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Mrs J Orridge
Headteacher
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Dear Mrs Orridge

Ofsted 2009-10 subject survey inspection programme: citizenship

Thank you for your hospitality and cooperation, and that of the staff and pupils during my visit on 12 January 2010 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.

The evidence used to inform the judgements included: interviews with the headteacher, staff, pupils and the local authority extended schools manager; scrutiny of relevant documentation; analysis of pupils' work; and observation of five lessons.

The overall effectiveness of citizenship is good.

Achievement and enjoyment of learning in citizenship

Achievement and enjoyment of learning in citizenship are good.

- Pupils make good progress from very low starting points. They have a satisfactory understanding of the key areas of citizenship with some aspects that are good. This is the result of a carefully tailored curriculum and consistently good teaching.
- Pupils' oral skills are better than their writing skills. They demonstrate good discussion and debating skills, active listening and turn-taking.
- The personal development of pupils through active participation is good. Their behaviour is exemplary. The school encourages pupils to assume responsibility, make decisions and organise their own activities. Pupils grow in confidence and take responsible action enthusiastically. For example, they act as playground buddies, look after the school allotment

and plan community action to improve the neighbourhood. Pupils in Key Stage 2 demonstrate a good understanding of their responsibilities within the school and local community.

- The pupils' voice is strong and older pupils feel their opinions and actions make a difference. They are proud of the school and the part they play in it. They contribute their ideas to the school improvement plan and actively devise the most effective ways to promote good behaviour in school.
- Pupils demonstrate an emerging understanding of democracy through the election for house captains; they regularly use their voting rights to influence decisions made in school.
- They have a good understanding of local environmental issues, such as recycling and conserving energy. However, their knowledge of wider global issues is limited.
- Pupils' knowledge and understanding of diversity are satisfactory. They are actively involved in the integration of Polish families into the school community. Their awareness of other culturally diverse communities within Britain is less well developed.

Quality of teaching in citizenship

The quality of teaching in citizenship is good.

- Teachers value pupils' opinions, strongly encourage debate and create a positive climate for learning. Consequently, pupils contribute their ideas enthusiastically; for example, when planning a community magazine.
- Information and communication technology is used well in personal, social, health and citizenship education (PSHCE) lessons to motivate pupils and support their learning effectively.
- Teachers use a range of effective approaches, including whole-class discussion, pair and team work. Pupils in all year groups demonstrate their enjoyment in lessons and actively participate in their learning.
- Lessons are planned effectively to meet the very wide range of abilities. Staff are skilled in including and supporting all pupils in their learning.
- Assessment is in the early stages and is largely based on pupils' oral contributions. Verbal feedback to pupils in lessons successfully reinforces the personal skills that are developed through the subject. However, there are too few opportunities to check the rate at which pupils are developing knowledge, skills and understanding of aspects of citizenship as they move through the school.

Quality of the curriculum in citizenship

The quality of the citizenship curriculum is good.

- Citizenship themes are planned effectively within the PSHCE curriculum as part of the school's successful approach to pupils' personal development. Learning across a range of subjects, such as literacy, history and mathematics, is thoughtfully planned.

- The school is at the heart of the community. The strong links with the local community and the wide range of extra-curricular activities, visits and visitors support pupils' learning and personal development very effectively. For example, the after-school clubs organised by the fire service, local police force and sporting organisations promote team working and active participation very effectively.
- There are insufficient opportunities for pupils to develop a wider perspective across the strands of citizenship; for example, in cultural diversity and environmental sustainability.

Effectiveness of leadership and management in citizenship

The leadership and management of citizenship are good.

- You lead the subject with drive and enthusiasm. You have established a positive 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 their knowledge, understanding and decision-making skills to make a positive contribution in school and locally.
- The school has an accurate understanding of the key strengths and weaknesses in the subject and you have a clear view of the place of citizenship within the revised curriculum.
- Resources to support learning in citizenship are good and the learning environment is used effectively to display work in the subject.
- You recognise the need to improve assessment in the subject.

Areas for improvement, which we discussed, include:

- improving the assessment of pupils' skills, knowledge and understanding in citizenship
- planning opportunities for pupils to widen their horizons and develop a global perspective on citizenship issues.

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