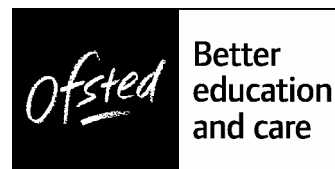


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28 February 2007

Mr C Trees
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Dear Mr Trees

Ofsted survey inspection programme – Citizenship

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 26 and 27 February 2007 to look at work in citizenship.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on provision for teaching and learning about Britain's diversity.

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 five lessons.

The overall effectiveness was judged to be good.

Achievement and standards

Achievement and standards in citizenship are good.

- Pupils demonstrate good knowledge and understanding of the key areas of the citizenship curriculum. Teachers have high expectations and pupils take their lessons seriously.
- Pupils are given good opportunities to develop their enquiry and communication skills and to take responsible action. A good example of

this was the 'Stock Market Challenge' for Year 10 which was partly planned and organised by pupils in Year 11.

- Pupils discuss and debate issues with enthusiasm and their books show good standards of work.

Quality of teaching and learning

The quality of teaching and learning is good.

- Teachers have good subject knowledge. Lesson plans have clear and appropriate objectives and teachers use a range of different approaches to engage pupils and encourage their participation, including those with learning difficulties and/or disabilities.
- Interactive whiteboards are used extensively and effectively and pupils use information and communications technology well to research topics.
- Written work is marked and graded and pupils self- and peer-assess their work. They are encouraged to reflect on what they have learned and how this has made an impact on their attitudes, actions and levels of participation.

Quality of curriculum

The quality of the citizenship curriculum is good.

- The subject is comprehensively and coherently covered at both key stages. Topics are revisited in greater depth each year to build deeper understanding.
- Topical issues feature well and are further supported by work in other subjects across the curriculum, for example: topical debates in English; science in the news and scientific controversy; ethnic diversity in music; and the impact of tourism in geography.
- The school ensures all pupils have an entitlement to the full programme of study. Beyond this, there are many opportunities for pupils to engage in active citizenship through activities and events such as the school newspaper, enterprise days, mock elections and charity fund-raising.

Leadership and management of citizenship

Leadership and management are good.

- The coordinator is well qualified and informed. She discharges her role effectively.
- Self evaluation and action planning are good and take account of the wider school ethos.
- There is a good capacity to improve.

Subject issue: provision for teaching and learning about Britain's diversity

Although there is no specific module on teaching about Britain's diversity, there are opportunities throughout the programme to explore these issues. At Key Stage 3, pupils study beliefs, customs and festivals, the range of cultures in the UK and racism and prejudice. At Key Stage 4 they study diversity and globalisation. Lessons give pupils good opportunities to research, discuss and consider controversy. Teachers bring local and topical issues into lessons and pupils are encouraged to voice their opinions. Pupils' written work also provides evidence of their learning about Britain's diversity.

Inclusion

All pupils have equal access to the programme of study for citizenship. Support teachers are available to assist in lessons and teachers plan for individual needs. Pupils from across the range of abilities and in all groups take part in the extra-curricular options the school offers and all participate in community and school-based out-of-hours activities. The school council is not as inclusive as it could be. Many of the same pupils take on the council roles each year as well as having other responsibilities such as prefects and form captains.

Areas for improvement, which we discussed, included:

- improving resources to enable the coordinator to properly manage the team and support their training needs
- developing further the profile and role of the school council and ensuring it is more representative of the school population.

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

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

Janet Palmer
Her Majesty's Inspector