

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



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Mrs C Mason  
Headteacher  
St Aidan's Catholic Primary School  
Holmes House Avenue  
Winstanley  
Wigan  
WN3 6EE

Dear Mrs Mason

### **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 29 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 11 lessons and two assemblies.

The overall effectiveness of citizenship is outstanding.

### **Achievement in citizenship**

Achievement in citizenship is outstanding.

- Pupils demonstrate excellent knowledge and understanding in the key areas of citizenship, such as diversity and identity, environmental sustainability, rights and responsibilities, democracy and decision-making.
- Pupils have good opportunities to take roles of responsibility within and beyond the classroom. Many act as classroom monitors; some are elected house captains or nominate themselves to be part of the Eco Squad; some work as playground leaders or volunteer to read to pupils in the Reception classes.
- Pupils have extremely good attitudes to learning in citizenship. They engage enthusiastically in lessons and in assemblies where they take a keen interest in current affairs, enjoy voicing their opinions and are

confident in using the language of citizenship such as 'taking responsibility' and 'having empathy'.

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

The quality of teaching in citizenship is outstanding.

- Lessons are thoughtfully planned with lots of interesting and engaging activities matched to pupils' different needs and abilities. Pupils are encouraged to be critical and enquiring and develop their communication skills well. Teaching assistants are very well deployed to help those with additional needs.
- Interactive whiteboard technology is used very well to add pace and interest to lessons and classrooms and corridors have many excellent citizenship-related materials and displays. The school is aware that pupils would welcome more opportunities to use computers to research citizenship topics in school and have plans in place to enable this to happen.
- Teachers demonstrate high expectations of work and behaviour in lessons and in response, pupils strive for excellence. Books are well marked and include comments to help pupils improve.

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

The quality of the curriculum in citizenship is outstanding.

- The curriculum is well balanced, coherent and comprehensive. Learning in citizenship is seamlessly integrated into the whole learning programme and enhances the study of topics such as India, homes and family and the Second World War. For example, Year 2 pupils learn mathematics by calculating household bills while debating and deciding whether a telephone is a necessity or luxury.
- Extra-curricular visits and partnerships further enhance the curriculum. Links with Hope Children's Centre, a local Mosque and a primary school in Horwich help develop pupils' awareness of difference and diversity.
- The curriculum allows many opportunities for pupils to prepare to play an active role as citizens. They understand the importance of participation and believe that through participating they can 'make a difference'. Many give much of their own time to charity fundraising and members of the student council attend 'Little Voices' meetings at the Town Hall where their opinions are sought on policy issues affecting local children.

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

Leadership and management in citizenship are outstanding.

- The school has a sound vision and rationale for citizenship which reflects the whole-school ethos. Senior leaders support citizenship well with material resources, curriculum time and staff training. Governors play an

active role in supporting and evaluating provision and outcomes. Subject documentation demonstrates a good understanding of the subject's strengths and areas for development; action planning draws on pupils' evaluations.

- Citizenship is linked very effectively to the school's duty to promote community cohesion. The community cohesion action plan has clear objectives, strategies and outcomes, including valuing diversity and promoting human rights.

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

- improving pupils' access to information and communication technology to research topical issues
- developing further pupils' cultural awareness through meeting people from a range of ethnic and religious backgrounds.

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**