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Mr N Isaac  
Headteacher  
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Dear Mr Isaac

### **Ofsted 2011–12 subject survey inspection programme: citizenship**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 19 May 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 five lessons including a session with the nurture group and an assembly.

The overall effectiveness of citizenship is satisfactory.

### **Achievement in citizenship**

Achievement in citizenship is satisfactory.

- Pupils have a satisfactory understanding of the key areas of citizenship. They display a strong sense of fairness and understand that their actions have consequences. Pupils demonstrate satisfactory understanding of their responsibilities within the school and the local community.
- Pupils demonstrate good understanding of the features of democracy through, for example, their involvement in electing pupils onto the school council. Further examples of voting reinforce this; for example, a Year 4 class voted on where to donate the statue of a gorilla that they had painted. Their understanding of how government can make decisions was demonstrated through a well-organised literacy lesson which engaged

pupils in writing a formal letter to the president of Rwanda on how its government can contribute to saving the gorilla from extinction.

- Pupils in Year 6 demonstrate satisfactory knowledge and understanding of cultural diversity through their work on the 'global village'. However, discussions with pupils across the school indicated that the majority of them have limited awareness of differences in cultures and ethnicity. However, pupils generally have a good understanding of the need for respect for others and the importance of being sensitive to others' needs. Older pupils demonstrated a satisfactory grasp of the skills needed to structure a reasoned opinion when presenting arguments as to why people in some countries are poor.

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

The quality of teaching in citizenship is satisfactory.

- Teachers value pupils' opinions and create a positive climate for learning. Pupils contribute their ideas and opinions when asked to do so. However, a consistent level of engagement with pupils is not evident across the school.
- Teachers use information and communication technology well in lessons, although pupils are given limited opportunities to use computers to research topical issues at present. Occasionally, teachers in some lessons use a range of approaches including whole-class discussions, pair and group work. Consequently, pupils enjoy these lessons and engage well with the teaching.
- Teachers' knowledge and understanding of citizenship education, the subject's key concepts and their value and importance across the curriculum are limited. Further, their questioning skills to prompt pupils' thinking and increase their subject vocabulary are not routinely applied.
- The school acknowledges that formal assessment of citizenship is currently underdeveloped, although pupils' oral contributions in lessons are noted.

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

The quality of the curriculum in citizenship is inadequate.

- Some elements of the citizenship themes are planned through the personal, social and health education (PSHE) curriculum. All year groups have regular PSHE lessons that identify the expected learning for pupils, particularly in terms of exploring their views of rights and responsibilities and in exploring feelings of being sad, happy and showing empathy.
- The opportunities for pupils to engage in discussions, debate and decision-making in school are variable; these are better at Key Stage 2 than those provided at Key Stage 1. Opportunities for pupils to develop their knowledge of the local and global environmental issues are underdeveloped.

- The school's work through the social and emotional aspects of learning (SEAL) programme is well established in the curriculum and contributes to pupils' satisfactory behaviour and attitudes to learning. Pupils are particularly responsive in supporting each other when one of them is feeling vulnerable.
- The school is at the very early stages of planning all the key elements of citizenship into the curriculum and has sensibly planned to address this as part of the forthcoming curriculum review.

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

The effectiveness of leadership and management in citizenship is satisfactory.

- You have a clear view of the place of citizenship within the revised curriculum. Your vision includes ensuring that pupils have structured opportunities to improve their written work in citizenship and to ensure that their voice is strengthened through citizenship-related learning.
- Teachers display a strong commitment to help and support pupils, including those with special education needs and/or disabilities so that they feel part of cohesive school community. Lessons observed demonstrate that some teachers help pupils to develop their knowledge, understanding and decision-making skills so that they can make a positive contribution to the life of the school. The school acknowledges that linking community cohesion and citizenship learning is at a very early stage of development.
- The monitoring and evaluation of teaching, learning and the effectiveness of the curriculum are not specific to the subject. The school is aware that improvements are necessary to develop the citizenship curriculum and the systematic assessment of pupils' work as they move through the school, so that their progress can be monitored more clearly.

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

- ensuring that the citizenship curriculum is planned to include all the key elements and provides structured opportunities for pupils to improve their written work in the subject
- developing assessment in the subject so that pupils' progress across the school can be monitored clearly
- developing use of the pupil voice to strengthen citizenship-related learning.

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**