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Mr B Found
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Dear Mr Found

Ofsted survey inspection programme – citizenship

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 28 and 29 November 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 six lessons.

The overall effectiveness of citizenship was judged to be inadequate.

Achievement and standards

Achievement and standards in citizenship are inadequate.

- Pupils have satisfactory knowledge about the environment, global interdependence and the range of faiths in the United Kingdom. However, they have inadequate understanding of human rights, the criminal justice system, government and parliament, the economy, voluntary organisations, the role of the European Union and global institutions.
- Pupils have too few opportunities to participate and take responsible action. The previous student council has been suspended and pupils

have modest expectations of the difference a student council can make.

- Pupils' progress in citizenship is not assessed. It is not therefore possible to identify progress between key stages, nor identify the progress of different groups of pupils.

Quality of teaching and learning of citizenship

The overall quality of teaching and learning is inadequate.

- None of the teachers delivering citizenship have received subject-specific training. A minority demonstrate expert knowledge but most misunderstand what is expected of them. In the majority of lessons the objectives are unclear and little learning in citizenship takes place.
- Teachers do not understand how well pupils are doing or what needs to be done to help them progress. Attainment and progress in citizenship is not recorded or reported to parents.

Quality of the curriculum

The quality of the citizenship curriculum is inadequate.

- The programme does not meet statutory requirements. Some citizenship related study is delivered through science, religious education (RE), geography and history, but neither Key Stage offers the National Curriculum programme of study.
- At Key Stage 4, pupils' access to citizenship is dependent on their option choices. For example, those choosing geography or business studies are likely to have far more opportunity than others to study citizenship related topics.
- Opportunities for participation in citizenship activities beyond the school are limited and not an entitlement for all.

Leadership and management of citizenship

Leadership and management are inadequate.

- There is no subject leadership for citizenship.
- Insufficient resources have been allocated in terms of time, staff responsibilities, staffing, training or materials.
- Standards and teaching in citizenship have not been monitored or evaluated.
- Since your recent appointment to the school you have included citizenship in the improvement agenda for the school. Although this is at a very early stage, there is capacity to improve.

Subject issue: teaching and learning about Britain's diversity

There is no coordinated planning for teaching and learning about Britain's diversity. Diversity issues are addressed through the study of a range of faiths in RE, and some pupils have had the opportunity to visit a mosque. A language 'immersion day' focused on different cultures such as Russian,

Spanish and Japanese but was not specifically focused on diversity in Britain. Pupils' understanding of the range of cultures in the United Kingdom is limited.

Inclusion

Despite the school's generally inclusive ethos this does not apply to the citizenship curriculum. The cross-curricular provision means that entitlement at Key Stage 4 is dependent on pupils' option choices. There is also no entitlement to, or monitoring of, pupils' involvement in community activities. The lack of an assessment policy for citizenship means that underachieving pupils cannot be identified and supported.

Areas for improvement, which we discussed, included:

- appointing a subject leader
- ensuring the curriculum is coherent and comprehensive across both Key Stages
- improving the quality of teaching and learning through appropriate training, monitoring and evaluation
- ensuring pupils' progress in citizenship is rigorously assessed and effectively reported on.

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 the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Janet Palmer
Her Majesty's Inspector