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22 March 2011

Mr P E Moon  
Headteacher  
Millfield Primary School  
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Dear Mr Moon

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

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 7 March 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 pupils; scrutiny of relevant documentation; analysis of pupils' work; observation of 10 lessons and an assembly.

The overall effectiveness of citizenship is outstanding.

#### **Achievement in citizenship**

Achievement in citizenship is outstanding.

- Pupils' knowledge and understanding of citizenship themes are well developed. Their political awareness is outstanding as is their understanding of justice and fairness. Pupils' political awareness is well informed through current affairs. For example, they are confident and competent in talking about the different political parties in Britain and how the government is organised.
- Pupils' knowledge and understanding of democracy are suitably developed both through the curriculum and the working of the school council. Those on the school council participate well in decision-making affecting the school and the local community. The council reflects democratic processes which pupils fully understand.

- Children in the Early Years Foundation Stage have very good opportunities to make decisions, choose activities and talk about their views in, for example, 'talking partners'. This approach is well developed throughout the school. Pupils have very good attitudes to citizenship with considerable empathy for those less fortunate than themselves. They have good opportunities to give their opinions on current issues in the news and exercise choice when researching topics in citizenship.

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

The quality of teaching in citizenship is good with some outstanding features.

- Teachers have created a positive environment throughout the school using a range of approaches. Pupils are given good opportunities to explore, discuss and develop their ideas. They enjoy their learning, are interested and intrigued. Excellent resources are provided.
- Teachers use questioning well to develop pupils' communication and thinking skills. They use a wide range of approaches including good use of information and communication technology. There are appropriate expectations for different groups of learners. Support from teaching assistants is effective, enabling all pupils to participate well.
- Teachers have paid careful attention to citizenship; this is mapped in their planning. Although teachers give good verbal feedback to pupils, there is further scope throughout the school to record citizenship knowledge, skills and understanding more systematically.

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

The quality of the curriculum in citizenship is good.

- In personal, social and health education (PSHE), a good balance is evident between PSHE and citizenship units, which ensures secure foundations for the subject.
- The wider curriculum clearly supports citizenship well. For example, literacy, history, geography and religious education make valuable contributions. The school's involvement in the 'difference and diversity project' enhances pupils' cultural awareness and their knowledge and understanding of diversity. The school recognises that it would be helpful to map the contribution of these subjects to citizenship and determine how these enhance PSHE overall. For example, the focus of a literacy lesson observed created useful future opportunities to explore for instance issues around crime and punishment, thereby supporting the school's approach to the creative curriculum.
- Global links are developing effectively through the school's partnerships with schools, for example, in Ghana, France and more recently Sweden. Citizenship themes are also introduced to pupils effectively through the planned assembly programme. In an assembly observed at the visit, a teacher who had recently visited a school in Sweden fully engaged pupils in a discussion about the similarities and differences between living in

Sweden and Britain. The school's extra-curricular and residential programme also supports pupils' learning effectively, providing opportunities for them to develop environmental and community awareness.

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

Leadership and management in citizenship are outstanding

- You and your senior staff have a clear vision which is evidenced in the school's ethos and atmosphere in promoting a sense of responsibility and respect for others. Pupils are encouraged to show consideration for others' circumstances through for example, their involvement in a range of fundraising activities for a numbers of local and national charities.
- The wider staff team is committed to developing decision-making skills to enable pupils to reach informed decisions and make a positive contribution to the life of the school. Pupils are critical and have a real voice in forming and informing their curriculum; for example, they speak enthusiastically about the forthcoming creative week and their influence on this.
- Citizenship themes are reflected all around the school through excellent displays which contribute to pupils' awareness. Citizenship is well resourced in terms of staffing, leadership, training and materials. Classrooms and the library are well stocked with suitable resources to enhance pupils' learning in citizenship. The school recognises that monitoring and evaluation of teaching and learning in citizenship could be strengthened. Overall, there is very good capacity to further improve.

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

- mapping how the wider curriculum, particularly geography, history, religious education and literacy can build layers of understanding to support citizenship learning in PSHE
- developing assessment in citizenship so that pupils' progress across the school can be monitored more clearly.

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

**Rashida Sharif**  
**Her Majesty's Inspector**