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Mr Paul Spencer Ellis
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Dear Mr Spencer Ellis

Ofsted subject inspection programme – Citizenship

Thank you for your hospitality and cooperation, and that of your staff, during our visit on 12 October 2006 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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of lessons.

The overall effectiveness was judged to be satisfactory. There has been some progress in subject development since the last inspection but aspects of leadership and management and assessment procedures are underdeveloped.

Achievement and standards

Achievement and standards in citizenship were satisfactory overall.

- Pupils demonstrated satisfactory knowledge of aspects of the citizenship curriculum. The coverage within key stages is variable. For example pupils at Key Stage 4 are able to develop skills of enquiry and communication and take responsible action through applying their knowledge and understanding of charities. In contrast their work on crime and young offenders lacks depth.
- Pupils' skills in participating in active citizenship as part of the commendation system are good.

Quality of teaching and learning

The quality of teaching was satisfactory in the secondary phase and good in the primary phase. Learning was unsatisfactory due to inadequate assessment.

- Lessons are planned to deliver knowledge and information about citizenship topics but do not set clearly defined objectives to address the strands of enquiry and communication and participation and responsible action.
- Relationships between pupils and teachers are good. Pupils behave well and are keen to share their opinions and contribute to discussion when given appropriate opportunities.
- Active learning strategies are not used constructively to allow pupils to plan and evaluate their own learning.
- Assessment is inadequate. Procedures are not developed to enable teachers and pupils to assess progress in citizenship or to identify targets for improvement throughout the key stages.

Quality of the curriculum

The quality of the curriculum is satisfactory overall.

- Citizenship is delivered discretely across the school in a weekly timetabled lesson. It is taught by the primary and secondary coordinators and a small team of teachers.
- Schemes of work satisfactorily address knowledge and understanding but the programme is not coherent and progressive with clear linkage between the three strands. The citizenship passport has considerable potential to allow teachers and pupils to demonstrate where and when citizenship is being delivered and how citizenship skills are being developed and applied within discrete lessons, other curriculum subjects or as part of active citizenship outside lessons.

Leadership and management of citizenship

Leadership and management are satisfactory.

- The development of the subject is led by committed co-ordinators. The coordinators have a vision for citizenship which is supported by the senior leadership team. However the rationale for the delivery of citizenship is not fully understood or shared amongst pupils and teachers.
- Although progress has been made since the last inspection when citizenship was judged to be inadequate, subject development has been hindered by the lack of a detailed action plan reflecting a whole

school approach to citizenship matched to a long term strategic development plan.

- There has been a lack of appropriate training to show staff how to teach citizenship effectively.

Inclusion

The school has an inclusive ethos which is embedded within the boarding and day provision. Pupils are keen to participate in the wide range of extra curricular activities and value opportunities to express their views and opinions. The peer listeners have a good understanding of their roles and responsibilities and offer positive support to younger pupils.

Areas for improvement, which we discussed, included:

- to develop the assessment of citizenship
- to clarify the rationale for the delivery of citizenship
- to ensure staff have access to citizenship training
- to monitor and evaluate standards and the quality of citizenship teaching.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Anne Wellham
Her Majesty's Inspector