject effectively.</li> <li>■ The subject has a low profile in the life of the school and the department is insular.</li> <li>■ The subject makes minimal contribution to whole-school priorities, including literacy and numeracy policies.</li> <li>■ There is little communication with other stakeholders, with the result that their potential for contribution is not known.</li> <li>■ Links may exist with the countries where the languages taught are spoken, but overall the subject leader does not do enough to ensure that all pupils develop an appreciation of cultural differences or the benefits of language study.</li> <li>■ The learning environment is not used to promote a positive attitude towards modern languages.</li> </ul>