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25 May 2010

Mr S Lane
Headteacher
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Dear Mr Lane

Ofsted 2010-11 subject survey inspection programme: citizenship

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 19 May 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 pupils and key staff, scrutiny of relevant documentation, analysis of pupils' work and observation of four lessons and an assembly.

The overall effectiveness of citizenship is outstanding.

Achievement and enjoyment of learning in citizenship

Achievement and enjoyment of learning in citizenship are outstanding.

- Pupils have an excellent understanding of the key areas of citizenship and outstanding personal development. This is the result of strong leadership in the subject and an excellent personal, social, health and citizenship education (PSHCE) curriculum.
- Pupils' personal development through active participation is exemplary. They respond very positively to the wide range of opportunities for taking responsible action in the school and local community.
- Pupils are very skilled at researching, discussing and debating topical issues and events. They are actively encouraged to listen to each other's views, form opinions and express their own.
- The pupils' voice is strong through the democratically elected school council and suggestion box. Pupils are proud of the school and the part

they play in it; even the youngest feel their contribution makes a difference.

- Pupils show a good understanding of environmental issues and the sustainability of resources. From the excellent opportunities offered in the Early Years Foundation Stage outdoor Forest School and the school vegetable gardens, they demonstrate a growing awareness of conserving natural resources. Their knowledge of global sustainability is more limited.
- Pupils' knowledge and understanding of diversity are outstanding and they show a sensitive awareness of differences in culture and ethnicity and of the need for respect for others.

Quality of teaching in citizenship

The quality of teaching in citizenship is good.

- Teachers use a range of approaches to help pupils develop knowledge, understanding and skills in citizenship. Lessons are interesting, active and participatory; pupils thoroughly enjoy their learning.
- Interactive whiteboards are used to very good effect. Access to web pages brings topical issues into the classroom and teaches pupils how to use information and communication technology to conduct their own research.
- Teachers value pupils' opinions, strongly encourage debate and create a positive climate for learning. They deal with sensitive issues well. In lessons, opportunities for pupils to give their opinions on controversial topics are good. Consequently, pupils contribute their ideas with confidence, for example on the ethical issues related to affordable clothes and the use of child labour.
- Excellent relationships and high expectations promote pupils' personal development very well.
- The assessment of pupils' achievement in citizenship is good. Their knowledge, skills and understanding are checked and recorded. Staff are skilled at including pupils in their learning. However, at times, work is insufficiently challenging for the most able pupils.

Quality of the curriculum in citizenship

The quality of the citizenship curriculum is outstanding.

- Citizenship themes are planned very effectively for each year group and thoughtfully integrated across the curriculum. Work on social and emotional aspects of learning (SEAL) is well established and contributes to pupils' excellent behaviour and positive attitudes to learning.
- School assemblies are used very well to reflect on citizenship themes; for example, investigating the implications of a supermarket planned for the local area through enthusiastic role-play.
- The school's involvement with groups in the local community is exemplary and demonstrated through a wealth of projects. Links have been strengthened recently by the active participation of the community in

building a yurt in the school grounds; this provides a well used venue for children and adults to meet, work together and share their interests.

- The curriculum is particularly strong on difference and diversity with a rich celebration of pupils' culture and heritage. This fosters a respect for different ways of life, beliefs, opinions and ideas.
- Too few opportunities are planned for pupils to develop a wider perspective across some strands of citizenship, such as global sustainability.

Effectiveness of leadership and management in citizenship

The leadership and management of citizenship are outstanding.

- Citizenship is integral to the ethos of the school and the philosophy that underpins its work.
- You and the subject leader have established a strong whole-school commitment to active and responsible citizenship in the school. There is a strong drive 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.
- The subject leader monitors and evaluates teaching and learning in citizenship and consequently, the school's evaluation of its work in the subject is both analytical and accurate. Pupils' achievement is carefully tracked.
- Citizenship is well resourced in terms of books and materials; excellent citizenship displays all around the school enhance the learning environment very well.
- Although the school's plan for community cohesion clearly identifies the strengths in the school and local community, the emphasis on some of the global strands is insufficient.

Areas for improvement, which we discussed, include:

- developing aspects of global citizenship further through community cohesion and the curriculum.

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 under the URN of your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

Pat Walsh
Her Majesty's Inspector