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Mrs K Brown  
Headteacher  
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Dear Mrs Brown

Ofsted survey inspection programme – citizenship

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 1 October 2009 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, pupils and a governor, scrutiny of relevant documentation, analysis of pupils' work and observation of four lessons.

The overall effectiveness of citizenship is good.

Achievement in citizenship

Achievement and enjoyment of learning are good.

- Pupils achieve well in citizenship and greatly enjoy their learning in the subject. They make good progress due to consistently good teaching and an imaginative curriculum that enriches their understanding.
- Pupils display good knowledge and understanding of many key aspects of the subject. In particular, their understanding of rights and responsibilities and the law and justice system is well developed. Their knowledge and understanding of environmental issues and sustainability are particularly good. Pupils' written work on the subject demonstrates clear understanding of the associated issues and conflicts.
- From the Foundation Stage upwards, pupils explore issues relating to positive relationships and how to work effectively together. In a

Foundation Stage lesson observed, their emotional literacy was suitably developed where they put themselves into another's shoes and considered how others might feel, then reflected on how they would share that afternoon.

- Pupils at Key Stage 2 demonstrate emerging awareness of the features of democracy and how government is elected. The process for determining the school council is reinforcing pupils' understanding and making a good contribution to their personal development.
- The school council is growing in its significance and impact and pupils recognise this, appreciating that they have a voice in their school. They speak proudly of the council's work and the positive impact on many aspects of school life, including the recruitment of staff.
- There is a variety of opportunities for pupils to demonstrate positive action in school and take responsibility for leading and supporting the work of their peers. The 'green team' speak enthusiastically about how they are influencing the school to adopt eco-friendly habits and what their plans are for the future. There are fewer opportunities to influence change or take positive action outside school.

### Quality of teaching

The quality of teaching is good.

- Teaching in the subject is consistently good. Teachers plan effectively to achieve citizenship outcomes and are secure in their subject knowledge. They facilitate discussions among pupils particularly well and are inclusive in their approach.
- Relationships in lessons are highly positive. Pupils are encouraged to engage in interesting, varied activities that inspire their interest and imagination. This promotes good learning.
- There are many opportunities for pupils to discuss their views and voice their opinions. They do this respectfully and listen attentively to the views of others. For example, in a Year 5 lesson exploring attitudes towards global warming, pupils confidently assumed the roles of key delegates at a world summit. They explored different views on the relevant issues with keen interest.
- Assessment in the subject is underdeveloped at present. The school has identified the need to gain a clearer picture of pupils' skills and strengths as they progress through the key stages.

### Quality of the curriculum

The citizenship curriculum is good.

- The school's vision places personal, social and health education and citizenship at the heart of provision rather than as a 'bolt-on' dimension to the curriculum. This creative approach successfully covers diversity, equal opportunities, positive relationships and global citizenship. The school uses

the Creative Learning Journey curriculum planning wheels, which integrate citizenship objectives effectively into units of work.

- The skills-based approach of the Creative Learning Journey is highly successful in developing pupils' skills of enquiry, advocacy and representation. The provision is effective and provides good experiences for pupils. However, there is more to do to ensure that the curriculum builds these skills logically and progressively.
- The global awareness focus each half term enables pupils to study different areas of the world, with good links developing with a range of partners overseas. Through these studies, pupils are gaining a good understanding of the implications of being a world citizen.
- The philosophy unit of work enriches the citizenship curriculum. In a Year 6 philosophy lesson, pupils expressed their views with a maturity beyond their years and listened thoughtfully to the opinions of others. The teacher was very successful in facilitating a very fruitful discussion among the pupils.

### Effectiveness of leadership and management in citizenship

The leadership and management of citizenship are good.

- You express a clear vision for the subject that places it at the heart of the curriculum. School leaders recognise the significance and importance of good citizenship education in promoting community cohesion.
- Curriculum policies and planning for the subject accord with other key policies and strongly support the Every Child Matters outcomes. The school's ethos centres on the promotion of responsible action and respect for others and this is being successfully realised through citizenship provision.
- Subject leadership is good. The subject leader is relatively new in post and has made a good impact on provision. She has clear ideas on how to develop the curriculum further. There is a willingness to reflect on current practice and implement new ideas accordingly. Support for class teachers in their delivery of the subject is good.

Areas for improvement, which we discussed, include:

- developing assessment procedures to ensure that pupils' progression across Key Stages 1 and 2 is identified more clearly
- developing a focus within the curriculum on how the work of voluntary groups and organisations contribute to the community
- providing increased opportunities for pupils to participate in positive action in the local community.

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

Judith Matharu  
Her Majesty's Inspector