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3 February 2012

Mrs C Joyce
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Dear Mrs Joyce

Ofsted 2011–12 subject survey inspection programme: citizenship

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 25 January 2012 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 groups of pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of Forest School activities and three lessons.

The overall effectiveness of citizenship is good with outstanding features.

Achievement in citizenship

Achievement in citizenship is good with outstanding features.

- Pupils enjoy their learning in citizenship and work with keen interest. Their skills in pair and group work are good; pupils demonstrate the ability to work independently when asked to do so. Pupils' grasp of many of the subject's key aspects is secure; in particular, they display good understanding of rights and responsibilities, justice and fairness, and care for the environment. The attention paid by the school to developing pupils' knowledge and understanding of diversity and difference is paying dividends. Pupils have a well-developed sense of right and wrong; they are notably caring and supportive of pupils whose circumstances have made them potentially vulnerable.
- In discussion, pupils are confident and eager participants. They are encouraged to express their views, listen to others and challenge, if

appropriate, on a wide range of topics. For example, in a successful debate about potential changes to school rules, pupils from Years 4 and 5 listened thoughtfully, respectfully challenging and disagreeing with their peers.

- Pupils enjoy contributing to a wide range of school and community events. They hold 'Harvest for the Hungry' events, sing in the community in local care homes and fundraise for a variety of charities. Older pupils support younger ones in 'Building Club' activities in school, designed to raise confidence and self-esteem.
- A comprehensive range of activities develops pupils' leadership skills well and promotes a sense of responsibility. In particular, Year 6 pupils successfully adopt a variety of leadership roles and speak positively about the impact of this. Also, the work of the school council, gardening club and a range of buddy activities encourage involvement of pupils from other year groups.

Quality of teaching in citizenship

The quality of teaching in citizenship is good.

- All of the lessons observed included the effective delivery of citizenship themes. Lessons were characterised by good relationships and the use of varied and interesting activities that engaged pupils. The positive atmosphere created prompted enthusiasm from pupils, who are keen to succeed.
- A good range of activities is used effectively, including independent work, paired activities and group work. Teachers achieve a good balance of teacher talk and pupil activity. Pupils are encouraged to reflect on differing viewpoints; many of them are confident in contributing their ideas.
- Although all lessons observed successfully incorporated aspects of citizenship, occasionally, some opportunities were missed to contextualise learning and reinforce pupils' understanding through reference to current events.

Quality of the curriculum in citizenship

The quality of the curriculum in citizenship is good.

- The curriculum is well planned across seven nominated strands; these are used effectively by teachers. The programme is weighted towards personal, social and health education but the citizenship dimension is clearly identified and delivered well. Teachers demonstrate understanding of the key concepts in developing citizenship themes effectively across a range of subjects. This has not been mapped recently; the school recognises this would be a useful exercise in determining where any gaps in provision exist.
- From the Early Years Foundation Stage upwards, pupils learn about care for the environment and issues around sustainability. This starts in the Forest School, building throughout the school. Through the Forest School

experience, pupils gain in confidence and learn the beginnings of cooperation and teamwork.

- Most teachers make good use of current news stories to encourage pupils to reflect on their own opinions and share their views. Potentially, this can be developed further to ensure that citizenship learning is relevant to pupils, through extending their understanding of the world today.

Effectiveness of leadership and management in citizenship

The effectiveness of leadership and management in citizenship is good.

- You and your team have established a positive school culture that promotes responsible action; this makes a strong contribution to pupils' good social, moral and cultural development. Many aspects of your provision combine well to provide varied, interesting experiences for pupils that develop their knowledge and understanding of the world today and their understanding of how they can make a positive contribution.
- The subject leader is committed, energetic and well organised. She has established a sound foundation for the subject, based on a clear vision, good planning and suitable curriculum resources to support this.
- Use of the pupils' voice to improve the school is good. Pupils feel they are consulted and listened to. A number of factors support this: each class having responsibility for negotiating their own class rules; the approachability of their teachers and the opportunities available to influence school life through the school council. Pupils also feel they are encouraged to have a voice beyond school and influence local decision-making; for example, their work with the local parish council on the rural plan.

Areas for improvement, which we discussed, include:

- ensuring that teachers consistently reinforce learning through reference to current affairs and contemporary issues
- auditing all aspects of provision, including cross-curricular dimensions to identify where any additions to the curriculum might be beneficial.

I hope that these observations are useful as you continue to develop citizenship in the school.

As 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. A copy of this letter is also being sent to your local authority.

Yours sincerely

Judith Matharu
Her Majesty's Inspector