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27 May 2011

Mrs C Sutton  
Headteacher  
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Dear Mrs Sutton

### **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, a governor and groups of pupils; scrutiny of relevant documentation and displays; analysis of pupils' work; and observation of five lessons.

The overall effectiveness of citizenship is outstanding.

### **Achievement in citizenship**

Achievement in citizenship is outstanding.

- Pupils demonstrate excellent understanding of citizenship issues. Their personal development is outstanding arising from a strong curriculum, consistently good teaching and a school ethos and atmosphere that strongly promotes active participation.
- In discussion, pupils are open, confident and knowledgeable. They are encouraged to express their views, listen to others and form informed opinions on a wide range of topics. Consequently, their mature comments indicate perceptive insight into contemporary issues. For example, in an outstanding Year 6 lesson, pupils expressed thoughtful, insightful comments on the ethics of cloning, while being considerate and reflective of each others' views.

- In particular, pupils' understanding of democracy and representation is very well developed through their elections for and the successful work of the school council. They also demonstrate excellent knowledge and awareness of identity and diversity through a range of successful curriculum approaches and sensitive teaching.
- The extensive opportunities for active participation provide pupils with a rich variety of leadership activities. Many of them readily take these up with confidence and responsibility on the school council or the eco council, fulfilling the roles of green rangers, playground pals or as various monitors across the school. Pupils also take the lead in school clubs, supporting younger pupils well and adding to the strong sense of community that prevails throughout the school.

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

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

- Teaching is consistently good because it involves interesting, active sessions where pupils are highly motivated and really enjoy their work. Excellent relationships are evident; teachers have high expectations and pupils respond with enthusiasm and keen interest. Classes are consistently well managed with a good pace of learning sustained.
- A range of successful approaches is used effectively with a variety of activities, including individual, pair and group work. Pupils respond eagerly to skilful questioning; teachers achieve a good balance of teacher talk and pupil activity. Consequently, pupils gain confidence in contributing to discussions, exploring their thinking on various issues. They have good opportunities to work independently and cooperate well with their peers.
- In the outstanding lessons observed, alignment of the activities introduced with the learning that teachers had planned for was excellent. Thought-provoking questioning by teachers prompted insightful, considered responses from pupils, demonstrating excellent understanding of complex material.
- Although emphasis on celebrating pupils' achievements in citizenship is strong, the formal monitoring and recording of the excellent skills they are developing are not well developed at present.

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

The quality of the curriculum in citizenship is outstanding.

- The citizenship curriculum has high priority in the life of the school. It is prominent in the personal, social and health education curriculum and woven across many aspects of the wider curriculum. This adds up to a coherent programme, having an excellent impact on pupils' learning and understanding.
- Particularly strong citizenship dimensions are evident in science, RE, history, geography and literacy lessons, where teachers make issues relevant and interesting for pupils across a range of contexts.

- Social and emotional aspects of learning (SEAL) support citizenship very effectively and promote inclusion for all pupils. The attention paid to build the confidence and self-esteem of vulnerable pupils is exemplary and ensures that all pupils are able to access the curriculum.
- The curriculum has several particularly strong features; these include the programme for environmental education and study of the issues around sustainability and the strong focus on understanding identity and diversity. The celebrations of local, national and global events, including whole-school and community parades in the local area, foster respect and tolerance for diversity and difference.

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

The effectiveness of leadership and management in citizenship is outstanding.

- Citizenship learning and the importance of active citizenship are integral to the ethos and philosophy of the school's work. The leadership team has established a strong whole-school commitment to place the school at the heart of the local community. Consequently, pupils celebrate local events with pride and are hugely enthusiastic about their role in the community.
- The subject is well resourced in terms of curriculum time, expertise of teachers and excellent resources to support learning. High-quality displays around the school support and reinforce pupils' learning.
- Very strong links are evident with the school's work to support community cohesion. Pupils are part of a cohesive school community and develop the knowledge, understanding and decision-making skills to prepare them to be informed future citizens.
- The impact of the work of the school council is good; pupils feel that they have a voice in their school and appreciate that their views are valued and acted upon. Consequently, they feel that they are making a difference in continually improving their school.

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

- developing recording and assessment procedures to recognise the skills that pupils are gaining.

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**