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6 April 2011

Mrs S Blows  
Principal  
Hatton School and Special Needs Centre  
Roding Lane South  
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IG8 8EU

Dear Mrs Blows

### **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 24 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; a meeting with parents; scrutiny of relevant documentation; analysis of pupils' work; observation of three lessons, an assembly and other related activities.

The overall effectiveness of citizenship is outstanding.

### **Achievement in citizenship**

Achievement in citizenship is outstanding.

- Despite a range of needs, from their starting points pupils make at least good and sometimes outstanding progress in their learning in citizenship. The school's close monitoring and detailed record keeping clearly illustrate this.
- Pupils are encouraged to make choices and influence decisions about their learning and wider school activities. For example, the work on their New Year resolutions, various Voting Box activities and pupils' close involvement in the design of the new playground and equipment help them to realise the consequences of their choices.
- The school undertakes much effective work in promoting pupils' independence and improving and consolidating their communication skills

and interactions with others. These important skills prepare them for later life in terms of effective participation in the wider community.

- Pupils gain good understanding of representation through electing representatives for their school council. Much excellent work is evident in terms of pupils' knowledge and understanding of identity and diversity through well-planned curriculum activities, such as European Week and Africa Day. These significantly add to pupils' understanding and awareness of cultural diversity.

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

The quality of teaching in citizenship is outstanding.

- Teaching is thoughtful, well organised and effective in meeting pupils' varying needs. A consistent approach is evident; this is calm and encouraging in promoting pupils' independence and confidence.
- Excellent teamwork is evident from teaching and support staff; teachers and learning support assistants move seamlessly between roles to support pupils' learning. Members of staff are skilful in encouraging pupils to reflect on the questions posed and decide actions and responses for themselves.
- Excellent attention is paid to ongoing professional development for all members of staff; this is building staff expertise and specialism, which is widely shared in extensive outreach work to influence practice in partner schools.
- Relationships with parents are highly positive. The school's careful tracking and recording of progress provide a clear picture of what pupils know, understand and can do. An appropriate focus on monitoring and celebrating pupils' personal and social skills improves their confidence and self-esteem so that pupils feel that they can participate and make an active contribution.

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

The quality of the citizenship curriculum is outstanding.

- Citizenship-related activities are woven throughout the school's work and included in many aspects of the curriculum. A range of suitable activities supports learning in the subject, including SEAL activities, circle time, social stories and role play. A range of strategies supports pupils to develop the personal skills and qualities required to appreciate and respect others' feelings.
- The school makes excellent use of topical events to enhance learning; for example combining Voting Box activities with the last general election to reinforce the concept of voting and democracy, and encouraging pupils to choose their fundraising responses to Comic Relief.
- A range of agencies and external organisations adds effectively to the programme and helps pupils to understand the roles of others in our community. Good attention is paid to caring for our environment and

developing awareness of issues around sustainability. An extensive range of outings, such as the residential trip to Stubbers Adventure Centre, encourages pupils to become independent and take responsibility.

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

The leadership and management of citizenship are outstanding.

- There is a clear vision and commitment to citizenship learning. This is seen as central to the life and work of the school. There is determination to encourage pupils to be involved in their own learning, make decisions and help them feel valued and part of both a cohesive school community and the wider local community.
- This approach has fostered excellent teamwork and strong commitment from the whole staff team. They share the vision and actively support and reinforce it.
- There is ambition and a clear commitment to continue to improve provision and outcomes. To achieve this, robust monitoring has been implemented, informed by lesson observations and evaluations of pupils' progress
- One of the school's strengths is the excellent transition work in place in school and in outreach work to support pupils who are moving into the school or those who are rejoining mainstream provision. The school has a totally flexible approach in order to meet individual needs and personalise provision accordingly.

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

- continuing to develop ways for pupils to express their voices and make decisions about their learning and lives in school.

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**