

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



15 June 2010

Mr P Dickinson
Headteacher
Archbishop Beck Catholic Sports College
Cedar Road
Walton
Liverpool
L9 9AF

Dear Mr Dickinson

Ofsted 2010-11 subject survey inspection programme: citizenship

Thank you for your hospitality and cooperation, and that of the staff and students, during my visit on 27 and 28 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 without their consent.

The evidence used to inform the judgements included interviews with staff and students, scrutiny of relevant documentation, analysis of students' work and observation of nine lessons.

The overall effectiveness of citizenship is good. Some aspects are outstanding.

Achievement in citizenship

Achievement in citizenship is good.

- Work seen in students' books is good. Students understand the workings of democracy both through their knowledge of the curriculum and their experience of elections for the Liverpool Youth Parliament. They have a good understanding of the criminal justice system, awareness of the causes and consequences of crime and issues surrounding the environment and sustainability. Students recognise the importance of freedom of speech and the value of human rights. They know how racism, prejudice and stereotyping affect people and are aware of the diverse nature of modern British society. They enjoy opportunities to meet people from different backgrounds and cultures.

- Students develop good skills in enquiry, communication and critical thinking. The topic-based cross-curricular work undertaken in Years 7 and 8 develops thinking and research skills and powers of advocacy, debate and discussion. These skills are further developed in Years 10 and 11.
- The impact of the student voice is outstanding. Students play an important role in their school and have a voice on many aspects of school life. Through form discussions, all students are able to voice their opinions and have a say in curriculum development, resources, fundraising, measures to prevent bullying and many other matters related to school life. Every student has the opportunity to comment on school development planning in regular form periods.
- Students' participation in active citizenship is good. They play a significant role in their local and wider communities through numerous fundraising events, membership of the Liverpool Youth Parliament, sports leadership roles in local primary and secondary schools and through international links with a school in Azerbaijan.
- All sixth-form students engage in some aspect of voluntary work and make a strong contribution to the local and wider community of Liverpool.

Quality of teaching in citizenship

The quality of teaching in citizenship is good.

- Citizenship is taught across the curriculum by all staff. Teachers demonstrate good subject knowledge and plan interesting, creative lessons often enhanced with music and drama, and reference to current events in the media. Lessons are brisk and relationships between staff and students are marked with respect.
- Teachers have developed a skills-based approach with a focus on developing students' skills as independent learners, enabling them to research, categorise and discuss their learning. Students regularly discuss moral and ethical issues, demonstrating respect for the views of others.
- Discrete assessment for citizenship is at an early stage of development. In Years 7 and 8, teachers complete assessments at the end of each half-term's topic. The assessment is not subject-specific. In Years 10 and 11, students' work is assessed within religious education and not separately as citizenship. As a result, students do not know how well they are doing in citizenship.

Quality of the curriculum in citizenship

The quality of the citizenship curriculum is good.

- The school has an innovative approach to the overall curriculum in Key Stage 3. The aim is to make lessons interesting, relevant and different. Twelve lessons are allocated to creative literacy in Year 7 and to logical thinking in Year 8. This is an experimental approach which is constantly monitored and evaluated by the school. So far, the experiment has

resulted in active, engaged learners who enjoy their work. Attainment overall is rising and attendance is improving.

- Citizenship in Year 9 is slightly weaker and currently taught through the wider curriculum. However, plans are in place to extend the innovative cross-curricular approach next year.
- In Key Stage 4, citizenship is taught within religious education. All students take the full or the short course and follow the unit on religion and society, which includes most of the citizenship curriculum. The quality of this curriculum is good. It allows students to debate issues from both a religious and secular viewpoint.
- Several high-quality enrichment days each year offer students the opportunity to spend a day off timetable considering different aspects of personal, health and citizenship education. These days are well planned and include visits and visitors designed to challenge students and broaden their horizons.
- This highly inclusive school offers excellent support for vulnerable students and makes every effort to ensure that the curriculum meets their needs.
- The impact of the specialism is outstanding. The sports college ethos develops self-discipline, independence, team-working and leadership skills across the curriculum.

Effectiveness of leadership and management in citizenship

The leadership and management of citizenship are good.

- The vision for citizenship is clear, well articulated and permeates the entire staff. The deputy headteacher, who oversees cross-curricular planning, monitors the provision carefully.
- The school ethos promotes participation and community action so that even the youngest students have a sense of public responsibility.
- Training and support are available for all staff to ensure they are confident and secure in delivering citizenship across the school. There is a whole-school commitment to providing strong citizenship education.
- Parents and carers receive limited information about the progress their children are making. At present, reporting is combined with personal, social and health education and is not always relevant to citizenship.

Areas for improvement, which we discussed, include:

- establishing methods of assessment that will enable students to know how well they are doing in citizenship.

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 for

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

Yours sincerely

Judith Straw
Additional Inspector