

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



26 March 2010

Mr R Ruszczyński  
Headteacher  
Chellaston School  
Swarkestone Road  
Chellaston  
Derbyshire  
DE73 5UB

Dear Mr Ruszczyński

Ofsted 2009-10 subject survey inspection programme: citizenship

Thank you for your hospitality and cooperation, and that of the staff and students, during my visit on 15 and 16 March 2010 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 the development of students' political understanding.

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.

The evidence used to inform the judgements included: interviews with students, staff and governors; scrutiny of relevant documentation; analysis of students' work; and observations of lessons.

The overall effectiveness of citizenship is outstanding.

Achievement and enjoyment of learning in citizenship

Achievement and enjoyment of learning in citizenship are outstanding.

- Students participate fully in lessons; express themselves well and explore concepts and ideas together in a constructive manner. They are very comfortable in seeking clarification from teachers when they are unsure.
- Students build up very good background knowledge as they progress through the school and recognise the part citizenship plays in their learning. They demonstrate an understanding of politics, democracy and international affairs. In part, this is gained through core citizenship lessons and the GCSE course but they also learn about relevant issues, such as

medical ethics, victimisation, cultural diversity and empathy, through many other subjects and activities.

- In 2009, 81% of students achieved A to C grades in the citizenship short course GCSE. This figure far exceeds national performance.
- Higher achieving students are forthright and confident in their contributions. Those who have had the chance to become involved in the various international opportunities offered by the school are able to contextualise social issues, such as wealth distribution and the political aspects of foreign aid.
- The well-established reporting to parents is good. The format used is very helpful in informing and educating parents about the subject. There is, however, some scope to refine the depth of tutors' comments.
- The quality of students' extended writing is good and illustrates their depth of knowledge and skills of enquiry.

### Quality of teaching in citizenship

The quality of teaching in citizenship is good.

- Teachers develop students' skills of enquiry and research well across all abilities.
- The various subject teachers who incorporate citizenship into their lessons do so to good effect. In a high proportion of lessons observed, teachers had a clear and accurate view of how the citizenship elements could enhance the lesson generally. For example, a science lesson explored scientific bias in relation to the measles, mumps and rubella vaccine; a lively drama lesson considered how it felt to be victimised; and an art and design lesson enabled students to explore censorship. Teachers are prepared to tackle controversial issues.
- Marking of students' work is good and often includes an evaluation of a student's participation in wider community action. Teachers use marking to create a dialogue with students and to raise relevant issues and points. Students' monitoring is effective and improving continually.
- The few weaknesses included the occasional use of complex and sophisticated questions which exceeded most students' understanding, and consideration of how to use short tutorial-style citizenship lessons to best effect. However, these were not major issues.
- Students' assessment is good. Its further development is being strengthened by the involvement of a staff working party.

### Quality of the curriculum

The quality of the citizenship curriculum is outstanding.

- The school enables students to access a coherent and comprehensive citizenship curriculum. Curriculum planning for sixth-form students also accommodates citizenship.

- An informed mapping exercise of all subject areas has taken place, set against citizenship's key concepts, processes and content. This has facilitated the dovetailing of relevant citizenship aspects while maintaining the integrity of the host subjects. Teachers are at ease with this cross-curricular approach.
- Such subjects have suitably precise citizenship objectives evident within their lesson plans.
- The curriculum provides continuity and progression. It supports less experienced teachers by, for example, linking assemblies to directly support teaching and learning in the classroom.
- Good schemes of work and well-ordered resource materials are in place to support teachers, but there is an understanding that the more experienced will direct lessons as they see fit. Students appreciate this mature and sensible approach.
- The compulsory half course GCSE has been very useful in further shaping the citizenship curriculum. It gives the subject visibility and parity of esteem.
- External speakers are used well and their contributions are monitored.
- The school's learning platform is an attractive resource and presents parents and students with an informed and comprehensive overview of the subject. It is pleasing to note that the school is exploring the potential of using students' work as a teaching resource on the learning platform.

#### Effectiveness of leadership and management in citizenship

Leadership and management in citizenship are outstanding.

- Managers have done an excellent job in ensuring that citizenship, as a subject and as a theme, pervades the school. The curriculum provides equality of entitlement to all students and the managers' attitudes have encouraged staff to be creative and positive about citizenship.
- School policies on citizenship and on community cohesion set out expectations in terms of citizenship delivery, teaching assessment, advice on the use of community-based organisations and links to other subjects. The school self-evaluation form captures citizenship education well and gives it good visibility.
- Managers are suitably self-critical and tackle issues needed to bring about change. A citizenship action plan clearly sets out the detail needed to bring about improvement.
- Well-informed external subject support from the local authority or professional bodies is sought and acted upon.

Subject issue: the development of students' political understanding is outstanding.

Students have a good level of understanding of party politics and of national and global issues. They appreciate the role played by campaigning and lobbying groups and a few are already deeply involved in local political

activity. The broad citizenship curriculum encourages a sense of belonging and responsibility among students thereby encouraging them to act on issues that concern them.

Areas for improvement, which we discussed, include:

- considering the most effective use of the short citizenship lesson periods
- reviewing the depth of tutors' comments in reports to parents.

I hope these observations are useful as you continue to develop citizenship in the school.

As I explained previously, 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

Tony Gallagher  
Her Majesty's Inspector