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Mr R Kempner
Headteacher
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Dear Mr Kempner

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 24 June 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: a discussion with you; interviews with pupils; a meeting with two parents; scrutiny of relevant documentation; analysis of pupils' work; and observation of two lessons and an assembly.

The overall effectiveness of citizenship is outstanding.

Achievement in citizenship

Achievement and enjoyment of learning in citizenship are outstanding.

- Pupils have an excellent understanding of the key areas of citizenship and have outstanding personal development. This is the result of strong leadership, good teaching and an excellent personal, social, health and citizenship education (PSHCE) curriculum.
- Pupils understand fairness and justice and have a strong sense of right and wrong. They recognise the choices they can make in school and are encouraged to reflect on these and take responsibility. They are actively encouraged to form their own opinions and listen to the views of others.
- The personal development of pupils 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.

- The use and significance of the pupil voice are growing. School council members are proud of their school and enjoy representing their classes; even the youngest feel their contribution makes a difference.
- Pupils show excellent understanding of environmental issues and the sustainability of resources. This is reinforced through Forest School activities, the gardening club and other curriculum activities that develop pupils' understanding and care for the environment.
- Pupils readily assume responsibility, lead and support the work of others. They take the roles of buddies, playground leaders and monitors. Year 4 pupils readily volunteered to organise activities in the absence of the older children who were on a school residential trip.

Quality of teaching in citizenship

The quality of teaching in citizenship is good.

- Pupils benefit from excellent relationships with their teachers. A calm, purposeful atmosphere is evident in all classes. Pupils engage well and enjoy learning.
- Teachers use questioning effectively to prompt them to reflect on issues, think about their responses and then contribute these. Pupils express their views confidently.
- Teachers are consistent in their approaches and work well together on curricular themes. This ensures consistency for children and reinforces high expectations. A range of effective approaches is used, including whole-class discussion, pair and group work. Consequently, pupils demonstrate good collaborative skills and the ability to listen to each other and share their views.
- Teachers provide good feedback in lessons, although there is scope to further develop the formal assessment of pupils' knowledge, skills and understanding in citizenship.

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 in Social and Emotional Aspects of Learning (SEAL) is well established and contributes to pupils' excellent behaviour and empathy with others' feelings.
- School assemblies are used very well to reflect on citizenship themes; for example, considering the impact of industrial development on the environment and the moral and environmental issues arising from this.
- The school's involvement with groups in the local community and beyond is exemplary and demonstrated through a range of projects, both within the formal curriculum and through extra-curricular activities.

- Several whole-school curriculum projects reinforce pupils' knowledge and understanding of identity and diversity. The developing link with a Cheltenham school is effective in helping pupils to broaden their horizons and appreciate different perspectives. The established link with a Kenyan school is enhancing pupils' global understanding. In a mixed Year 1 and 2 class, pupils were exploring the similarities and differences between their lives with those of children in Kenya, and misconceptions were successfully tackled by the teacher's expert input who had visited the link school.
- Currently, opportunities for pupils to consider how the media influences our views and opinions are few.

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 central to the curriculum. You have established a strong whole-school commitment to develop active and responsible citizenship. A strong drive is evident to help all pupils feel part of a cohesive school community; this is most successfully realised.
- Subject documentation is clear and comprehensive. Links are made to the school's plan for community cohesion and the value of active citizenship in realising this.
- The school's ethos, for example, the commitment to the 5 'R's, supports the importance of encouraging informed citizens who can 'reason', 'reflect' and take 'responsibility' to make a difference. The use of De Bono's 'Thinking Hats' approach is particularly effective in helping children to reflect on issues from different perspectives.
- The work undertaken to strengthen community cohesion is a significant strength. Considerable efforts are made to enable pupils to contribute to the local community. Such contributions are extensive; for example, the tree planting to provide fruit in the village, pupils' work with the local Parish Council to suggest village improvements, and support for a full range of local cultural events. This is promoting a sense of community spirit; consequently, many pupils have regard for their local community.

Areas for improvement, which we discussed, include:

- developing the curriculum in terms of how the media influences our views and opinions
- ensuring that assessment is comprehensive, providing clear information about pupils' progress and achievements at transition to secondary school.

I hope that 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 Matharu
Her Majesty's Inspector