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Mrs S Stone
Headteacher
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Dear Mrs Stone

Ofsted survey inspection programme – citizenship

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 19 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 included interviews with staff and groups of pupils, scrutiny of relevant documentation, analysis of pupils' work, observation of part of three lessons and a whole school assembly, and observation of the school council meeting.

The overall effectiveness of citizenship is good.

Achievement and enjoyment of learning

Achievement and enjoyment of learning are good.

- Pupils display a good understanding of many of the key aspects of citizenship. In particular, they have a strong sense of fairness and understand that their actions have consequences. They demonstrate a good understanding of their responsibilities within the school community.
- Good examples were seen of research and debate on a range of citizenship topics including recycling and building a positive school community.
- Pupils demonstrate a growing understanding of democracy, particularly within the school context. The process of electing the School Council

representatives is a good example of how learning is reinforced through practical activities.

- The personal development of pupils through active participation in school-based activities is good. They take responsible action to improve behaviour through peer mediation, playground leaders and the anti-bullying group. The school encourages pupils to assume responsibility, make decisions and organise their own activities, which many take up with enthusiasm and commitment. This is illustrated well by the Year 6 enterprise scheme and fundraising for charities of their choice.
- Pupils have a good knowledge and understanding of environmental issues in the school and local community such as recycling, compost for the school garden and conserving energy. Opportunities to explore global environmental issues are more limited.
- Pupils' knowledge and understanding of diversity are satisfactory. Their awareness of the cultural diversity of local and national communities within Britain is less well developed.
- Pupils feel they have a voice in school and their opinions and actions make a difference. They contribute enthusiastically through the School Nutrition Action Group. The school council has recently been involved in the design for improvements to the school building.

Quality of teaching

The quality of teaching and learning is good.

- Lesson planning for citizenship within personal, social, health and citizenship education (PSHCE) focuses well on developing pupils' knowledge, understanding and skills in the subject.
- The lessons observed were characterised by good relationships and opportunities for pupils to debate issues and contribute their own views on being a good citizen and member of a community. They contribute their ideas and opinions confidently; for example on why the villagers in Eyam were right to contain the plague and protect others.
- Information and communication technology is used well by staff and pupils to support learning. Year 6 pupils confidently developed and used software as part of their class presentations on developing the perfect school community.
- Teachers have good subject knowledge, value pupils' opinions and create a positive climate for learning. The learning environment provides good opportunities for pupils to be involved in community projects such as growing vegetables in the school garden.
- Assessment of pupils' achievement in citizenship is in the early stages. There are good examples of teachers assessing pupils' knowledge and understanding and providing helpful feedback. However, the school recognises that practice in monitoring pupils' progress in the subject is not consistent across the key stage.

Quality of the curriculum

The curriculum is good.

- Citizenship themes are planned effectively within the PSHCE curriculum. Learning across a range of subjects such as literacy, history and geography is integrated thoughtfully.
- The topic of cultural diversity is introduced satisfactorily through study of a range of faiths but too few opportunities are planned for pupils to explore how cultural diversity is a part of their everyday lives.
- Global links are developing effectively through links with a school in Cuba and the study of life in other countries such as Kenya.
- The school's extra-curricular and residential programme supports pupils' learning effectively, providing opportunities for pupils to develop environmental and community awareness. The recent visit to Eyam for Year 4 pupils provided exciting first-hand opportunities to study the village and the issues of an isolated community.
- Citizenship themes are introduced effectively to pupils through the planned assembly programme. For example, the planting of bulbs to improve the community environment and raise money for a national charity.
- Pupils' experience democracy through the well-planned procedures of voting and representation on the school council and election of the chairperson. The school council is valued by pupils for its achievements; improvements to the playground, including a clock, are very popular.

Leadership and management

The leadership and management of citizenship are good.

- You and the subject coordinator have established a strong whole-school commitment to active and responsible citizenship in the school and in the community. There is a strong commitment to help all pupils feel part of a cohesive school community and develop the knowledge, understanding and decision-making skills required to make a positive contribution in school.
- The coordinator has developed a good curriculum and additionally provides support and training for staff.
- Monitoring is in the early stages and involves talking to pupils and work sampling.

Areas for improvement, which we discussed, include:

- providing further opportunities for pupils to develop their knowledge and understanding of cultural diversity within the local and national environment
- developing the assessment of skills, knowledge and understanding in citizenship across the key stage.

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

Pat Walsh
Her Majesty's Inspector