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Mr S Fewster  
Headteacher  
Whitehall Primary School  
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Dear Mr Fewster

Ofsted subject survey: identifying good practice in citizenship

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 04 July 2008 to look at aspects of citizenship at Whitehall Primary School.

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.

Features of good practice observed

- A strong sense of community pervades Whitehall Primary School and is central to the school's ethos and vision. Consequently, there is a clear, coherent school approach towards the development of citizenship and very good understanding of its place and significance within the curriculum for each year group.
- The enthusiasm for the subject and energy of staff is a key strength. The commitment of the senior leadership team is shared by the wider staff. The subject leader is well organised and committed to involving staff in the development of a citizenship curriculum that is motivating and interesting to pupils. The successful use of individual staff expertise and interest results in considerable innovation in the subject, particularly within the school's creative curriculum, where much exciting work of a high quality is evident. This adds considerably to pupils' enjoyment of their work.
- The school's clear commitment to develop pupils' skills and understanding through active citizenship is evident in all year groups. There are many outstanding features in both the formal and informal curriculum. The

formal citizenship curriculum is meticulously planned from the Foundation Stage upwards, with carefully selected curriculum activities linked to each citizenship objective. This is thoughtfully developed through the school's creative curriculum. A good range of appropriate, interesting enrichment activities, such as the mini-enterprise events that pupils plan themselves in fund-raising for worthwhile causes, complement the formal curriculum. The quality of classroom displays is excellent, with much thought-provoking work from the citizenship curriculum on display on classroom walls and around school.

- The school's positive atmosphere and ethos strongly supports the promotion of good citizenship skills amongst pupils. There are many opportunities for pupils to take responsible action, support each other and the wider community and influence further developments in the school. For example, opportunities within the school council, house captains, Year 6 responsibilities, class helpers and Eco-warriors from the EMAS group engage pupils. The work of pupils in Year 6 with the Allotment Gardening Project organised by Age Concern successfully bring these age groups together. Joint Creative Partnership projects with neighbouring Oaklands Special School add richly to the citizenship programme.
- Pupils demonstrate very good understanding of the citizenship curriculum. They are able to identify and exemplify how they can participate and take responsible action, within their school and in the wider community. They express informed opinions about the subject matter and many articulate thoughtful, mature responses about citizenship, its place and importance in their school and relevance to their lives. They debate and discuss very well; for example when debating and writing about the issues of deforestation across the world. Purposeful links are made with real issues of local concern, for example, pupils continue to be closely involved in debating the issues surrounding the potential development of the new Eco Town in Leicester. As pupils progress through the school, they demonstrate growing awareness of the relevance and importance of citizenship within other subjects, because aspects of the subject imaginatively thread through the wider curriculum and the links are explored in lessons very well.
- Issues of identity and diversity are well addressed through the curriculum. Consequently, pupils demonstrate tolerance and respect for each other and a sensitive awareness of the diverse community within which they live. Their posters identifying the different needs and priorities of the local community illustrate this clearly. The value placed upon learning a variety of languages through the 'language of the month' initiative broadens pupils' horizons about European and world languages. The way this links seamlessly into their work in geography, history and RE enriches their understanding of the wider world and the issues facing people across the globe. Consequently their empathy and understanding of the challenges facing some communities are particularly well developed for their respective ages.

I hope my observations will be helpful as you continue to develop the subject in your school.

Yours sincerely

Judith Matharu  
Her Majesty's Inspector

