

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



21 May 2012

Mr M Wright
Headteacher
Leyland St Mary's Catholic Technology College
Royal Avenue
Leyland
Lancashire
PR25 1BS

Dear Mr Wright

Ofsted 2012–13 subject survey inspection programme: citizenship

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 2 and 3 May 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 students; scrutiny of relevant documentation; analysis of students' work; and observation of 10 lessons and two learning walks.

The overall effectiveness of citizenship is good.

Achievement in citizenship

Achievement in citizenship is good.

- Students achieve well in citizenship due to the strong core of teaching in the subject. They have good opportunities to work independently, in pairs and in groups, allowing them to exercise strong skills of enquiry.
- Students say that they enjoy their learning across a range of subjects delivering citizenship and this makes a good contribution to their social, moral, spiritual and cultural education.
- The school embraces the wider community as many students are involved in projects to support others. These range from cleaning gravestones and visiting nursing homes to performing at a children's hospice, together with numerous cake sales, pyjama days and sponsored triathlons. One member of staff commented, 'There is a very strong sense of belonging to something worthwhile, which touches lots of other communities'.

- Subject knowledge of citizenship issues is strong in many areas; however, students have less understanding of the work of parliament and the civil and criminal justice systems.

Quality of teaching in citizenship

The quality of teaching in citizenship is good.

- In the best lessons, excellent subject knowledge combined with well-paced extended opportunities for independent learning allows students to make at least good progress. This occurs due to well-organised, in-depth lesson planning ensuring that students of all abilities are able to access their learning independently. Students are very clear about what they are aiming to learn during the lesson and in some cases, clear, levelled outcomes are used to measure their performance.
- In a successful French lesson, Year 11 students were asked to vote for the social issues they felt had the most impact on peoples' lives ranging from poverty and terrorism to AIDS. They had to re-prioritise the same issues from the points of view of people around the globe, allowing them to consider other people's priorities and points of view. A stimulating discussion ensued about how students could use their individual power to have an impact through lobbying and campaigning. A clear explanation of how this linked to their exam assessment and suitably varied questions planned for different abilities resulted in outstanding progress for all students.
- Similarly, in a history lesson, Year 8 students were asked 'Does slavery still exist today?' Students placed themselves on a continuum between freedom and slavery and gave reasoned opinions for their judgements. Students used the international declaration of human rights and a slave's charter to draw comparisons and make connections between racism and slavery.
- When teaching is weaker, it is characterised by a lack of subject knowledge, missed opportunities to link historical events to modern day issues and a lack of planning to meet the range of needs and abilities within the class. The intended outcomes of the lesson are sometimes unclear and no links are made to assessment criteria; consequently, students are unsure of the progress they are expected to make. Engagement wanes when the learning is too teacher-directed.

Quality of the curriculum in citizenship

The quality of the curriculum in citizenship is good.

- The curriculum covers the range and content of citizenship; students demonstrate good understanding of human rights, immigration, economic issues and sustainability.
- The curriculum is enriched by opportunities to contribute to and assume leadership roles in the local, national and international community. Such events include a Year 9 vegetarian week, Operation Christmas Child, the

Duke of Edinburgh award, 'Minnie Vinnies' (students in Key Stage 3 who help the local community). In addition, students have sent unwanted football boots to their link school in Ghana and worked with a local school on a community project.

Effectiveness of leadership and management in citizenship

The effectiveness of leadership and management in citizenship is good.

- You and your team have infused citizenship into the core purpose of the school. You are well supported by a team of middle leaders and a lay chaplain who all take responsibility for cross-curricular delivery.
- Self-evaluation is incisive, honest and accurate, reflecting the strength of leadership and management.
- While the quality of provision is well monitored at senior leader level, opportunities are missed to empower middle leaders to directly monitor, evaluate and review cross-curricular provision.

Areas for improvement, which we discussed, include:

- enhancing the curriculum by: using super learning days to explore how parliament and the civil and criminal justice system work; expanding opportunities for advocacy via the school council
- ensuring that all teaching is consistently good and better by: focussing the core of delivery among teachers with the strongest subject knowledge; ensuring that planning always makes provision for individual learning needs; providing clear assessment criteria for every lesson
- empowering middle leaders to monitor and evaluate cross-curricular provision.

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.

Yours sincerely

Sally Kenyon
Her Majesty's Inspector