

Governor Visit Report – Harlyn Primary School

Name	Chandresh Meghji
Date of Visit	14.05.2025
Focus of Visit	Modern Foreign Languages (MFL)
Class Visited	Initial Meeting
Focus of Visit The purpose of my visit was to gain a deeper understanding of how Modern Foreign Languages (MFL) are delivered within the classroom setting and how the subject is perceived across the school. I wanted to understand the structure of MFL sessions, explore the tools and resources used in teaching, and identify potential areas for development and improvement in the years ahead.	
Summary of the activities During my visit, I met with Charlene Hughes (Mrs. Hughes), who leads Modern Foreign Languages (MFL) at the school, to gain insight into her role, the school's current approach to MFL, and her vision for the programme's future, including the challenges it faces. Charlene explained that Harlyn focuses on French as its core MFL subject, which is introduced in Year 3 and taught consistently through to Year 6. She highlighted the use of the Primary Language Network, a system implemented a few years ago to support MFL teaching. Charlene spoke positively about its impact, noting that it has significantly boosted teacher confidence and enhanced student engagement by offering a variety of learning styles and resources. While I did not observe a lesson during this visit—my focus being on understanding the overall MFL strategy and delivery—I have arranged to return in June to observe a Year 6 lesson and again in September for a Year 4 lesson, to better understand the progression of MFL learning across year groups at Harlyn.	
What I have learned from my visit I was interested in understanding why French was selected as the school's Modern Foreign Language. Charlene explained that this decision predated her leadership of the subject and that French has been consistently taught at Harlyn for the past 15 years. Charlene spoke enthusiastically about her role as MFL Lead and shared several initiatives she has implemented to enhance MFL provision for both staff and students. She also noted the valuable support she receives from Simon, which enables her to explore new ideas and present opportunities that promote growth and engagement in MFL. She highlighted the positive reception of the Primary Language Network among teachers, noting its potential to support the introduction of additional languages in	

the future. This flexibility presents an opportunity to further strengthen the school's MFL offering.

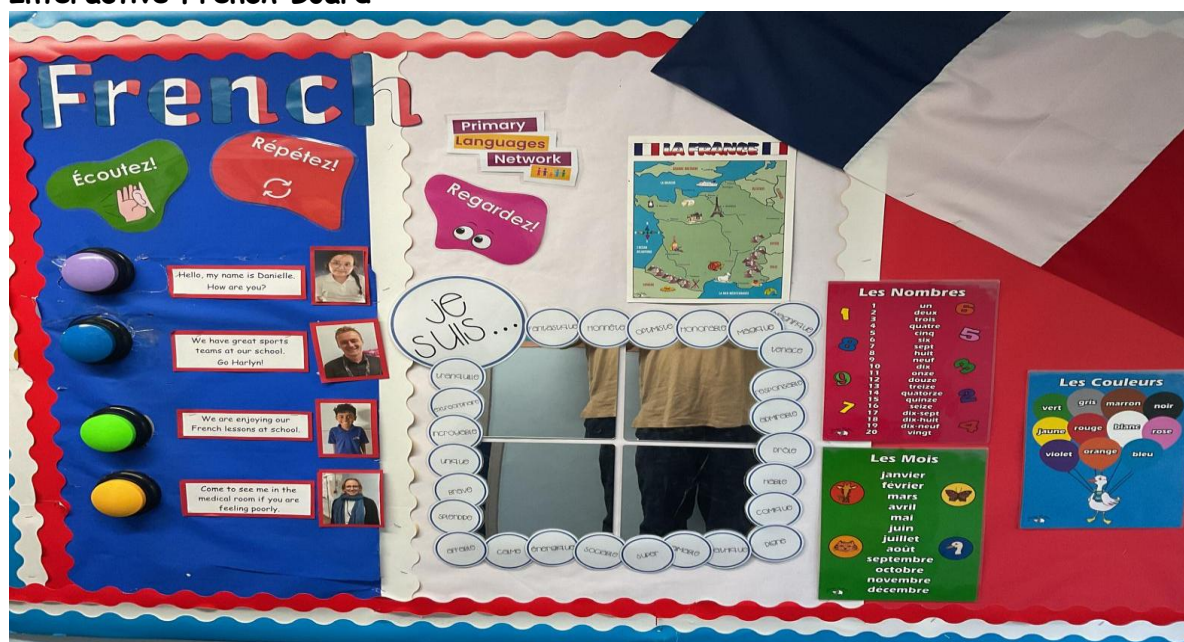
Based on my visit, it is clear that MFL is well-established at Harlyn, with a structured approach in place from Year 3 through Year 6 that supports both pupil learning and staff development. Charlene also shared forward-thinking ideas aimed at deepening the school's MFL provision—many of which offer creative, out-of-the-box ways to spark a greater passion for languages among both students and staff.

I was particularly impressed by the quality of MFL-related displays throughout the school, which reflect the importance placed on the subject. Additionally, I learned about the school's celebration of European Languages Day through a dedicated assembly. I have expressed my interest in attending this event when it next takes place.

Languages in form of animals



Interactive French Board



Idea for future visit

Future visits will focus on observing MFL lessons in both Year 4 and Year 6. This will provide insight into how younger students are beginning to engage with the subject and how MFL learning has become embedded by the time pupils reach the end of Key Stage 2.

We also discussed how the Primary Language Network has made language teaching more enjoyable and accessible for staff. A key area of interest will be seeing how teachers continue to interact with this platform and how it enhances student engagement.

Additionally, we explored potential enrichment opportunities, such as introducing Pen Pal exchanges between pupils at different schools or year groups and forming partnerships with local high schools and universities. These initiatives could deepen students' cultural understanding and enthusiasm for languages.

Finally, we discussed the possibility of organising an optional overseas trip to further enrich the MFL experience. Such an experience could help bring the language to life in a practical, immersive context, offering valuable real-world application for interested pupils.

Any other comments

I raised the question of why French was selected as the school's focus language, and Charlene explained that it has been the established MFL at Harlyn for the past 15 years. While this longstanding tradition provides continuity, there may be value in revisiting the rationale behind this choice. By clarifying the "why" behind the decision, Charlene would be better positioned to articulate the importance of learning French to both staff and students, potentially strengthening overall engagement with the subject.

We also discussed ways in which the school could further support MFL delivery. Charlene noted that the current supply of French dictionaries is outdated, and that the classes would benefit from 16 new, up-to-date dictionaries. She will provide details on the specific type required so that the request can be reviewed and potentially fulfilled through purchase or donation.

In terms of enriching the learning experience, we explored ideas to inspire both students and staff. One exciting possibility is a Year 6 school trip to France, which could serve as a memorable milestone of the four-year French learning journey.

While I acknowledged potential challenges around budgeting and safeguarding, such a trip could offer a meaningful, immersive experience that reinforces classroom learning and builds enthusiasm for languages.