

Citizenship consolidated?

A survey of citizenship in schools between 2009 and 2012

This report evaluates the quality of citizenship education in primary and secondary schools. It is based on evidence from inspections of citizenship between September 2009 and July 2012 in 126 maintained schools in England, including four special schools. Inspectors observed 146 primary school lessons and 567 secondary school lessons, met with subject leaders and school leaders and interviewed just over 1,700 pupils and students.

Part A focuses on the strengths and weaknesses identified in the 32 primary schools and 94 secondary schools inspected during the survey.

Part B provides specific examples of good practice in teaching and learning in citizenship.

This report follows the Ofsted report of 2010: *Citizenship established? Citizenship in schools 2006/09*.

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Contents

Executive summary	4
Key findings	5
Recommendations	6
Part A: Key inspection findings	6
Primary schools	6
Achievement	6
Teaching	9
Assessment	10
Curriculum	11
Leadership and management	13
Secondary schools	14
Achievement	14
Teaching	19
Assessment	21
Curriculum	22
Leadership and management	25
Part B: Good practice examples	27
Notes	39
Further information	40
Ofsted publications	40
Good practice case studies	40

Executive summary

Citizenship education equips pupils with knowledge and understanding of their rights and responsibilities in the local, national and global community. It strengthens their social, moral, spiritual and cultural awareness, improves their political literacy and gives them first-hand experience of making a positive contribution to the local and wider community.

In nearly all of the primary schools visited in this survey, citizenship was thriving. In most schools, headteachers had recognised the rich contribution the subject makes to pupils' learning, personal development, and to the ethos of a school. These schools had translated a clear vision for the subject into a highly effective curriculum plan, which was accompanied by rigorous monitoring and evaluation. In the few weaker primary schools visited, poor curriculum planning meant that there were key gaps in pupils' knowledge and understanding, for example in understanding democracy and how government works, and there were limited opportunities for pupils to participate actively in the school or the wider community.

The quality of citizenship education in the secondary schools visited in this survey was stronger than in the schools that participated in the earlier citizenship survey, which was published in 2010.¹ Students' achievement in citizenship was good or outstanding in over two thirds of the 94 secondary schools visited. The most effective schools demonstrated clear vision for, and strong leadership of the subject and were led by staff who had the necessary expertise to ensure that the curriculum led to high-quality learning regardless of the delivery model.

Provision in the weaker secondary schools was characterised by insufficient teaching time, teachers' lack of subject expertise and a lack of systems that could identify and address important weaknesses. Such schools did not recognise that non-specialist teachers often require support to develop their skills and expertise in teaching citizenship; in these schools, teachers had not received the necessary training and support to deliver more challenging aspects of the curriculum, for example learning about prejudice and discrimination in society.

More schools were delivering citizenship through other subjects than was the case in the previous survey, but with mixed results. Some schools used a cross-curricular approach, with carefully planned units of work that were taught by teachers who understood how to include citizenship dimensions in the host subject effectively. In these instances, it enhanced learning of the host subject and of citizenship. In other instances, it was much less effective because teachers did not understand citizenship well enough to incorporate it in the host subject, it was not covered in sufficient breadth and it did not contribute to pupils' social, moral, spiritual and cultural education. It was rarely given the same attention as assessment in the host subject.

¹ *Citizenship established? Citizenship in schools 2006/09* (090159), Ofsted, 2010; www.ofsted.gov.uk/resources/090159.

The quality of secondary school citizenship education was poorer in the last year of the survey compared with the preceding two years. Six of the 26 schools visited in the last year claimed that uncertainty over the subject's future had diminished the level of attention they had afforded to citizenship.

Despite evidence of some impressive written work from pupils in both primary and secondary schools, the formal grading and recording of pupils' work in the subject remains relatively weak overall in both phases.

Key findings

- In most of the primary schools visited, citizenship was a strong feature of the curriculum. Primary headteachers frequently viewed the subject as key to promoting their school's shared values and a sense of community within the school. They identified citizenship as an important vehicle for successfully promoting pupils' moral, social and cultural development. Inspectors judged pupils' achievement to be good or better in 28 of the 32 primary schools visited.
- In the secondary schools visited in this survey, achievement in citizenship was better than in those visited in the last citizenship survey. In 64 of the 94 schools visited, pupils' achievement was judged to be good or better.
- Teaching was good or better in three quarters of the secondary schools visited in this survey. At best, teachers were confident experts, successfully employing a range of techniques in challenging pupils to critically explore issues and form their own views on key concepts.
- However, teaching was not good enough in a quarter of the secondary schools; in two schools it was inadequate. Where teaching required improvement, weaknesses in the teachers' subject knowledge and expertise led to only limited and superficial learning.
- Although examples of effective cross-curricular delivery, resulting in high-quality learning, were observed, there were often missed opportunities to explore key aspects of citizenship in sufficient depth or to give parity to learning in citizenship with that achieved in the host subject.
- For some non-specialist teachers, the requirement to teach citizenship has proved an unwelcome burden. Not all of those required to teach the subject understand the principles that underpin citizenship education and how these relate to other subjects, particularly the humanities and personal, social, health and economic (PSHE) education.
- Leadership of the subject was good or outstanding in two thirds of the secondary schools visited. At best, effective subject leaders enjoyed strong support from senior staff and were empowered through appropriate status and resources to coordinate and drive improvement in the subject, despite, on occasions, managing complex cross-curricular arrangements.

- Most of the schools visited provided a range of suitable opportunities for pupils to achieve well through active citizenship, through volunteering to support or represent others, or assuming leadership roles to influence change within the school. Fewer encouraged pupils to make a difference beyond school.
- Teachers' use of assessment in lessons was stronger than seen in the previous survey but this was the weakest aspect of teaching overall in both primary and secondary schools.

Recommendations

Schools should:

- continue to improve the quality of teaching in citizenship by ensuring that all staff who deliver citizenship education receive the necessary training to teach it effectively
- rigorously monitor the quality of provision in citizenship, whatever the mode of delivery.

Providers of secondary school initial teacher training should:

- strengthen all trainees' knowledge and understanding of the key concepts that underpin effective citizenship education.

Part A: Key inspection findings

Primary schools

1. The survey included inspections of citizenship in 32 primary schools, including two special schools. Citizenship, together with PSHE education, has non-statutory orders status in the primary curriculum; each primary school had its own distinct approach to the subject. Overall, provision and outcomes in the subject were impressive. Thirteen of the schools visited were judged to be outstanding in terms of the overall effectiveness of their provision; 14 were good and the remaining five were satisfactory.

Achievement

2. Eleven schools were judged outstanding in terms of pupils' achievement. The outstanding schools had identified the key components of citizenship learning in the PSHE education and citizenship (PSHCE) non-statutory orders and ensured that their pupils gained excellent knowledge and understanding of these key aspects through a well-planned and coordinated programme. A number of strengths were evident, including pupils' comprehensive understanding of human rights, care for the environment and sustainability, and knowledge and understanding of the identity and diversity of the UK population. As in the last survey, pupils' understanding of democracy and of how government works, even at a basic level, were the weakest aspects. Schools that used local and

national elections to illustrate how representation works, and mirrored this with elections in school for class or school council representatives, were most successful in securing pupils' understanding of how UK citizens are represented by local and national elected members.

3. Primary school pupils benefited from talking about citizenship issues in literacy lessons, often demonstrating good speaking and listening skills. Pupils reported that they enjoyed the discussions and debates that were a regular feature of citizenship lessons. Most of the schools visited provided good opportunities for pupils to explore contemporary issues such as environmental pollution and tackling discrimination, including through listening to each others' views and reaching their own conclusions.
4. When teachers' preparation was thorough and pupils had access to appropriate resources to inform their thinking, together with time to explore the issues, the outcomes were good. For example, a group of Year 6 pupils used the internet and newspaper articles to reach an opinion about the merits of holding the Olympic Games in London in 2012 at a time of economic hardship. They had a valuable whole-class discussion and listened to different views before moving on to make excellent presentations in a formal debate.
5. Developing pupils' understanding of identity and diversity is an important aspect of citizenship. Most of the schools visited emphasised their commitment to supporting pupils' social, moral, spiritual and cultural education through developing respect for, and understanding of other cultures, faiths and ethnicities.
6. In the school featured below, pupils' work indicated depth in their understanding and respect for diversity and difference.

This rural school's last Ofsted inspection judged the school to be outstanding but identified the need for pupils to be more aware of the diversity within the UK. This had been tackled robustly. For example, curriculum planning had included strategies to highlight the diversity of the school's population. Pupils talked openly and with pride about their dual heritage and celebrated the diversity of their school community. Following this, links were made and developed with two schools in different contexts: an inner-city school in Nottingham and an orphanage in Uganda. Visits to both schools had taken place to explore similarities and differences between them. A number of shared curriculum projects were under way. The Ugandan children and their teachers had been trained in peer massage, renamed 'ChillSkills', to relax and calm them and this is now part of their established daily routines, as it is in the Nottinghamshire school, to support pupils' emotional health and well-being.

Another promising link had been established with a rural school in Kenya. This school had been visited by two members of staff who worked with

staff there on curriculum projects, taking essential learning equipment with them that had been organised by pupils. The teachers taught in the Kenyan school, leading a 'UK day' for its pupils. They set up a weather monitoring station and provided technology equipment to encourage the government to fund power cabling to the village. This has now taken place and the schools have an ongoing internet link for shared curriculum projects. The school is sensitive to the need for its children to be aware of reality, dispel any myths about Africa and also focus on the similarities with their lives. A global partnership between the four schools is being formally implemented with plans to share with each other and complete joint 'live' curriculum projects, learning from each other. This project is helping children to understand more about diversity in both the UK and Africa.

7. Opportunities for pupils to take responsible action and make good use of the pupil voice were real strengths of schools visited. In some, this contributed to outstanding social, moral, spiritual and cultural development of pupils (see the case studies of Foxmoor Primary School and Inglehurst Junior School in Part B).
8. Many of the primary schools visited had devised successful strategies to involve large numbers of pupils in leadership activities, which promoted active citizenship. Several highly inclusive school councils had successfully engaged with large numbers of their peers. In the best examples, pupils played a key role in ensuring that the meetings were purposeful and effective, as in the school featured below.

The school council meeting took place in the hall so all pupils could listen to the feedback from the last meeting and had the opportunity to comment. The headteacher was an observer at the side; he was the only member of staff present and commented only when asked to do so by the two pupil leaders. They chaired the meeting impressively from the front of the hall with microphones, expertly addressing issues as raised from the floor. The level of responsibility and autonomy evident was considerable. They discussed a range of issues relating to school life and made decisions. The council members were interviewed after the assembly; they had a clear understanding about the significance of their council, why the views of pupils were important in school and the difference they were making to their school community.

9. Where the pupil voice was emphasised effectively, pupils were not only participants in events organised by teachers. They were closely involved in making decisions when planning their own events, including charity fundraising and initiatives such as eco-activities and fair trade projects, and they had an influence on decisions made about the curriculum. For example, in one school, pupils had a say in what was studied in their 'Window on the World' curriculum initiative; this added to their interest and motivation. Pupils learnt about the children of Kabul as a result of their request to find out more about children in Afghanistan.

Teaching

10. Teaching was good or better in 29 of the primary schools visited. No schools were judged inadequate for teaching overall. In five schools, teaching was outstanding. In the successful lessons, teachers demonstrated enthusiasm and confidence in delivering citizenship topics, often working collaboratively and effectively together with other teachers to plan lessons and identify and share curriculum resources. Teachers identified clear citizenship learning objectives in their planning; this learning was delivered effectively, often through 'host' subjects. For example, in an outstanding Year 5 literacy lesson designed to strengthen pupils' speaking and listening skills, citizenship was given a high profile as pupils researched child labour in India.

To interest pupils and get them talking, the teacher presented, without comment, images and materials on designer sports trainers. Following this, the teacher used a range of media clips and films to present some information about where and how many of these goods were being manufactured. Pupils worked in groups to discuss their emerging findings. Technology was used very effectively to make links to the websites of pressure groups and international organisations such as Save the Children to provide more information. The teacher used short pieces of film and media articles to promote informed discussion. Pupils worked in groups to research information, consider the relevant issues and prepare presentations about what they had discovered. They later presented their findings to the class. The vocabulary used by higher ability pupils indicated the level of challenge posed – 'exploitation', 'sustainability' and 'ethical considerations' were among the words used in their subsequent presentations. Pupils worked with enthusiasm; they were clearly motivated to discuss and reflect upon potential injustice.

Assessment was successfully introduced into the lesson as pupils themselves awarded the level attained by each group, having been briefed by their teacher on the success criteria for each level. They had to justify their decisions, and did so with maturity and understanding. The lesson exemplified some of the features evident in outstanding citizenship learning: the use of well-chosen, relevant resources, and carefully constructed opportunities for pupils to explore issues, make decisions and consider their own responses to materials, prompted both by their teacher's skilful questioning and listening to the views of others. Assessment was integral to the lesson, with pupils taking responsibility for peer assessment.

11. In the good lessons observed, teachers' skilful use of questioning and comment promoted good-quality reflection, with a balance achieved between teacher input and pupil activity to facilitate fruitful discussions. There were several other features of successful teaching: pupils were grouped thoughtfully, which encouraged discussions to flourish; materials were adapted according to pupils'

abilities to ensure that everyone could participate; and teaching assistants were deployed effectively to support those with additional learning needs.

Assessment

12. Overall, assessment was the weakest aspect of teaching. Although teachers frequently provided good feedback to pupils in lessons about the quality of their work, little attention was paid to formal assessment procedures or reporting on pupils' learning and progress in citizenship. Frequently, records identified personal skills and aptitudes under the umbrella of PSHCE but these bore little relation to specific citizenship knowledge, understanding or skills. Although this did not impact on pupils' achievement in lessons, the lack of formal assessment resulted in little or no information being passed to secondary schools about pupils' achievements in the subject. This makes continuity and progression in learning very difficult to achieve.
13. In one school that assessed achievement in citizenship, teachers assessed PSHCE in the same way as other subjects, using levels to track pupils' attainment and progress. The school uses the Key Stage 3 levels to build a primary assessment ladder to assess what pupils know, understand and can do from the Early Years Foundation Stage through to Key Stages 1 and 2. Parents and carers receive a detailed report for citizenship as for all subjects, identifying attainment and progress in the subject. Parental feedback in this school indicated that parents wanted to know as much about progress in PSHCE as for any other subject.
14. In the five schools visited where teaching was judged to be satisfactory overall, this was because:
 - teachers lacked confidence in delivering subject content beyond a superficial level, usually because they received little subject guidance or support within the school and other subjects took priority
 - teachers gave insufficient attention to securing citizenship learning objectives despite lesson planning that identified such objectives; consequently, pupils had too few opportunities to deepen their understanding of topics
 - pupils' involvement in the lesson was limited by a lack of opportunity to reflect on and discuss what they were learning
 - teachers paid insufficient attention to checking pupils' understanding as the lesson progressed.
15. These weaknesses were exemplified in a Year 6 lesson.

The lesson presented an opportunity to consider citizenship themes through literacy. The teacher read aloud a news report on immigration. Much of the report contained complex subject-specific terminology; for example, 'borders', 'political persecution' and 'patriotic'. However, too little

time was given to checking pupils' understanding of the terminology and this prevented pupils from understanding the terms used in the lesson. The teacher's lack of clarity on the subject matter resulted in a lack of distinction between immigrants, refugees, asylum-seekers and European Union migrants. Thus there were too few opportunities for pupils to contribute to the lesson and their understanding was not developed beyond a superficial level.

16. More successful lessons challenged pupils' misconceptions about the world around them from an early age. In the following example, the teacher ensured that pupils gained a realistic understanding of life in India.

In a mixed Year 1 and 2 class, the teacher used his experience of two weeks spent in the school's partner school in India to be an 'expert witness' for the class. Through the class puppet, he asked pupils questions about life in India to check their understanding. The lesson centred on the similarities and differences between pupils' lives in England and life for pupils in India so that pupils were not led to believe that everyone living in India is poor. The teacher's careful explanations in response to pupils' questions, supported by thought-provoking resources and video footage of his visit, challenged pupils' misconceptions with regard to life in poorer countries very successfully. There were appropriate opportunities for pupils to work in pairs and groups to find out information. Pupils gained good knowledge and understanding from this lesson.

Curriculum

17. The curriculum was good or better in 26 of the schools visited; it was satisfactory in three and inadequate in three.
18. Where the curriculum was good or better, citizenship learning was integral to the work and life of the school, rather than a 'bolt-on' subject taught in isolation. Just over half of these schools taught discrete units of citizenship as part of PSHCE supported by learning across the wider curriculum. The other schools had adopted a cross-curricular approach entirely. Both models worked well with two important factors evident when provision was outstanding. The subject content was first mapped in detail across the curriculum; topics were re-visited in a subsequent year; planning identified how pupils' skills were being developed or how they used increasingly complex materials to increase the level of challenge posed. The primary teachers observed were typically experienced and comfortable with a cross-curricular model and found it relatively easy to incorporate citizenship dimensions into many aspects of the curriculum, particularly literacy, history, geography, RE and science. This approach helped pupils to make connections in their learning.
19. It was notable that the curriculum in good schools provided opportunities to give a large number of pupils a voice in decision-making, both within lessons

and through the wider life of the school. A wide range of activities were chosen for pupils to take responsibility, make decisions and influence the school's work. Where pupils participated in ballots themselves, for example voting for class rules or electing class representatives, they grasped the principles of democracy more easily. In weaker schools, this was given too little attention to have an impact beyond the small number of pupils who were directly involved in, for example, the school council.

20. Few schools were engaged in formal learning outside the classroom. Despite increasing links with schools and projects overseas, most activities centred on fundraising for various organisations or world disasters. Of those that were involved in curriculum projects, a rich seam of work was evident; in interviews with inspectors, these pupils demonstrated good knowledge and understanding of the world around them. Two schools encouraged pupils to take an interest in world affairs through prominent 'Current Events' or 'Views on the News' noticeboards, itemising news in the media, with pupils invited to write up their views on topics and justify their opinions. Topics that generated significant interest from pupils were followed up through the formal curriculum. Two excellent examples emerged of effective pupil participation in citizenship beyond the school community.

One school was committed to developing pupils' personal skills through extended internal opportunities for leadership. A range of opportunities provided this: the school council, peer support, house captains and sports leaders. The school also had gardening club leaders, eco warriors (The Bilston Bugs), Fair Trade organisers, international links, pupil coordinators and junior road safety officers. This school arranged for 14 pupils to be trained by neighbourhood wardens in the local community to act as 'junior wardens' with specific roles in their local community. The junior wardens maintain a high profile in the community, hold formal meetings and integrate with local residents. For example, they visit the local home for the elderly regularly and organise social events to promote good relationships. One recent successful event was a 'tea dance' for local elderly residents held at school, organised by the wardens to encourage integration of elderly residents with young people in the community.

The pupils place notices in local shops and around the community, patrol the area for litter and monitor anti-social behaviour. They work closely with the adult neighbourhood wardens to counteract this. Their reputation with the local police is excellent; the impact on relationships in the locality in terms of preventing barriers and improving the image of children and young people is impressive. The team is led by one of the school's teaching assistants who is passionate about the work and constantly devising new ways of involving the wardens. The work is highly regarded in the school and the community; the teaching assistant plans for succession each year with extensive training undertaken by pupils for the role. The scheme involves both Year 5 and Year 6 pupils; each year, Year 6 pupils are involved in training the following year's recruits.

Pupils in another school had developed strong links with their local community. Pupils had considered the parish plan, agreed how they might support it and drawn up an action plan. They communicated with the parish council about a range of neighbourhood improvements and environmental issues. Pupils grasped that their views were listened to and that they could make a difference through active involvement.

21. Less effective curriculum provision was characterised by one or more of the following weaknesses:
- there were notable gaps in the curriculum provided; this frequently arose because weak planning resulted in several aspects receiving insufficient attention, most often about democracy and how representation works
 - the curriculum provided limited opportunities for pupil engagement through discussion, debate or decision-making; there were too few opportunities for pupils to explore issues and reach informed opinions
 - the curriculum did not prompt or support a significant number of pupils to take responsible action apart from through fund-raising events.

Leadership and management

22. Strong commitment to citizenship was evident in the vast majority of primary schools visited, particularly where the headteacher was personally committed to the subject. These headteachers recognised the strong contribution of effective citizenship learning to pupils' social, moral, spiritual and cultural development. One headteacher described citizenship as 'the glue that cements the school together'. He viewed the subject to be:

'Central to the life and ethos of the school' and

'Underpinning the school's commitment to motivate pupils to be interested in the world around them, knowledgeable about current world affairs and empowered to have a voice to make a difference, in school and beyond. This strongly supports the school's work in preparing pupils to be citizens of modern democratic Britain.'

23. In this school, citizenship education was outstanding. In another outstanding school, the headteacher was described by teaching staff as inspirational and a 'powerful influence on our thinking about citizenship'.
24. Where leadership was outstanding, strong commitment to the subject at a senior level – resulting in support for the subject leader in coordinating provision and driving improvements – was evident. In these schools, clarity of vision for the subject was translated into clear curriculum policies and planning which secured high-quality provision. Senior leaders ensured that the citizenship curriculum was suitably resourced in terms of curriculum time, staffing and material resources. The outstanding schools were self-critical and

suitably monitored provision and outcomes. However, in many of the others, monitoring and evaluation of teaching and learning in citizenship were not as robust as for other curriculum subjects. Only one school involved the whole school community in monitoring and evaluating the quality of provision for citizenship.

In this school, in addition to the subject leader's lesson monitoring, citizenship provision was evaluated by pupils at the end of modules. Parents, carers and members of the school community were involved in the review and planning of the citizenship curriculum. This promoted interest and many contributed to classroom activities and extra-curricular events.

25. In the good schools, energetic, knowledgeable subject leadership resulted in well-coordinated provision, good support for staff and the subject having a high profile. In the very best schools, a culture of innovation and creativity was evident and resulted in a willingness to try out new ideas and different approaches. Support for teachers was strong; they frequently planned units of work together and shared resources. The culture of team planning evident in many of the primary schools visited was viewed by inspectors as a key strength.

Secondary schools

Achievement

26. Of the 94 secondary schools visited in this survey, achievement was outstanding in 12 and good in 52. This is an improved profile compared with the last survey where, in 91 schools visited, achievement was outstanding in three schools and good in 46.
27. In the schools where achievement was outstanding, students consistently demonstrated excellent knowledge of citizenship's key concepts, particularly in terms of their political knowledge and understanding of democracy and representation. Students had been supported well to develop exceptional critical thinking and enquiry skills and were able to apply these well in exploring new subject material and researching relevant issues. In these highly successful schools, students were encouraged to research aspects of citizenship, make decisions about their views on various issues and present these to other pupils. Expectations in terms of extended written work were consistent with those for other subjects. Well-chosen learning activities secured excellent knowledge and understanding together with strong critical thinking skills, as in this example.

In a very well-planned Year 9 lesson on the age of criminal responsibility, students had to use a resource which gave them arguments for raising, keeping and lowering the age. Some of these arguments fell easily into a category but others demanded greater thinking and could be interpreted in different ways. Students tackled this very well, working together to

reach a sensible solution. One of these lessons was used as a springboard for research homework. Such homework was used successfully to extend students' thinking and promote independent learning.

28. The outstanding schools ensured that students achieved consistently good standards in their knowledge and understanding over the full range of the subject's content. This resulted from the carefully considered and well-planned curriculum that was taught very effectively by confident teachers. Knowledge of how government works at various levels, from the local to the international, and an understanding of the nature of parliamentary democracy are central to effective citizenship education. Where the subject's key concept of democracy and government was covered well, students showed that they understood how representation works, the roles of those involved and the impact of government on daily life. These students had been given the opportunity to research, at local and national levels, how parliamentary government works. They understood the role of the MP and the importance of voters and the media in holding representatives to account. Consequently, where achievement was outstanding, students demonstrated very secure knowledge of the central areas of parliamentary government and politics and justice and the law, which were found to be the weakest elements in the last survey.
29. The following example illustrates how a successful Year 8 lesson developed excellent understanding of the role of the MP.

The teacher started the lesson with a list of questions on the interactive whiteboard relating to the role of an MP. She asked these skilfully to determine students' prior knowledge of the subject. Following this, various web resources and media clips were used to convey information to students. Several related aspects were covered, including the rationale for holding secret ballots when voting for members of parliament.

Students moved on to act as MPs themselves in preparing for a debate in the House of Commons on the topic of 'All homework should be banned before Year 10 in schools'. The teacher demonstrated excellent subject knowledge of bill proposal procedures and ministerial roles. Students were divided into government and opposition roles including those of Education Secretary and Shadow Education Secretary, Prime Minister, Home Secretary and so on. They greatly enjoyed the tasks, researching the associated issues with interest and demonstrating excellent communication skills through their practise of advocacy and representation. The debate illustrated students' secure grasp of parliamentary procedures.

30. Four of the outstanding schools provided examination courses at Key Stage 4. The remaining eight schools ensured that a comprehensive programme covered National Curriculum requirements for the subject at Key Stage 4, but did not enter students for a GCSE course in the subject.

31. In the first part of the survey, the number of students entered for the short course increased. In 2010 a record 94,644 students were entered for the short course with 55% gaining a C grade or above. This declined in 2011 when just over 73,446 were entered with 57% gaining a C grade or above. This decline continued in 2012; only 64,312 students were entered for the short course GCSE of which 58% gained A* to C grades. This suggests declining popularity of citizenship as an examination subject.²
32. Ten of the outstanding schools had post-16 provision. Here, the excellent provision and outcomes evident for sixth form students were consistent with those found in the main school. These schools' commitment to the subject continued into their sixth form provision through enrichment courses that included notable citizenship content. In particular, sixth formers' contributions to active citizenship were high profile in these schools. Extensive opportunities were provided for students to campaign in school and beyond, lead initiatives in school and support the work of younger students. In one school visited, sixth formers were active in campaigning vigorously for improved safety measures along the river near the school following the tragic death of a former student. They organised, very effectively, a response from young people from the area through social networking sites to present a petition to local politicians.
33. The survey included visits to two special schools catering for the secondary age range. The primary special schools had adopted a similar approach to their mainstream counterparts. These two special schools differed in their approach to their definition of citizenship and the curriculum they offered, but each was highly successful in devising programmes that met individuals' needs. The strength of the approaches taken was the way they each enabled students to assume responsibility wherever possible and make decisions, develop confidence and, wherever possible, develop the skills and competencies required for independent adult living. Assessment and monitoring were often achieved through students' own records, which took a variety of forms. These were kept as photographic evidence, in written form, or through annotated samples of work. This enabled students' small but valuable steps to be recorded and kept as a personal portfolio of their achievements.
34. In the best secondary schools, students' attitudes towards the subject were overwhelmingly positive. They spoke with enthusiasm about when they had 'made a difference' and, as a result, recognised the subject's relevance to their lives together with the opportunities citizenship provided for exploring and sharing views on topics that were important to them. When students were supported in developing their confidence in speaking aloud and sharing their views, they demonstrated good speaking and listening skills as in the lesson outlined below:

² *Revised GCSE and equivalent results in England: academic year 2011 to 2012*, Department for Education, 2013;

www.gov.uk/government/publications/revised-gcse-and-equivalent-results-in-england-academic-year-2011-to-2012.

Year 8 students were learning about the roles and responsibilities of citizens of different faiths in their RE and citizenship lesson. They were engaged in the task of reflecting on the responsibilities of a Christian compared and contrasted with the responsibilities of a Muslim. Students were using diagrams to indicate where these might overlap and where they are different. Some students were engaged in an in-depth discussion about what it means to be a responsible citizen. They were encouraged to challenge each other's views. Some held strong opinions, for example some expressed the view that everyone is a citizen anyway and this is a right that cannot be removed. Others expressed the view that citizens have a moral imperative to uphold the law, and if you fail to do this, you cannot be classified as a citizen. They discussed this on a philosophical level.

The lesson concluded with students attempting to speak for a minute in front of the class on 'What if no-one was responsible in the world?' Students were enthused, brimming with ideas and opinions and speaking aloud with confidence.

35. Although the schools that secured outstanding achievement employed various models of curriculum delivery, several common factors were evident:
- the curriculum programme was responsive to local, national and global issues, giving context to students' learning through helping them to grasp real issues
 - students were encouraged to campaign and become involved in action for change projects, often through links with charities and projects overseas; there was a consistent focus on participation and responsible action as an integral part of citizenship learning
 - the schools sought to allocate additional curriculum time to support students' achievement in citizenship; they provided discrete citizenship lessons and enhanced pupils' achievements through additional activities from a variety of sources, such as tutor sessions used to discuss citizenship-related issues; off-timetable days; planned assembly programmes that directly supported citizenship learning; and carefully planned cross-curricular provision
 - the schools upheld and strongly promoted a firm commitment to consult with students and use their feedback to reinforce the principles of democracy and representation and to encourage students' involvement in decision-making and taking action.
36. The evidence suggests that effective school councils model democratic and inclusive processes that involve enquiry, communication and campaign for change. In the last survey, only a minority of the schools visited provided significant opportunities for participation in responsible action by all students. This survey indicated that more schools now employed effective strategies to

involve a greater number of students; more schools were using online surveys to seek students' opinions and inform school council decision-making. One school used a system of 'Big Voice' (whole-school consultation) and 'Little Voice' (a year-group consultation) effectively to ensure that all students were involved and had a voice in school matters. When interviewed, students indicated this was important to them and they found it motivational to have an input in improving their school.

37. In the previous survey, the schools visited generally had not given sufficient attention to enabling lower-attaining groups to develop knowledge, skills and understanding in citizenship. Only a few schools deployed teaching assistants effectively in citizenship lessons to enable lower-attaining students to make the same progress as their peers. Generally, the schools visited in the current sample were making greater efforts to be more inclusive; the outstanding schools ensured that all pupils were included in citizenship learning. One school's mantra, 'No child left behind', and the provision of excellent support for vulnerable students to access the curriculum through adapted, alternative curricula and effective individual support from staff, were typical of the work observed in schools where students' achievements in the subject were judged outstanding.
38. Where students' achievement was satisfactory or inadequate their knowledge of key concepts was patchy with gaps evident in their understanding of key aspects of the curriculum. Most often, this centred on weak knowledge of government and politics and the criminal justice system. In the weaker schools, the quality of provision frequently varied between key stages, resulting in students making uneven progress from the ages of 11 to 16. Weaker achievement in Key Stage 3 was usually the result of patchy provision or sporadic delivery. In Key Stage 4, it was more often a result of limited curriculum time. For provision to be most effective, teaching needs to be regular and sustained rather than delivered through brief, intermittent blocks of curriculum time.
39. Where standards were particularly low, students' knowledge was gained from completing factual exercises about topics such as legal procedures rather than exploring and discussing current issues. It was evident that many teachers did not hold the same expectations of students' written work as for other foundation subjects, for example history. Some teachers believed the subject primarily required discussion and little work was recorded in students' books. This lack of extended writing did not enable pupils to demonstrate depth in their knowledge. Similarly, students had too few opportunities to engage in extended enquiries and/or critical thinking.
40. The schools in the survey that used cross-curricular approaches frequently presented written work that pupils had produced in other subjects. Where the citizenship dimensions had been clarified and were delivered effectively, the content was relevant and the work seen by inspectors was of a good quality. However, where achievement was weaker, it was often unclear how the work

related to the objectives for citizenship. Discussion with students during the survey visits suggested that they had little understanding of how the work contributed to their progress in citizenship.

41. Although use of the student voice was a notable strength in many of the schools visited in this survey, in a minority of schools, use of the student voice had a low profile in the school, providing too few opportunities for students to influence decisions, take responsibility or realise the citizenship principles of advocacy and representation.

Teaching

42. Teaching was judged to be outstanding in nine of the schools visited and good in 62. When the subject was taught by enthusiastic expert teachers who demonstrated specialist knowledge gained through specialist training or experience with support when in post, lessons were more likely to be successful in securing good progress.
43. Teachers demonstrated their good or outstanding subject knowledge in a range of ways. They understood the requirements of the programmes of study and maintained high expectations of the standards and depth of understanding their students should attain. Over the last three years, knowledge of the standards expected in citizenship has improved. Those teachers seen during the survey who ensured depth of learning in citizenship knew what to expect of students at different ages and attainment levels across the range of the programme of study, and therefore had a good grasp of expected progress. The best teaching employed a variety of approaches to stimulate students' interest. In these lessons, a wide range of modern, relevant resources was used to support learning, including text-based resources and media and web-based resources on contemporary issues. Some of the teachers interviewed during the survey believed the subject required mostly discussion-based activities and provided little opportunity for extended writing. The lack of written work in the subject, however, made it particularly difficult for weaker schools to demonstrate students' knowledge and understanding.
44. The successful lessons observed encouraged students to explore issues independently and reach their own conclusions through opportunities to research the facts, discuss their views and listen to the opinions of others. Discussion work is an important aspect of citizenship learning but this has to be facilitated around substantial, relevant content and managed well by a confident teacher in order for students to express their views and respect different opinions. Students reported that they enjoyed well-organised discussion work but indicated that when insufficient time was allocated to explore materials, discuss the issues and reach their own conclusions, lessons were frustrating and limiting. Similarly, when lessons were dominated by discussion work alone, without research into the concepts being considered, students were often unable to probe issues in any depth.

45. In one outstanding Year 10 lesson, the teacher's expert knowledge and confidence in tackling controversial issues stimulated a lively discussion on racism and discrimination and the impact of state sponsorship of discriminatory attitudes.

In this lesson, students were learning about anti-semitism and the persecution of the Jews in Hitler's regime. Their teacher was Jewish and spoke about being brought up in a Jewish community, providing personal reflections on what the Holocaust meant to her. Students were prompted to reflect on whether or not it was important for young people to learn about such events today and whether this had any impact on behaviour and attitudes towards prejudice and discrimination. Their teacher encouraged them to express their views; several had strong and controversial opinions which were aired and talked through in groups. Students moved on to consider examples where prejudice and discrimination have prevailed since then and other instances of genocide, for example in Rwanda. The lesson concluded with students considering parts of Enoch Powell's 'Rivers of blood' speech from 1968. This prompted a range of responses from students and set the scene for the following lesson on immigration and the make-up of the UK.

46. Good teachers employed a variety of approaches to provide a range of learning tasks in their lessons. This ensured that students made secure gains in their knowledge and understanding of key concepts through a variety of means, including the direct teaching of important information. At the same time focus was maintained on suitable opportunities for students to develop their skills and apply their knowledge through the subject's key processes, particularly in terms of advocacy and representation. For example, in one school an excellent assembly on racism in football defined racism and provided students with information about the first black professional footballers in the UK.

The teacher drew on examples of apartheid to show the changes in South African society. Students learnt about the prisoners playing on Robben Island, South Africa and how this contributed to the fight against apartheid. Students were brought up-to-date with the UK's 'Show Racism the Red Card' campaign and reflected on what everyone can do to challenge and reject racism in football. Students were charged with generating ideas for campaigning within this context in school and the local community.

47. Some citizenship material is potentially controversial and requires detailed knowledge on the part of teachers. For example, knowledge of equality and human rights involves knowledge of key aspects of equality legislation. A highly successful lesson with a Year 9 class, observed during the survey, used up-to-date, relevant materials from the project 'Equal Rights, Equal Respect' published by the Equality and Human Rights Commission for Key Stage 3 pupils. These materials, written specifically to support the citizenship curriculum at Key Stage 3, included extensive teacher notes, which ensured that the

information provided for students was accurate and in line with the latest legislation. In contrast, an inadequate lesson on human rights foundered largely because the teacher, although enthusiastic, demonstrated a lack of knowledge of the subject matter. This lesson centred on whether particular actions were right or wrong or fair. However, there was no consideration of the notion of equity or the legislative framework that underpins this, which is an important part of students' learning about the laws of the UK.

48. In the 21 schools where teaching was satisfactory, a variety of contributory weaknesses emerged. Non-specialist teachers who had not received training and support from a knowledgeable expert often struggled to achieve the range and depth of learning required to promote good achievement. Within the subject's requirements to promote knowledge and respect for identity, diversity and difference, the requirement to support students to recognise and challenge some aspects of discriminatory behaviour poses challenges for those teachers who notably lack confidence with the subject material. For example, few examples emerged during the survey of teachers confidently challenging homophobic attitudes.
49. Where form tutors were required to teach the subject on the basis that they often enjoyed good relationships with their form groups, their subject understanding was frequently insufficient to maximise the impact of those good relationships.
50. Satisfactory teaching tended to derive from awareness of basic citizenship content, rather than an understanding of how this should be applied through advocacy, representation and action. In the weaker schools visited, there was an imbalance in the relationship between content, skills and the subject's key processes. Opportunities to consider how individuals and groups can take action to bring about change are critical features of effective citizenship learning so that pupils feel empowered to become active, involved citizens. The effective teachers seen ensured that this was a feature of their lessons so that students understood how the actions of an individual or group could bring about a positive social change.

Assessment

51. In just under a third of the 74 secondary schools visited where assessment was evaluated, assessment procedures were insecure and this remains a key weakness, as was the case with the previous survey. In some schools assessment was not yet well established, and in a minority it remained in an embryonic form. Overall, although the quality of teaching was better than that seen in the last survey, continuing weaknesses in curriculum provision have had a negative impact on the quality of assessment. This is largely due to the variation in models of delivery, which has prompted schools to experiment with procedures for assessment that have not been conducive to securing robust, reliable evidence of pupils' attainment and progress. For example, using

students' written work in other humanities subjects to assess citizenship objectives has not proved a reliable method of determining progress in citizenship. It was apparent that it is only when the curriculum is securely embedded and teaching is secure that teachers become confident in developing and refining assessment procedures. Where provision was patchy or intermittent, unsurprisingly, assessment procedures were insecure.

52. The most effective schools visited had comprehensive arrangements in place for assessment, which included a range of well-planned modes of assessment, including peer and self-assessment, good marking and records, and thorough and informative reports to parents. This practice ensured that students' achievements in the subject were recognised and given similar status within the curriculum to other foundation subjects.
53. In the schools where assessment was outstanding, comprehensive assessment schemes had been devised which included the assessment of all aspects of citizenship, regardless of how this was delivered. There is no doubt that the assessment of citizenship delivered through a cross-curricular model is complex. One school had identified how other subjects contributed to citizenship with targeted assessments conducted in a range of subjects that were brought together in one report detailing students' knowledge, skills and understanding. However, such detailed attention to a comprehensive assessment portfolio when a range of other subjects were delivering the subject was rare.
54. Where citizenship was taught by tutors or delivered solely through cross-curricular provision, assessment remained weak. Typically, tutors reported only on students' personal skills and attitudes and involvement in school activities linked to citizenship, rather than on their knowledge and understanding of the subject's key content.
55. Subject departments that contributed to the teaching of citizenship did not always make formal assessments against citizenship objectives. Other weaknesses included the poor quality of marking and a limited range of assessments which were often of minimal value in identifying students' next steps. Although most of the schools visited reported to parents as required, the reports often provided information about what was studied rather than about how well students were doing in the subject.

Curriculum

56. The curriculum was good or better in 54 schools visited, satisfactory in 38 and inadequate in two. Many of the schools visited were developing increasingly complex models for the delivery of the subject, mostly centred on combinations of discrete provision with cross-curricular support. Very few of the schools visited delivered only discrete citizenship across the secondary age range. School leaders indicated that the reasons for this included a lack of specialist staffing across the age range and constraints on curriculum time resulting from competing pressures for time with other subjects. Some school leaders judged

that the subject is grasped more easily by students through the 'real' contexts of other subjects. Thus, a 'mixed economy' has developed with varying degrees of success evident.

57. Survey evidence indicated that there was no definitive curriculum model that promoted good or outstanding achievement. Nevertheless, in those schools where achievement was outstanding, any discrete blocks of teaching of the subject were usually supported well by other dimensions. These dimensions included cross-curricular reinforcement, contributions through assemblies and 'off-timetable days', together with a whole-school emphasis on the importance of active engagement, so that, as one headteacher expressed it, the school 'lived and breathed' the principles of active citizenship.
58. For the cross-curricular model to work effectively, several factors had to be in place. First, the complete programme of study was closely mapped to ensure full coverage of essential content for every student, regardless of style of delivery. Second, all contributors were clear about their part in delivering effective learning and were supported within the school to achieve this. Further, the whole programme was coordinated, supported and monitored by a knowledgeable expert, who held the overview and maintained the profile and status of the subject. When these factors were in place, provision was more likely to be effective, dynamic and responsive to current affairs.
59. One of the most notable developments since the last survey was the number of schools in the current sample using other subjects to deliver citizenship. Unlike the previous survey, where this practice was mostly found to be weak, much more effective provision through other subjects was observed. It is likely that schools have been on a steady journey in this respect where improvement was expected. However, it was only effective when teachers of other subjects understood what was required for citizenship learning to be effectively realised and were supported by an expert team leader in realising citizenship objectives in their teaching. The approach was found to be most successful where other subjects supplemented a discrete programme rather than assuming total responsibility for all citizenship education across the school.
60. One school with a good curriculum, which included discrete citizenship, enhanced the provision with contributions from across the curriculum. These were identified and coordinated into the subject programme. All sixth formers in the school received a curriculum enrichment programme. The following highly successful Year 13 lesson was essentially an RE lesson but explicitly featured a strong citizenship dimension. The RE teacher was enthusiastic about the subject, recognising the links with her main subject, and had made successful efforts to develop her skills in teaching it.

The lesson centred on family life and Sharia beliefs; the focus was to explore the impact and relevance of the niqab. Students worked in groups to discuss a range of statements about the niqab; for example, 'Women

who wear the niqab are separating themselves from British society.’ Students argued the statements with sophistication, citing feminist and legal perspectives. The lesson objective was to explore the issue from both traditional and liberal perceptions. The longer-term objective was for students to be able to evaluate the issues from a range of perspectives.

Students were prompted skilfully by their teacher to interrogate the Qur’an when exploring the relevant issues from a range of sociological and philosophical perspectives. Interesting discussions ensued with students making links to current controversial events, for example the French government’s views on schoolgirls wearing the niqab and a media story of a teacher in the UK suspended for wearing it.

61. However, in 38 schools the curriculum was not good enough and in two schools it was inadequate. A variety of factors contributed to this. Just under half of these schools were attempting to cover the citizenship programme in a curriculum period that was labelled both PSHE and citizenship. The time allocated was too little to do justice to both subjects and so, although some pockets of good work were evident, there were notable gaps in provision. A minority of schools had persisted with form tutors teaching PSHE and citizenship lessons; as in previous surveys, this resulted in variable but often weak outcomes, depending on each form tutor’s commitment and expertise.
62. The remainder of this group of schools relied solely on a cross-curricular model of delivery without adequate training of staff to ensure suitable expertise. As a result, teachers’ expertise in citizenship was underdeveloped at best and the subsequent delivery was weak with limited evidence provided that citizenship learning objectives were being met. Even in schools where some effective learning in citizenship in different subjects was evident, this was not consistent across all subjects that professed to be delivering citizenship. For example, one school claimed to deliver all of the required curriculum content for citizenship through a cross-curricular model. However, inspectors found that this was only partly achieved. In this school, a science lesson included relevant citizenship content about the ethics of embryo research and arguments for and against the cloning of animals for medical research. Students in a history lesson conducted a modern day trial to try the Sioux Indians for alleged crimes of savagery, and in doing so, applied good knowledge of the law and court procedures. In both of these lessons, useful citizenship learning took place. However, other lessons in the same school fell short of realising citizenship learning in any depth. For example, English lessons were observed that claimed to explore identity and diversity through literature, but they did so only fleetingly in the context of the particular text being studied. Little opportunity was given for students to critically explore issues in depth or relate their learning to other contexts, for example, in considering the identity and diversity of the population in the UK.
63. Typically, schools with limited discrete provision at Key Stage 4 claimed that GCSE courses in other subjects, most frequently RE, could deliver the complete Key Stage 4 citizenship programme of study. In practice, the provision seen fell

short of what was required. The content was only partially relevant, often demonstrating little or no progression from Key Stage 3, and usually failed to fully meet objectives for citizenship.

64. Similarly, these schools tended to rely solely on 'off-timetable days' to cover citizenship without additional provision elsewhere, and were therefore unlikely to fulfil National Curriculum requirements. Although such days usually included study of some useful, relevant material and were often interesting for pupils, they were insufficient to cover the full subject content or provide for progression or depth in learning. Furthermore, they were usually not monitored or assessed in terms of their impact on students' learning. In contrast, those schools that had analysed their provision and used these days to supplement and enrich the formal citizenship curriculum were more likely to be 'citizenship-rich' schools.
65. Most of the schools visited, including those with limited core programmes, had good examples of students involved in active participation. Students were involved in a wide range of activities that were having a positive impact, not only in terms of students' personal and social development but also in helping them to understand that individual and collective action can bring about change. These schools had grasped that this is not merely about students taking responsibility, but more about representing others on the basis of evidence and negotiating and planning action to bring about change. Schools mostly used their school councils to do this, with more schools seeking ways to make these accessible to a greater number of students than in the last survey. However, few encouraged students to make a difference beyond school.
66. Eleven of the 26 schools visited in the final year of the survey indicated that provision for the subject in the school was under review in the light of the government's proposals to revise the National Curriculum.³

Leadership and management

67. Leadership and management were good in 45 of the schools visited and outstanding in 19. These outcomes are better than for the previous survey when leadership and management were good or better in 49 of the 91 schools visited.
68. Senior leaders demonstrated their strong commitment to citizenship education for all students through a clear vision for the subject. This commitment prompted suitable allocations of curriculum time and appropriate staffing, with access to good-quality training and support. Often, imaginative ways were sought to strengthen and enrich provision through providing additional related

³ Citizenship, Department for Education, updated August 2013;
www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199157/citizenship.

activities, such as an assembly programme that reinforced citizenship themes, led by senior leaders.

69. Importantly, in schools where the commitment of senior leaders was secure, the post of subject leader was a significant one, commensurate with the leadership of other foundation subjects. In the best schools, arrangements for line management were secured through the provision of good support for subject leaders from a named senior colleague. Subject development planning was based on well-informed self-evaluation, linking development of the subject to whole-school priorities.
70. The best schools employed subject leaders with both the expertise and time to lead the subject properly. In order to coordinate often complex provision effectively, subject leaders demonstrated a wide range of skills. They had to work particularly hard to maintain good communications with a wide range of teaching staff, including a number for whom citizenship was not their first teaching priority. Competing demands for team meeting time often limited the time available to work with colleagues, discuss teaching approaches and improve provision. Effective subject leaders worked imaginatively to overcome this, despite the constraints.
71. The importance of the subject leader in coordinating cross-curricular provision was significant. Without a knowledgeable expert with the time and expertise to map and maintain the programme, liaise with colleagues from other subjects and provide training in citizenship education, leadership and management were likely to be at best satisfactory. Subject leaders who were required to lead the subject in addition to other whole-school responsibilities often struggled to give the role the attention it deserves, particularly if the curriculum model chosen was a complex one involving a large number of staff. As in the last survey, examples were seen of very hard-working and dedicated subject leaders who spent all their time in a support role, using informal networks to promote citizenship to colleagues for whom it was a second or third subject.
72. However, despite the strengths noted, leadership and management were satisfactory in just under a third of schools visited, with four schools inadequate. The survey identified a few schools where little has been done to establish citizenship beyond a superficial level, despite the subject being statutory for a sustained period. Weaker schools did not afford the same status to monitoring and evaluating the provision and outcomes for the subject as they did for other foundation subjects. This was evident in schools where a cross-curricular model of delivery alone was in place, as monitoring activities in the host subjects took priority.
73. Weaker subject leadership sometimes reflected the lack of expertise of the subject leader rather than any lack of commitment. This was particularly evident when a teacher was allocated the position in addition to other responsibilities. In some cases, complex arrangements for citizenship in the school made it very difficult for the subject leader to bring about improvement

or monitor and evaluate the quality of teaching and learning in the subject. Some, particularly those who were coordinating a tutor-led curriculum, spent most of the available time ensuring that every teacher of the subject had the resources they needed to teach citizenship. Where subject leaders lacked subject expertise, the weaker schools had failed to secure the necessary guidance and support to strengthen their knowledge, understanding and practice.

Part B: Good practice examples

74. During the survey, inspectors revisited some of the best schools to gain further insight into their work, with case studies uploaded to the Ofsted website.
75. Seven examples of good practice are outlined in this section. Links are included to the website, where further information is available.

Pupils as leaders: Foxmoor Primary School, Stroud, Gloucestershire⁴

The school is committed to progressively developing pupils' skills as leaders in order to promote self-esteem and strengthen personal and social development. The school ensures that in Year 6 all pupils have an opportunity to lead their peers, regardless of their ability and aptitude. Consequently, pupils' personal and social development is outstanding.

A strategic approach to pupil leadership has been developed that involves all pupils and builds their leadership skills and confidence progressively from entering the school to the end point of Year 6, when pupils are genuinely regarded as partners in helping to run the school.

To establish this culture, the school first introduced a vertical house system to create small units. A drive to implement the scheme started with a variety of competitions that were planned to create a sense of team identity. Each year, pupils elect their house captains. The candidates prepare their manifestos and then campaign for election across the school. Once the elections are complete, other responsibilities are delegated to create strong teamwork and make the most of pupils' individual strengths. Pupils gain points for their houses, which are collected and counted on a weekly basis by the house captains who organise the house assemblies and manage their houses with remarkable independence. All pupils are urged to make contributions to their houses and lead house initiatives whenever possible.

⁴ *Good practice resource – pupils as leaders: Foxmoor Primary School, Stroud, Gloucestershire (130059)*, Ofsted, 2011; www.ofsted.gov.uk/resources/130059.

Various tasks and responsibilities are delegated to all pupils, starting from the Early Years upwards. These might be about deciding on school policy and practice or how to organise and run the next whole-school charity fundraising event. Pupils frequently make decisions about the content of the curriculum.

The school constantly seeks opportunities for pupils to take responsibility for training and supporting other pupils, as peer mentors, sports leaders, or buddies. Pupils also work in partnership to improve school facilities. Suggestions made by pupils are often implemented, for example climbing pegs were put around the exterior of the school building for use at social times at the pupils' suggestion. Year 6 pupils then took responsibility for training younger pupils in how to use the equipment safely.

All of the pupils were invited to consider how the school grounds might be improved through additional outdoor activity equipment. They were challenged to research the range of suitable equipment that might be included and bring to school models and drawings. Having gathered their information and balloted the school on their favourite pieces of equipment, the Year 5 and 6 pupils worked with a planner to design the 'TrimTrail' themselves. They worked out the costs and dimensions, and made decisions about what could be afforded and where revisions had to be made in order to stay within budget. After the facility was built, the Year 6 pupils worked with their PE teacher on the health and safety implications to ensure safe use of the facility. They put together a PowerPoint presentation to train all pupils to use the equipment safely and to its best advantage. Each year group was trained by Year 6 pupils before they could use the facility.

One of the aims of developing leadership throughout the school is to prepare pupils for their final roles as 'mini leaders' in Year 6. Throughout all years, emphasis is placed on enabling pupils to make decisions and take responsibility through working in their different classes as monitors and helpers. By the end of Year 5, pupils are looking forward eagerly to their final year, knowing that they are going to become school leaders with important roles in helping to run their school.

At the start of Year 6 the whole year group (approximately 40 pupils) participates in a week's residential trip. This is pivotal in preparing pupils for the year ahead. They are required to organise themselves, take responsibility in unfamiliar surroundings and work with different people. Although the work undertaken on the Isle of Wight is significant for the curriculum studies of the term ahead, equal attention is paid to developing the personal and social skills required during a week away from home. The consistent message to pupils is, 'When you come back you are going to be partners in helping to run this school.'

On their return, the pupils are allocated roles for the term ahead. Every pupil has a role, ranging from lunch duties, helping in the library, helping pupils with their lunches or helping organise equipment for assemblies. Pupils keep the roles for one term when they move on to new responsibilities. Their teacher has high expectations of their performance: 'They have to cover for each other if necessary. If something isn't working I want to know why and we discuss it.'

Foxmoor's Year 6 pupils are in no doubt about how important their work is: 'All of us have jobs, everyone can be a leader, we have a lot of independence and we make sure that our school runs well', said one. Another said that, 'It is good to help others, you feel respected and you know you are making a difference in your school. Because every Year 6 pupil is a leader, the younger ones look up to us and they know they are going to be doing the same one day.'

The impact of this approach was evident in the outstanding personal development of Foxmoor's pupils, many of whom display a maturity and confidence beyond their years.

The Pupil Community Management Team: Inglehurst Junior School, Leicester⁵

Inglehurst Junior School's approach involves a considerable number of pupils in managing aspects of school life and supporting local community events. In this school, outstanding provision for citizenship makes a strong contribution to pupils' personal and social development.

Inglehurst's headteacher, Danny Bullock, explains the impetus for this: 'We started this approach three years ago, as we had separate groups of pupils operating in school; all leading activities and doing good work in their own way, but operating in isolation from each other. As a senior management team, we were keen to combine our different skills to form an effective team to lead staff. So we considered how we might do exactly the same with our pupil teams and bring these together under one umbrella called the Pupil Community Management Team to support the Senior Leadership Team. We decided that, through this team, pupils could have greater input into the leadership and management of the school.'

The notion of 'Community' in the title is significant in that Inglehurst wanted its pupil team to be both inward and outward facing, so that pupils would look beyond school and include a community dimension in this work.

⁵ This school is not a good practice case study as such, but it was inspected and judged to be good with some outstanding features.

At present, three teams with different responsibilities are included in the larger management team. 'Helping Hands' organise and help run the school tuck shop and playroom; the 'ZoneParc' leaders work on the outdoor ZoneParc, organising and leading activities for other pupils; the school council is the third team on the current management team. At present, there are 36 members of this team; this is expanding to 50 as pupils involved in 'Team Chicken' and the 'Reading Crew' are now being incorporated. 'Team Chicken' is the group of pupils who organise and look after the school's chickens and donate eggs to local residents. The 'Reading Crew' support reading activities across the school.

The various teams have a suitably high profile in school; everyone is aware of those involved in each team. Some roles, such as those on the school council, are elected, others are volunteer roles, or pupils are appointed after formal applications from those interested. Team members are introduced in school assemblies and their roles explained. Pupils talk easily about their different roles and how they work together to support the life and work of the school. All team members are easily identifiable as they wear a team uniform. Team photos are displayed prominently in school on a noticeboard, identifying which aspect of school life each member contributes towards.

Aspects of the team's work are aligned to school priorities; for example, literacy is a school development priority next year and the 'Reading Crew' will become the school's reading champions to support this initiative. They will also complete reading support activities in the feeder infant school to improve transition from infant to junior school.

The headteacher gives the work of the Community Management Team a high profile. Every term, he holds a 'Good, the Bad and the Ugly' assembly with the whole school. In this, members of the team are asked to identify 'What is good in your team at the moment?' to share their success stories; 'What is not so good?' (the Bad). Comments are gathered in assembly to address issues and pupils are invited to put their suggestions forward for ongoing improvements and developments to the team's work.

Pupils are proud of their management team, regarding it as an important aspect of school life. When interviewed at the inspection visit about why he wanted to be part of this, one pupil's comment was typical: 'Because I want to make a difference.'

Putting roots down: Norbury Manor Business and Enterprise College for Girls, Surrey⁶

Lesson observations and scrutiny of students' work during a survey visit to Norbury Manor College showed that students across the ability range make outstanding progress. They demonstrated particular strengths in the development of enquiry, advocacy, representation and campaigning.

This example focuses on how a citizenship-rich school can further develop the themes of responsible action, advocacy and representation in, and beyond, the sixth form. Effective delivery of the subject at Key Stages 3 and 4 provides a firm foundation for students, after which excellent work in the subject continues in the sixth form.

Citizenship post-16: Students embarking on their post-16 careers within the college progress to new and different citizenship-related activities, many of which are directly connected with the college's specialist business and enterprise status. These activities form part of enrichment, an assessed requirement of the sixth form. Enrichment activities have status in each student's curriculum; each has a citizenship education element. Four options are offered:

Institute of Financial Services: Students take the Certificate in Financial Services in units on personal finance.

General studies: Progression in citizenship is facilitated further with general studies units, such as one based on the theme of conflict. Students have the opportunity to explore, or indeed revisit, issues but with the benefit of increased experience and maturity. In relation to the themes of responsible action and advocacy and representation, students study, among others, units on society and politics, and beliefs and values.

Leadership: Interact is very popular with post-16 students and has proven to be an ideal conduit for citizenship. It provides a great example of a locally driven initiative which draws on friends of the college and business and community links, combined with a flexible framework for achievement. It was incorporated into the enrichment curriculum in 2010. Interact forms part of Rotary International.⁷

This is a sixth-form based club that meets twice monthly. Students hold officer positions and an external Rotarian adviser is on hand to offer guidance and support. The adviser is a member of the sponsoring Rotary club. Primarily it has a business and enterprise focus, with Norbury Park managing the projects in a way that enables students to research and

⁶ *Good practice resource – outstanding citizenship enrichment: Norbury Manor Business and Enterprise College* (120374), Ofsted, 2012; www.ofsted.gov.uk/resources/120374.

⁷ For further information about Interact see: www.ribi.org/about-us/clubs-and-members/interact.

support local charities and take forward the themes of responsible action, advocacy and representation. Students have not shied away from researching challenging issues and taking action accordingly. Concern about domestic violence and the need to promote its awareness among the girls has led to a productive link with the Cassandra Learning Centre.⁸ Violence, child abuse and neglect are equally challenging social issues with which Interact students are engaging through a link with the Wave Trust.⁹ The objective of the Trust is to highlight best practice in prevention. Interact also provides 'in kind' support by recruiting young volunteers from the college to help run summer play schemes.

Over and above the enrichment offer, many sixth-form students involve themselves voluntarily in an eclectic range of community activities such as church-based children's work; fundraising activities at local mosques to support international crises; and coaching junior sports. All of the activities are voluntary and all reflect students' own interests and skills. In making their choice of activities, students use their prior knowledge of the underlying political and social issues that they covered in citizenship lessons in earlier years.

The positive outcomes for sixth-form students are clear and valuable. Researching social issues, working effectively in teams, liaising with businesses and the local council and organising events provide excellent opportunities for informed and responsible action. As the survey visit indicated, sixth formers show high levels of responsibility and initiative in completing an impressive range of active citizenship projects.

Developing an effective cross-curricular approach to citizenship: Bury Church of England High School, Bury, Lancashire¹⁰

The Key Stage 3 programme in Bury Church of England High School empowers students to critically analyse topical and controversial issues and engage in discussion and debate; it encourages respect for cultural diversity and identities; addresses issues relating to social justice, human rights and global interdependence; and inspires students to develop political knowledge and understanding and gain an insight into justice and the law. As a result students play a dynamic role in the life of the school, the local community and wider society as active and global citizens.

Citizenship was originally taught by form tutors for a one-hour session, once a fortnight, alongside PSHE. This was considered inadequate by senior management and, using the school's specialist humanities college

⁸ For information on the Cassandra Learning Centre see: www.cassandrlearningcentre.org.uk.

⁹ For information on the Wave Trust see: www.wavetrust.org.

¹⁰ *Good practice resource – good practice in Key Stage 3 citizenship: Bury Church of England High School* (120411), Ofsted, 2011; www.ofsted.gov.uk/resources/120411.

status to spearhead developments, an integrated approach to citizenship education was born.

The new approach involves the humanities specialist subjects of citizenship, geography, history and RE all contributing to the delivery of citizenship by working collectively to provide an integrated and co-dependent programme at Key Stage 3. In addition, 'stop the clock' days result in suspension of the usual timetable so each year group can focus on one of the citizenship or PSHE themes. Staff are organised into specialist teams to ensure high-quality delivery of each theme and all the materials are posted on the school's Learning Platform one week prior to the event, for staff to access.

Citizenship themes include:

- being British: government and politics, voting and elections, laws, justice, anti-social behaviour, human rights, celebrating cultural diversity within the UK
- global citizenship: sustainable development, fair trade, international aid agencies, environmental concerns, terrorism and extremism
- active citizenship: active projects within the school and the local community, and global issues.

The citizenship days are well supported by the humanities teachers who share their skills, knowledge and understanding. Each specialist subject provides a discrete learning environment, which interlinks with each of the other humanities subjects to ensure that students develop a good understanding of the key concepts, inspiring them to take responsible action. The programme is enhanced by visits and visitors to the school. Students meet people from a range of cultures and backgrounds different from their own, and place their developing understanding of current issues, such as asylum, child labour and human trafficking, in context.

In terms of planning and assessment, all students are required to complete an online prior-learning task. This enables teachers to assess individual needs, provide a baseline assessment level and plan lesson materials accordingly. As a homework challenge, students complete an online quiz via the school virtual learning area, which self-marks and generates a National Curriculum level. Teachers then formally assess students' progress on each 'stop the clock' day, providing National Curriculum levels based on standardised criteria. 'Assessment for Learning' is used to support students' learning and to generate peer- and self-assessment activities that help students understand the success criteria for the subject.

Students also undertake a formal assessment for citizenship in each humanities specialist subject. Each department completes one citizenship

assessed unit per year during Key Stage 3. Combined with teacher assessments and online tests, this provides a comprehensive assessment framework for the citizenship programme.

Participation and responsible action are important aspects of provision. Much of the programme is initiated and led by the students. Below are examples of some of the activities during 'stop the clock' days, which are then continued by students after the event:

- recycle, renew and reuse project: Year 7 students clear the local community of rubbish by spending a day litter picking
- charity work: such as wrapping presents, making food hampers, cards and shoebox parcels for soldiers, asylum seekers and the homeless
- engaging with the local community: visiting a local care home for the elderly
- Earth summit: all Year 8 students re-enacted the Copenhagen Summit and made decisions about how they would influence climate change
- school council: the citizenship programme has inspired students to change the school council so that they are more involved in the running of the school
- show racism the red card: students create work that challenges racism within football and society
- leadership: students complete the Award Scheme Development and Accreditation Network (ASDAN) leadership qualification and manage a minimum 10-week leadership activity
- Namibia expedition: 30 students have been planning, fundraising and training for the trip for two years. They will spend their time trekking and working at their partner school in Namibia, teaching pupils English, PE and how to use computers, as well as renovating classrooms and an outdoor area.

Effective drop-down days to enhance citizenship provision: Mossbourne Community Academy, Hackney, London¹¹

Mossbourne Community Academy is committed to ensuring achievement at the highest levels, believing that citizenship is about students' everyday actions and interactions. Through the use of 'drop-down days', students are taught to think using the 'Issue, Action, Change' model: 'What is the issue? What action can I take? What is the impact of my action?'

A curriculum audit identified where other subjects contribute to the programmes of study for citizenship at Key Stages 3 and 4, and informed decisions about where citizenship learning could be enhanced and

¹¹ *Good practice resource – using curriculum days to extend citizenship learning: Mossbourne Community Academy (120095)*, Ofsted, 2012; www.ofsted.gov.uk/resources/120095.

developed by a 'Citizenship day'. For example, one day focused primarily on democracy and justice. At Key Stage 3, students worked on both democracy and justice, including systems of government, and identity and diversity, including learning about refugees and migration. Year 10 students focused on human rights and taking action and Year 11 worked on the theme of identity and diversity, considering 'Britishness'.

The days provide good opportunities to explore new ideas using all the school's facilities and external experts. Follow-up sessions are held afterwards to deepen learning. The work is planned to ensure that students have opportunities to reflect, express their views and make up their own minds having discussed the facts and implications in detail.

The 'Issue, Action, Change' process is the focus for the days. Students move from learning about the theory and background to reflecting on actions that might be taken to bring about change, either individually or collectively. The emphasis is on active citizenship, empowering students to take responsibility and be agents of change, either at a local, national or global level. The work is also well focused on students' lives, incorporating both world affairs and current local events into their learning. For example, after the riots in the summer of 2011, Year 7 students considered various issues in their neighbourhood, and how their local community in Hackney might be made safer for everyone. They identified who the 'influencers' and 'enablers' are in bringing about change and the contributions that individuals might make to the process.

The Mossbourne subject leader identified advance planning as a key factor for success, including the following:

- the subject leader plans the detail, incorporating any external contributors to the event
- subject leaders prepare lesson materials, overseen by the academy's advanced skills teachers
- teachers work in pairs with careful consideration given to these to maximise all available expertise
- materials are provided in advance of the date; staff training time is allocated for teachers to personalise materials according to their preferred teaching styles
- teachers have time for meetings and training before each event with advanced skills practitioners available to offer support and guidance.

Other important considerations inform the planning, as follows:

The days are arranged around other school events, avoiding busy periods for staff and students, securing external speakers and organisations early and maintaining high expectations about students' learning, participation and engagement. Off-timetable days are regarded as the same as every

other school day. Curriculum days never take place on the same day of the week so that the impact on learning in other subjects is minimised. Consideration is given to ensuring that staff keep breaks and lunchtimes free as they are fully timetabled for the rest of the day; timings of sessions are estimated accurately so that there is no unfilled time and back-up resources are provided in case external visitors are unable to attend at short notice.

Large numbers of Mossbourne students take part in community action and participate in a variety of citizenship projects during the 'Citizenship days'. Some of these activities are channelled through the school council, which galvanises students into action and promotes their interest in a wide range of issues at a local, national and global level. For example, over 50 Year 11 students participated in the first 'National Citizen' project in 2011.

Feedback from students about these days is highly positive. The academy continually refines and develops the programme, taking regular feedback from students, staff and visitors about what went well and where improvements might be made.

Celebrating diversity and tackling homophobia effectively: Rossett School, Harrogate, Yorkshire¹²

In 2009, as a result of an Ofsted survey visit that judged PSHE to be satisfactory, Rossett School completely reviewed its joint provision for PSHE and citizenship. Since the visit, school leaders have achieved great success in establishing a caring and cohesive community where difference is not just 'tolerated' but celebrated. The school's work to promote acceptance and respect for identity and diversity is exemplary. In particular, strategies to address homophobic bullying among boys, which previously was commonplace, have proved highly effective and have had a positive impact on behaviour. Many students and staff report that they feel confident to be themselves whatever their identity and there is a common ethos and shared language promoting equality for all.

The survey visit identified the school's successful work in tackling homophobia and other forms of discrimination to secure a safe and caring environment that promotes students' achievements, confidence and self-esteem.

Citizenship is delivered in personal development lessons at Rossett School through a variety of methods combining high-profile citizenship days, discrete lessons and cross-curricular delivery. One of the key strengths of provision centres on the school's work to promote understanding, tolerance and respect for diversity in terms of sexuality and, in particular,

¹² *Good practice resource – what a difference a day makes: Rossett School* (120210), Ofsted, 2012; www.ofsted.gov.uk/resources/120210.

tackle homophobia. As part of the school's work to raise awareness of and tackle homophobia, the opportunity arose for Sir Ian McKellan to speak in an assembly on behalf of the charity Stonewall. The headteacher decided that all 1,300 students would hear him speak. The preparation before the visit was achieved with considerable thought. A programme of awareness and understanding of different forms of prejudice and discrimination was introduced before the assembly took place so that students could discuss their views openly and honestly.

As one sixth form student observed, 'A lot of prejudice comes from not knowing' and another explained, 'It wasn't that we didn't care – I don't think people understood how prejudice could actually hurt somebody.' During the assembly Sir Ian shared his personal memories with the students, including the impact of homophobia on himself, his friends and people he had known in his life. The impact of learning about the issue through another person's often painful experience was significant in changing students' attitudes. When students reflected upon the change in attitudes from this particular day forward, one student explained, 'It was like night and day', while another referred to the 'sonic wave of respect'. Now, across the school, homophobic language is not tolerated and students say that on the rare occasions it is heard, it is immediately shunned as totally unacceptable by students and staff. A Year 11 student evaluated the impact of the school's work saying:

'The best thing the school has done is to educate students to know that it's not a choice – we didn't choose to be this way, it's just the way we are.'

Work to combat all forms of discrimination continues through the school's comprehensive PSHCE programme. A further indication of the effectiveness of the citizenship programme in promoting respect for difference was realised when a student indicated to the school that they would like to change their gender identity. The school worked with the student's family, local health services and enlisted the help of a charity called GIRES.¹³ Awareness sessions were arranged for staff and students to explain the issues around changing gender identity. A package of support was put in place to allow the student to change their identity and they were soon accepted by their new name and persona.

¹³ For more information on GIRES see: www.gires.org.uk.

Promoting citizenship for all effectively in post-16 provision: Bishop Auckland College, Durham¹⁴

Bishop Auckland College provides a rich variety of routes relevant to the development of students' citizenship skills. Some feature as a discrete element of the taught curriculum, while others are embedded within college life and the college enrichment programme.

These routes include: taking action through sport; a citizenship award promoting community cohesion; tutorials which tackle controversial social issues; and courses which deepen students' knowledge of the workings of government. This approach successfully extends young people's learning and adds to the relevance of their college experience. In differing ways, these routes promote the development of students' knowledge about the workings of local and national government; their skills and desire to play an active and effective part in college and community life with confidence and conviction; and influence their views, attitudes and opinions.

The citizenship award publicly recognises contributions that students make to the quality of college and community life. The award is simple and straightforward in its approach and provides a platform for the college to acknowledge positive actions and contributions undertaken by individual students. Nominations have been received where students have, for example, been seen to support and make welcome vulnerable students, acted as mediators in difficult situations or have balanced caring roles at home with their college course. One sports diploma student received the award for responding to concerns expressed by young women about their reluctance to access sport. She researched the issue, arranged and now coaches a girls' football group. In doing so she encouraged her peers to commit to regular physical activity.

Students are encouraged to take responsible action. A number of sports diploma students have embraced the Sport Makers 2012 Olympic legacy programme, which is a voluntary programme that aims to energise grass-roots sport. It requires students to make a pledge to take forward self-generated projects. The nature of the projects undertaken by students illustrates well how individuals have identified real needs and taken responsible action as a result. One student is supporting the rehabilitation of a friend injured in a motorbike crash and a second is helping an arthritic relation regain mobility. In both cases, students give their time, and use their sporting knowledge and links with statutory and community agencies. The personal initiative involved is a fundamental feature of its success.

¹⁴ *Good practice resource – routes to citizenship: Bishop Auckland College (120195)*, Ofsted, 2012; www.ofsted.gov.uk/resources/120195.

Underpinning knowledge about the working of society, taxation, local and central government and the role of statutory and voluntary agencies strengthens students' engagement within their communities. The increasingly popular Diploma in Public Services improves students' knowledge by incorporating a 'Citizenship, the Individual and Society' unit. This provides the content needed for Level 2 students to apply their knowledge and test their skills, attitudes and values in the context of public services.

The cross-college tutorial programme ensures that all students have access to a curriculum that incorporates citizenship, enterprise and health. The programme is also informed by local issues pertinent to students' lives, such as car-driving awareness, travel abroad and relationship abuse. Students are keen to engage in discussions about topical and, at times, controversial issues. The citizenship element of the programme uses short, well-chosen video prompts, on, for example, victims of crime, community and cultural tensions. This approach helps students reflect on how personal attitudes are shaped, how to hear and value alternative viewpoints and how to look to the causes and effects of challenging social issues. Student focus group feedback about the programme included comments such as: 'It made me realise how people can be heartless towards others', 'I make sure I act when I see something wrong', and 'It made me feel good about positive citizenship.'

Notes

This report is based on evidence from inspections of citizenship between September 2009 and July 2012 in 126 maintained schools in England, including four special schools. The survey sampled 32 primary schools, including two special schools, and 94 secondary schools. Inspectors observed 146 primary school lessons and 567 secondary school lessons, met with subject leaders and school leaders and interviewed 1,700 pupils and students. The schools visited did not include schools in special measures or those with a notice to improve.

Further information

Ofsted publications

Citizenship established? Citizenship in schools 2006/09 (090159), Ofsted, 2010; www.ofsted.gov.uk/resources/090159.

Good practice case studies

Outstanding citizenship enrichment: Norbury Manor Business and Enterprise College (120374), Ofsted, 2012; www.ofsted.gov.uk/resources/120374.

Using curriculum days to extend citizenship learning: Mossbourne Community Academy (120095), Ofsted, 2012; www.ofsted.gov.uk/resources/120095.

Routes to citizenship: Bishop Auckland College (120195), Ofsted, 2012; www.ofsted.gov.uk/resources/120195.

What a difference a day makes: Rossett School (120210), Ofsted, 2012; www.ofsted.gov.uk/resources/120210.

Good practice in Key Stage 3 citizenship: Bury Church of England High School (120411), Ofsted, 2011; www.ofsted.gov.uk/resources/120411.

Developing pupils as leaders: Foxmoor Primary School, Stroud, Gloucestershire (130059), Ofsted, 2011; www.ofsted.gov.uk/resources/130059.

Annex A: Providers visited

Primary schools

Al-Furqan Primary School
 Bilston Church of England Primary School
 Brunswick Community Primary School
 Christ The King Roman Catholic Primary School, Burnley
 Coberley Church of England Primary School
 Coniston Primary School
 Corpus Christi Catholic Primary School
 Finham Primary School
 Firs Primary School
 Foxmoor Primary School
 Heatherley Primary School
 High Clarence Primary School
 High Legh Primary School
 Horn Park Primary School
 Inglehurst Junior School
 Merridale Primary School
 Millfield Primary School
 Old Hall Junior School
 Radcliffe-on-Trent Junior School
 Raglan Primary School
 Sacred Heart Catholic Primary School and Nursery
 Shaftesbury Junior School
 Silver End Primary School
 St Aidan's Catholic Primary School
 St Augustine's Catholic Primary School
 St Matthew's Church of England Primary School
 The Avenue Primary School and Children's Centre
 The Five Islands School
 Westbrook Lane Primary School
 Whiteshill Primary School

Local authority

Birmingham
 Wolverhampton
 Sheffield
 Lancashire
 Gloucestershire
 South Gloucestershire
 Kingston upon Thames
 Coventry
 Birmingham
 Gloucestershire
 Nottinghamshire
 Stockton-on-Tees
 Cheshire East
 Greenwich
 Leicester
 Wolverhampton
 Staffordshire
 Derbyshire
 Nottinghamshire
 Bromley
 Hertfordshire
 Leicester
 Essex
 Wigan
 Warrington
 Trafford
 Wiltshire
 Isles of Scilly
 Leeds
 Gloucestershire

Secondary schools

Acland Burghley School
 Allendale Middle School
 Allerton High School
 Alperton Community School*
 Appleby Grammar School*
 Archbishop Beck Catholic Sports College
 Ashcroft High School
 Bishop Perowne Church of England College*
 Bishop Vesey's Grammar School*
 Burleigh Community College*
 Bury Church of England High School
 Cardinal Heenan Catholic High School
 Carlton le Willows School and Technology College*
 Castle Hall Academy
 Chancellor's School
 Charles Darwin School*
 Chase High School
 Chellaston School*
 Chiltern Edge Community School
 Chislehurst and Sidcup Grammar School*
 Christ The King Catholic High School and Sixth Form Centre
 Christleton High School
 Cleeve Park School*
 Colne Park High School
 De La Salle School
 Dinnington Comprehensive Specialising in Science and Engineering
 Dover Grammar School for Boys
 Elizabeth Garrett Anderson Language College
 Erasmus Darwin Academy
 Feversham College*
 Glenmoor School
 Harris Academy Bermondsey
 Hartismere High School
 Hatch End High School*

Local authority

Camden
 Northumberland
 Leeds
 Brent
 Cumbria
 Liverpool
 Luton
 Worcestershire
 Birmingham
 Leicestershire
 Bury
 Leeds
 Nottinghamshire
 Kirklees
 Hertfordshire
 Bromley
 Southend-on-Sea
 Derby
 Oxfordshire
 Bexley
 Sefton
 Cheshire West & Chester
 Bexley
 Lancashire
 St Helens
 Rotherham
 Kent
 Islington
 Staffordshire
 Bradford
 Bournemouth
 Southwark
 Suffolk
 Harrow

Hawkley Hall High School*	Wigan
Heart of England School*	Solihull
Hextable School	Kent
Hornsey School for Girls	Haringey
John Cleveland College*	Leicestershire
John Flamsteed Community School	Derbyshire
John Madejski Academy	Reading
John Mason School	Oxfordshire
King Alfred's (A Specialist Sports College)*	Oxfordshire
King's Norton Boys' School	Birmingham
Kingsbury School and Sports College	Birmingham
Knottingley High School and Sports College*	Wakefield
Launceston College*	Cornwall
Leyland St Mary's Catholic Technology College	Lancashire
Lymm High Voluntary Controlled School*	Warrington
Manning Comprehensive School*	Nottingham
Manor Park School and Specialist Arts College*	Warwickshire
Meadowhead School*	Sheffield
Meole Brace School Science College	Shropshire
Middlewich High School	Cheshire East
Montsaye Academy	Northamptonshire
Mossbourne Community Academy	Hackney
Norbury Manor Business and Enterprise College for Girls*	Croydon
Notley High School*	Essex
Our Lady and St Chad Catholic Sports College	Wolverhampton
Park House School*	West Berkshire
Pilton Community College*	Devon
Priory School (Specialist Sports College)	Portsmouth
Pudsey Grangefield School	Leeds
Rainhill High School	St. Helens
Robert Blake Science College	Somerset
Rossett School	North Yorkshire
Rye College*	East Sussex
Saint George Catholic Voluntary Aided College	Southampton
Saint John Houghton Catholic School*	Derbyshire

Sheringham High School and Sixth Form Centre*	Norfolk
Shirebrook School*	Derbyshire
Smithills School	Bolton
St John Wall Catholic School – A Specialist Humanities College	Birmingham
St Peter’s Church of England and Specialist Arts College*	Essex
The Axe Valley Community College	Devon
The Banovallum School	Lincolnshire
The Business Academy Bexley	Bexley
The Cardinal Wiseman Catholic School	Ealing
The Dormston School	Dudley
The Hewett School	Norfolk
The Holy Family Technology College	Waltham Forest
The Hurst Community College	Hampshire
The St Thomas the Apostle College	Southwark
Thornton Grammar School	Bradford
Turves Green Girls’ School and Technology College	Birmingham
Wath Comprehensive School: A Language College	Rotherham
Werneth School	Stockport
Westlands School	Torbay
Weydon School*	Surrey
Whitworth Community High School	Lancashire
Wickersley School and Sports College	Rotherham
Winterhill School	Rotherham

Special schools

Beacon Hill School*
Hatton School and Special Needs Centre
Penhurst School
Tiverton School

Local authority

Thurrock
Redbridge
Oxfordshire
Coventry

Good practice case study

Bishop Auckland College

Local authority

Durham

* The provider has closed or converted to an academy since the time of the visit.