

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



15 November 2010

Ms M Keelan
Headteacher
Our Lady and St Chad Catholic Sports College
Old Fallings Lane
Wolverhampton
WV10 8BL

Dear Ms Keelan

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 2 and 3 November 2010 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 seven lessons, an assembly and students' preparations for the forthcoming mock trial event.

The overall effectiveness of citizenship is good with some outstanding features.

Achievement in citizenship

Achievement and enjoyment of learning in citizenship are good with outstanding features.

- Students' knowledge and understanding of key aspects are consistently good. They have a good grasp of rights and responsibilities, the legal and justice system and identity and diversity in the UK. Students' respect for diversity is exemplified in their cohesive, well-integrated school community where they work together well in an atmosphere of mutual respect.
- Students demonstrate good understanding of democracy and how government works, gained from different aspects of various subjects, including taxation and revenue collection through mathematics, and policies on environmental changes in geography. As a result, they

understand the role that citizens can play in shaping decisions and influencing systems.

- Students value the opportunities to explore citizenship issues, enjoying their discussion work in lessons. They do this with maturity and confidence, demonstrating excellent cooperation skills, and the ability to listen, reflect and draw informed conclusions on a range of issues.
- The school's commitment to, and use of, the student voice is excellent. Students are consulted widely and their input in decision-making is valued. For example, the work of the student council and the Building Schools for the Future group on improving school facilities is significant. Students appreciate that they are genuinely regarded as partners in learning.
- In terms of participation and responsible action, the development of student leadership activities is outstanding across the college. Much of this is prompted by the extensive opportunities developed through the school's specialist sports status. This impacts hugely on school life and continues into wider community action that is making a real difference within the local community. The 'Team United' initiative has achieved remarkable success, with over 300 students in the last three years gaining leadership accreditation during community hours. This has prompted student leadership across the school, empowering a large number of students to lead and support the work of their peers or work in the community through an extensive range of volunteering and community leadership activities. As a result, students' personal development through active participation is outstanding.

Quality of teaching in citizenship

The quality of teaching in citizenship is good.

- The teaching observed was consistently good with a number of exemplary features. These included: thoughtful planning and structuring of lessons to focus on citizenship objectives; the successful use of a variety of approaches, including imaginative use of information and communication technology to engage students; effective use of interesting lesson materials; a willingness to promote discussion, allowing students to explore their views, supported by the respectful relationships evident between teachers and students and between students themselves.
- When teaching was less effective, the level of challenge decreased as a result of an overemphasis on the process rather than the content. Many students were able to handle a more complex task that required them to think more deeply about the implications of active citizenship.
- Opportunities are taken in lessons to check on students' understanding and reinforce learning when appropriate. Some useful peer- and self-assessment activities were noted. The newly established assessment procedures to monitor and track progress are very promising in that the level of detail will be extensive, including recognition of students' active contributions through taking responsible action.

Quality of the curriculum in citizenship

The quality of the citizenship curriculum is good.

- Opportunities for citizenship learning are rich and varied through the school's cross-curricular model of delivery. A number of departments make particularly strong contributions to the subject, particularly RE, PE and English and the humanities subjects. The impact from your chosen model of delivery is good. Students speak convincingly about the subject, demonstrating understanding of the relevance of citizenship gained from studying real issues. One student commented, 'The way we learn makes the subject interesting and relevant to your world because it is about real life.'
- Assemblies and many of the themes explored during enrichment days add significantly to citizenship learning. Further, excellent links exist with other agencies and the wider community. This encourages students to involve themselves in local, national and global issues. For example, students' fundraising efforts to provide support for two Ugandan schools arise from a strong partnership between the schools.
- At present, the curriculum plan for the subject does not accurately reflect the work under way across the school. The current audit of provision is an improvement as it maps the coverage of key concepts and processes. However, the lack of a complete overview that identifies the core experience for students across all aspects of provision makes planning for improvement difficult.

Effectiveness of leadership and management in citizenship

The leadership and management of citizenship are good.

- You and your senior team articulate a clear vision and rationale for citizenship, which place it at the heart of the school's work. The subject is valued; its central importance to the school's values is evident. The focus is strong on encouraging students to reflect on how they might make a difference through participation and responsible action.
- You have secured the commitment of a large number of teachers to the importance of implementing citizenship learning across the curriculum. Teachers demonstrate real enthusiasm for the subject and the ability to make meaningful connections with citizenship through a variety of subjects.
- The corporate approach to subject leadership has been effective in improving provision and driving improvements at an accelerated pace in recent months.
- The monitoring and evaluation of citizenship are underdeveloped and lack clarity of focus to monitor provision and outcomes across all aspects of the subject.

Areas for improvement, which we discussed, include:

- drawing all aspects of the subject together in a coherent curriculum plan that clearly identifies the core entitlement for all students
- strengthening monitoring and evaluation procedures in the subject.

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

Judith Matharu
Her Majesty's Inspector