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Ms E Churton  
Principal  
Knottingley High School and Sports College  
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Knottingley  
West Yorkshire  
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Dear Ms Churton

### **Ofsted 2010–11 subject survey inspection programme: citizenship**

Thank you for your hospitality and cooperation, and that of the staff and students, during my visit on 26 and 27 January 2011 to look at work in citizenship.

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 and students; scrutiny of relevant documentation; analysis of students' work; and observation of five lessons.

The overall effectiveness of citizenship is satisfactory.

### **Achievement in citizenship**

Achievement in citizenship is satisfactory.

- By the end of Key Stage 4, students have a sound understanding of human rights issues, the range of faiths in the United Kingdom and issues relating to immigration, migration and asylum. They understand the role of the media in influencing public opinion, voting and public finances but they have very little knowledge of the criminal justice system or the work of the government and the parliament. Achievement is better at Key Stage 4 than at Key Stage 3 where attainment is low.
- Most students show a good attitude towards citizenship; they particularly enjoy the opportunities to discuss and debate current affairs and issues they see as having a direct impact on their lives.

- A minority of students participate well in community-based activities. Some hold responsibilities within the school, such as senior students, peer mentors and educators; some assist in the planning and organising of enrichment activities such as World Aids Day. These activities contribute well to the personal development and enjoyment of the students who take part. The student council has a low profile and little impact on the life of the school.

### **Quality of teaching in citizenship**

The quality of teaching in citizenship is satisfactory.

- Teachers understand how to maintain students' interest in citizenship. They use information and communication technology to add pace and interest to lessons and to enable students to research topics. Students are encouraged to express their opinions and listen to others.
- Teachers assess students' work on a termly basis. However, monitoring systems are not robust enough to fully assess students' knowledge, skills and engagement in citizenship activities.
- Teaching assistants play a positive role in supporting students in lessons.

### **Quality of the curriculum in citizenship**

The quality of the curriculum in citizenship is satisfactory.

- The programme is distinctive but lacks coherence, particularly across the key stages. In planning and evaluation the school does not distinguish effectively enough between citizenship, personal, social and health education and work-related learning.
- There is insufficient time allocated for citizenship. The programme is enhanced by enrichment days and form time but these do not ensure all students receive their full entitlement. Environmental sustainability and global development are covered well across the curriculum but less attention is given to other areas, such as the criminal justice system or political literacy.
- Contributions from outside experts and visitors, such as theatre companies and the police, are of good quality and much appreciated by the students.

### **Effectiveness of leadership and management in citizenship**

Leadership and management in citizenship are satisfactory.

- You support citizenship. Although sufficient resources have been provided in terms of staffing, training and materials. the allocation of teaching time is insufficient to effectively cover the full programme of study.
- Self-evaluation and action planning have not been sufficiently systematic or robust to improve outcomes.
- Senior leaders are keen to address weaknesses in citizenship provision as part of the review of the International Studies faculty, which includes the

appointment of a new subject leader. With support from the senior leadership for staff training and increased curriculum time, there is satisfactory capacity to improve.

**Areas for improvement, which we discussed, include:**

- ensuring that the curriculum is coherent and comprehensive across both key stages
- ensuring that students' progress in citizenship is rigorously assessed and effectively reported on
- improving opportunities for students to participate and take responsible action within and beyond the school
- ensuring action planning for improvement is robust and effective
- improving training for subject leadership.

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

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Janet Palmer**  
**Her Majesty's Inspector**