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Mrs C Robinson
Headteacher
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Dear Mrs Robinson

Ofsted 2007-08 subject survey inspection programme: citizenship

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 22 January 2008 to look at work in citizenship.

As outlined in my initial letter, as well as looking at key areas of citizenship, 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 two lessons.

The overall effectiveness of citizenship was judged to be outstanding.

Achievement and standards in citizenship

Achievement and standards in citizenship are outstanding.

- Pupils have excellent knowledge and understanding of the key areas of citizenship such as, how democracy works; the role of local councillors; world faiths; recycling and waste management; rules, rights and responsibilities, and global stories in the news.
- Pupils research topics using the internet and discuss and debate controversial issues. They enjoy studying citizenship and have excellent capacity to debate and discuss issues, justify their own opinions both orally and in writing and empathise with the views of others.

- Through the very active school council they regularly participate in decision-making about issues that affect the school and local community.

Quality of teaching and learning in citizenship

The quality of teaching and learning in citizenship is good with outstanding features.

- Teachers plan their lessons very well. They demonstrate expert knowledge and pupils' work is well marked.
- Teachers use a range of approaches to engage pupils' interests. The use of questioning is particularly skilful. Pupils are encouraged to work independently as well as in pairs and groups.
- Information and communications technology (ICT) is used very effectively. For example, pupils use interactive white boards to research news web-sites during the 'Places in the News' lessons.
- Teachers help pupils to develop the communication skills and self-esteem they need to successfully apply their knowledge of how to become informed and active citizens.
- Citizenship is not currently reported as a separate subject to parents. However, aspects of progress in citizenship may appear in the religious education (RE) report and teachers will usually refer to pupils' wider contributions in the 'teacher's comment' section.

Quality of the curriculum

The curriculum is outstanding.

- Pupils are prepared to play a role as active citizens through studying, among other things, topical issues from around the world; the environment; the roles of magistrates and local councillors; the significance of the media; democratic principles; the holocaust, and life in other countries.
- Pupils develop dependability, empathy and understanding through the work of the school council and other high profile responsibilities such as the Year 6 'buddies'; charity and school fund-raising; meetings with people from other ethnic and religious backgrounds and disability awareness.
- Environmental sustainability is taught in a variety of ways including through out-of-school activities such as the Longdendale Rivers Trip.

Leadership and management of citizenship

The quality of leadership and management in citizenship is good.

- You and your deputy headteacher support and manage citizenship well in the absence of the subject coordinator. The school understands its strengths and weaknesses in this area very well and has plans to address any issues requiring further development.
- Areas of leadership and management which are particularly well established are: the commitment and involvement of the senior

leadership team and governors; the selection of resources; the identification of training needs; communications with parents and the wider community. Consultation with parents and the role of the student voice in decision-making is extremely good.

Subject issue: teaching and learning about Britain's diversity

- Britain's diversity is mostly addressed through the 'World Faiths' aspect of the RE curriculum and the Stockport Diversity Service events and activities.
- Pupils have good opportunities to meet and talk with different people, although logistics make it difficult for them to all take trips out of school to visit different places of worship. This has been imaginatively overcome by a 'virtual tour' of a mosque using ICT.
- Pupils are encouraged to identify and respect both the differences and similarities that exist between people from a range of faiths. The 'Here I am' programme encourages pupils to explore their own identity as well as that of others.

Inclusion

- Work is suitably differentiated to meet individual needs. Teachers know their classes well and provide further support as appropriate. Different tasks are set for different groups of pupils and expectations vary accordingly.
- The 'Good Work' and 'Good Progress' awards ensure that all pupils have the opportunity to 'shine'.
- Initiatives are in place to help pupils with specific needs develop the communication skills and self-esteem they need to successfully apply their citizenship knowledge.

Areas for improvement, which we discussed, included:

- formally monitoring the standards of teaching in citizenship
- developing a school policy for the involvement of visitors in citizenship lessons
- including a citizenship section on the school web-site.

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