

Inspecting Citizenship

11–16

with guidance on
self-evaluation

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INTRODUCTION

This booklet is intended to help school inspectors, headteachers and staff to evaluate citizenship for pupils aged 11–16. It complements OFSTED's inspection handbooks and is part of a suite of booklets for *Inspecting Subjects and Courses 11–16*.

The booklet gives guidance on evaluating standards and achievement, teaching and learning, and other factors that have a bearing on what is achieved. You will find advice on: how to interpret performance data; what to look for in pupils' work and the questions to ask them about it; the subject-specific points to observe when in lessons; criteria for evaluating the curriculum and other experiences offered by the school; and how to bring your evaluations together to form a coherent view of the subject.

The advice in the booklet is illustrated using a fictitious school. Examples of evidence and evaluations about the school are italicised and presented in boxes, sometimes with a commentary to give further explanation of the evaluation. These examples show a range of ways in which evidence and findings can be recorded and reported. They are not meant to endorse any particular method or approach.

School inspectors on short inspections and senior staff in schools are likely to evaluate a range of subjects and may need to refer to more than one booklet. To facilitate this, all the subject guidance booklets can be downloaded from OFSTED's web site www.ofsted.gov.uk

The School Inspection Helpline team, 020 7421 6680, will respond to any queries. Alternatively, you can e-mail schoolinspection@ofsted.gov.uk

COMMON REQUIREMENTS

Inspectors or evaluators in schools should have a good understanding of the key characteristics of the school and its pupils. The achievement of individuals and the different groups of pupils in the school must be evaluated to judge how effectively their needs are met. Credit should be given where, against the odds, pupils achieve well even though they may not have reached the levels of attainment expected for their age.

As an evaluator, you must be thoroughly familiar with the specific requirements for citizenship in the National Curriculum. You will need to consider how successfully the subject contributes to pupils' spiritual, moral, social and cultural development, and how effectively it helps to prepare pupils for adult life in a culturally and ethnically diverse society.

When evaluating citizenship, you should consider how well planning and teaching take account of the following principles of inclusion:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- promoting racial equality.

You need to be informed about the responsibilities and duties of schools regarding equal opportunities, particularly in respect of discrimination on grounds of gender, race and disability. These are covered by the Sex Discrimination Act 1975, the Race Relations Act 1976, the Race Relations (Amendment) Act 2000, and the Special Educational Needs and Disability Act 2001, and their respective Codes of Practice. These Acts underpin national policies on inclusion, on raising achievement and on the important role schools have in fostering better personal, community and race relations, and in addressing and preventing racism.

In many schools you will find additional resources and initiatives aimed at promoting educational inclusion. You must know about any nationally funded or local initiatives in which the school is involved so that you can assess their effectiveness.¹ There is guidance on this in the OFSTED publication *Inspecting New Developments in the Secondary Curriculum 11–16 with guidance on self-evaluation* (published 2001).

¹ Notably, Education Action Zones, Excellence in Cities, Ethnic Minority Achievement Grant (EMAG), and other programmes funded through the Standards Fund, the Single Regeneration Budget, the New Opportunities Fund and New Deal for Communities.

I TEACHING OF CITIZENSHIP IN SECONDARY SCHOOLS

From August 2002, secondary schools must meet the statutory requirements set out in the National Curriculum for citizenship. Schools must provide a curriculum which covers the three elements of citizenship:

- knowledge and understanding about becoming informed citizens;
- developing skills of enquiry and communication;
- developing skills of participation and responsible action.

Schools must also have a system for assessing, recording and reporting pupils' achievements in citizenship in relation to the published end-of-key-stage descriptions.

The National Curriculum does not specify how schools should organise their citizenship curriculum and nor does guidance from the Qualifications and Curriculum Authority (QCA), which simply states that a combination of ways may be necessary to ensure that the requirements of the programmes of study are met consistently and systematically. Possibilities include: discrete citizenship provision in separate curriculum time; citizenship within and through other subjects; citizenship activities and events; and tutorial work.²

There is no statutory requirement about the time that should be devoted to citizenship. The Teachers' Guide to the QCA/DfES Citizenship Scheme of Work for Key Stage 3 says:

'This scheme of work is designed to offer schools flexibility in the way they choose to address the requirements of the Key Stage 3 programme of study. Teachers should select and combine units to address the programme of study that meets the needs of the school and its community. Also, they should decide in what depth to cover various aspects and choose from and/or supplement the units offered in this scheme'.³

You should, therefore, judge the appropriateness of the school's curriculum in the context of the needs of the pupils and the community.

It is left to schools to decide on how to deliver the subject. In planning for citizenship, schools need to audit their curriculum carefully to identify existing work that can contribute to citizenship education and aspects that could be developed to make an explicit contribution. Schools already teach a good deal of the citizenship programme of study in personal, social and health education (PSHE), curriculum subjects, religious education, collective worship, assemblies, tutorials and other activities. The audit will also identify those parts of the programmes of study for which there is no current provision. Schools should act upon this information in order to ensure that the requirements of the National Curriculum are met.

The balance of treatment of the three elements of citizenship may vary between schools. This is compatible with the requirements of the National Curriculum. Nevertheless, you should evaluate whether schools sufficiently address the overall programme of study.

Management of citizenship in a school should be based on clear aims, with appropriate priorities and targets for implementation. The teacher or teachers responsible will need to demonstrate good planning, including a scheme of work and supporting documentation.

Good assessment in citizenship shares the same general characteristics as other subjects, and requires a wide range of methods if assessment is to be valid. Schools are required to report annually to parents on pupils' achievement in citizenship and, at the end of Year 9, on their attainment based on the end-of-key-stage description.

In most schools, where citizenship has been newly established, there may be tentative arrangements as teachers develop, modify and refine provision. Inspection and self-evaluation should be helpful to this process. During this stage of development, in inspecting and reporting on citizenship, allowance should be made for the emergent nature of the subject.

Finally, you should note that the National Curriculum framework for personal, social and health education and citizenship at Key Stages 1 and 2 is supported by non-statutory guidelines. The freedom allowed to schools, because the guidelines are

² *Citizenship at Key Stages 3 and 4: Initial Guidance for Schools*, London, QCA, 2000, page 12.

³ *Citizenship: A scheme of work for Key Stage 3*, Teachers' Guide, London, QCA and DfES, page 5.

non-statutory, means that pupils may begin compulsory citizenship in Year 7 with different levels of knowledge and understanding. You should take this into account when judging standards, the quality of pupils' learning, and the appropriateness of what the school provides.

1.1 Case study school

Our case study school is a large suburban secondary school for pupils aged 11–16 with a full ability range. About 20% of the pupils are from ethnic minorities (10% Indian, 4% Pakistani, just under 4% Caribbean and about 2% other backgrounds). Of the pupils, 5%, including Afghan and Somali refugees, are new to English and require additional support.

In Year 7 the school has setting in English, mathematics and science and mixed-ability teaching in all other subjects. In Years 8 and 9, there is setting in the core subjects and banding for the others. In both key stages, pupils have a one-hour lesson per week of PSHE taught in mixed-ability tutor groups, a daily act of collective worship and a daily registration/notices/'thought of the day' period.

The head of PSHE has overall responsibility for citizenship. The PSHE programme contains some citizenship modules, clearly identified by the school in its citizenship scheme of work. PSHE is taught in mixed-ability groups, mainly by specialists, but with three non-specialists who have one or two classes each. The PSHE specialists have recently received training on aspects of the citizenship curriculum which have been added to the PSHE programme. In Key Stage 3, identified modules of citizenship are also taught in subjects including history, geography, RE, drama and English. Some Key Stage 3 citizenship modules have been piloted in 2001–02.

In Key Stage 4, some citizenship is taught as a discrete subject in mixed-ability groups for one hour per week by teachers who are specialising in the subject. This is in preparation for a short course GCSE for most pupils and an entry in the record of achievement for others. For the present Years 10 and 11, however, there is only the record of achievement entry.

There is also some teaching of citizenship in subjects such as history and science where, as for Key Stage 3, departments have identified explicit links in the courses they are teaching. Additionally, the normal timetable is abandoned at fixed points for particular year groups, and in one case for the whole school, to engage in citizenship projects and study days.

In all these instances, teachers are expected to plan their lessons in line with the school's citizenship scheme of work. This scheme is in line with the requirements of the National Curriculum in citizenship, and draws upon the schemes of work from the QCA and DfES.⁴ The school has also used the non-statutory guidelines for PSHE in Key Stages 3 and 4.⁵

Our case study school is running in its first year of National Curriculum citizenship. There are currently no GCSE results. In the present Year 11, the school is piloting some citizenship modules in PSHE.

1.2 Inspection of citizenship

To organise an inspection successfully, the registered inspector should find out, *at the pre-inspection stage*, how citizenship is organised in the school. While one inspector will normally co-ordinate the inspection of, and reporting on, the subject, it is probable that other members of the team will contribute evidence.

The inspection and reporting of citizenship will focus mainly on those lessons and other activities that fall clearly within a school's stated citizenship education programme. These may include designated citizenship lessons and activities, and lessons in PSHE, RE and National Curriculum and other subjects which have explicit (and usually predominant) citizenship objectives shared with the pupils. So, for example, history teachers may use lessons to address citizenship objectives, making links between pupils' recent work in history and a topical political situation. Such lessons should be inspected as citizenship.

Inspectors will also see lessons and other activities where citizenship is incidental, for example in an English lesson where discussion touches upon citizenship issues. If lessons have not been planned to deliver citizenship objectives, the citizenship element will be opportunistic and possibly insubstantial. Such a lesson should, therefore, be judged only as an English lesson, although there may be evidence that is, nevertheless, worth passing on to the inspector responsible for citizenship. Where a school's provision is patchy owing to heavy reliance on such incidental contributions, it will not meet National Curriculum requirements and should be reported as such.

⁴ Citizenship: A Scheme of Work for Key Stage 3. London, QCA and DfES, 2001 and Citizenship: A Scheme of Work for Key Stage 4. London, QCA and DfES, 2002.

⁵ Personal, Social and Health Education at Key Stages 3 and 4. London, QCA, 2000.

Many rich activities that could contribute to citizenship education take place outside the formal curriculum. One example is the pupils' school council. However, inspectors must check that there is equal access to the citizenship curriculum. Activities followed only by some pupils cannot meet requirements on citizenship unless suitable alternatives are available to all others. Where all pupils are involved in the school council process in a meaningful way, for example, through discussion of issues in tutor groups and the election of representatives, this counts as part of the citizenship curriculum. However, a visit by a few individuals to a mayoral reception, in isolation, would not meet requirements.

Inspectors will also need to try to attend events and activities designed to develop pupils' skills of participation and responsible action. Where this is not possible, evidence from interviews with pupils and other evidence of such activities should, as always, be taken into account. While only a minority of pupils may participate in any one event, there should be alternative events or activities which make equivalent provision for the remaining pupils and these should be explored. (See section 2.5, below).

In schools which teach denominational religious education, where aspects of National Curriculum citizenship are planned within the RE curriculum and during collective worship, you must only evaluate these lessons and activities for citizenship, not the denominational RE that is subject to a section 23 inspection.

Citizenship lessons, events and other relevant activities should be graded in the same way as lessons and activities in other subjects.

You will have to report on how well a school is addressing the National Curriculum in citizenship in the same way that you report for other subjects. In a full inspection, you will complete a subject section of the report and, as with any other subject, your findings will contribute to overall judgements in other sections of the Evaluation Schedule. These include pupils' achievement (2.1), pupils' attitudes, values and personal development (2.2), teaching and learning (3), the curriculum (4), care of pupils (5), how parents view the extent to which they feel their children are growing as citizens (6) and leadership and management (7).

Examples of judgements that could be included in a citizenship subject section are provided in section 5.

2 STANDARDS AND ACHIEVEMENT

Although citizenship is a new subject, you should read the last report, especially the section related to pupils' attitudes, values and personal development, and the curriculum section, to establish points of reference to provide you with the context in which pupils' current work can be set.

Identify the characteristic strengths and weaknesses in pupils' current work. Judge standards in the subject, at ages 14 and 16, against the end-of-key-stage descriptions for citizenship. In the interests of clarity, you can report standards using terms such as 'high', 'average' or 'low'. Judge pupils' achievement by considering whether standards in citizenship are high enough, taking into account the pupils' starting points or capabilities, the progress they make over time and the demands made on them. Explain any significant differences in achievement between groups of pupils, such as boys and girls, pupils of different ethnic heritage, those learning English as an additional language, Traveller children, those with special educational needs, higher and lower attainers, and gifted and talented pupils. In the early stages of implementation, progress over time may be difficult to ascertain.

2.1 Performance data

In the short term, there will be little or no performance data to assist evaluators in judging standards. In the longer term, inspectors may be able to draw upon internally moderated Key Stage 3 teacher assessments and GCSE results and other accreditation in citizenship to look at performance over time.

Where schools have developed their own assessment systems for citizenship, data may be analysed. Since these are the teachers' own assessments, which are not moderated locally or nationally, such data should be interpreted with care. There are no National Curriculum levels for citizenship; the National Curriculum for citizenship gives end-of-key-stage descriptions. Inspectors should be aware that the development of skills of enquiry and communication and of participation and responsible action are as important as the development of knowledge and understanding, and standards will need to be assessed objectively.

Example CZ1: extract from notes on Key Stage 3 performance.

Teachers' assessments for citizenship indicate that two-thirds of pupils will meet the expected standards at the end of the key stage. (Though at an early point in statutory implementation, these pupils did some citizenship work prior to Year 9.)

The teachers' assessments show that girls generally reach higher standards than boys, although there is no difference between the attainment of girls and boys with special educational needs (SEN). There are very slight variations in standards between pupils of different ethnic backgrounds. White pupils and pupils of Indian heritage perform slightly better than pupils from other ethnic minorities but the difference is very small.

This picture is consistent with wider standards in the school.

Point to pursue:

Why are boys doing relatively badly in citizenship?

For those schools that choose to enter pupils for the GCSE short course in citizenship studies, evidence of attainment is likely to be available from 2003, or 2004 if they adopt the two-year version. However, evaluators will see some GCSE classes in citizenship studies from 2002, and evidence such as internal examinations and coursework marks may be available. Schools receive a Performance and Assessment (PANDA) report annually. The PANDA report gives details of recent GCSE results in other subjects, which may provide broad points of reference.

2.2 Analysis of pupils' work

The main purpose of this activity is to collect and evaluate evidence on pupils' standards and progress. Pupils' work also provides valuable evidence on the quality of teaching and learning and on pupils' attitudes towards their written work. You can collect evidence about pupils' attitudes to citizenship by considering, for instance, whether their work shows care and interest and evidence of personal engagement, particularly in issues of relevance to them. Begin to make links with the quality of the teaching and how well work is assessed.

In citizenship, more than in some other subjects, work will need to be drawn together from a variety of sources and may take forms other than individual books, files or artefacts. There may, for example, be products of collaborative work, or evidence in the form of photographs, local newspaper reports, or video recordings. Minutes of a school council may give

an indication of the quality of debate and the range of participation. Evidence might also be found in the form of Progress Files, community involvement and awards and other forms of recognition.⁶

Where possible, look at work from pupils in different year groups, different ability levels and from different backgrounds. Your emphasis should be on Years 7, 9 and 11. Analyse samples of work by gender, and focus on other groups within the school where significant differential achievement may be an issue. This may, for example, be because of poor attendance, high mobility or lack of familiarity with the English language. Where any pupils do not thrive as well as they should, examine whether the teaching and curriculum take sufficient account of their needs.

It is helpful to track how knowledge, skills and understanding are developed during a key stage, for instance by analysing the work of higher-attaining pupils in each of Years 7 to 9, and repeating the analysis for average and lower-attaining pupils. Alternatively, track the work of particular groups of pupils if there are concerns about their standards and progress. The following two examples illustrate how the detailed evidence from this activity at the school could be evaluated and summarised for above and below average pupils.

Example CZ2: evidence from analysing work in Years 7 and 9, focusing on more able pupils.

Year 9 pupils use files for work in citizenship modules of PSHE, and citizenship in other subjects. Files contain worksheets and notes on key areas of subject content. On some topics, notes appear to be dictated or copied. However, such notes cover the range of the programmes of study and individual work reflects depth and independence in particular topics. This includes some good preparatory work for debate and photocopies of PowerPoint slides made by pupils as a basis for presentations on a topic related to young people and the law.

Citizenship is explicitly covered in several subjects. This is generally well done, with clear citizenship objectives provided in the subject schemes of work. Copies of pupils' work, including some using ICT, are in their citizenship files. For example, work on media in English is of good quality, with a focus on the purposes and methods used by different media. Pupils look at the relationships between the verbal language and visual images used by different types of newspaper and television channels in reporting the same event, and the attitudes that these reveal. Citizenship is also addressed, for example, as a clear secondary objective in art and design based on the link in the programme of study to AR/5d (art etc in the locality – styles and traditions – historical, social etc context).

Year 7 files contain substantial amounts of work showing a good range and quality. This includes individual pupils' contributions to group work on 'improving the school environment' as part of Year 7 geography. This work was developed in the local community as a survey to gauge public response to the council's scheme for promoting recycling, including subsidised composting systems. The best achievement is demonstrated in the evaluations, which include a draft letter to the council with the findings of the survey, but which also assess the strengths and weaknesses of the questionnaire and the methodology. Files also contain neat drafts used as the basis for discussion and presentation in PSHE citizenship modules, for example, on a series of case studies about the choices people make in certain situations, and what it means to 'do the right thing'.

As pupils progress through Years 7 and 8, they are asked to establish appropriate targets which link together citizenship activity across subjects. The pupils appear to take the targets seriously. They evaluate their own progress and the evidence they cite shows progression in knowledge, understanding and skills. One pupil who was reluctant to speak in lessons has clearly made the effort to offer his views, as shown in the teacher's praise on the target evaluation.

Some work completed in subjects in Year 8 is shallower than might be expected, suggesting a lack of time to complete the work in appropriate depth. This problem is not so evident in Year 9.

Overall these more able pupils make at least satisfactory progress, and for most, progress is good. There are no obvious boy/girl differences and none between pupils from different ethnic groups.

[Attainment above average (3)]

Example CZ3: evidence from analysing work in Years 7 and 9 focusing on lower-attaining pupils.

In Year 9, lower-attaining pupils are working below expectations. Some boys' files from PSHE citizenship modules are thin, showing lack of care and interest. Some work is incomplete, and in some cases weak marking fails to pick this up and remedy it. Where these pupils have participated in group projects, they appear to have been diffident, leaving the work to others. Some work from other subjects is adequate, especially where work in banded groups is more carefully tailored to their prior attainment. However, teachers' comments on work show a frustration that the good ideas sometimes articulated in discussion are not translated into written work, for example, in a discussion on the issue of appeasement in a history/citizenship lesson, which contributed to pupils' understanding of conflict resolution.

⁶ The Progress File initiative is described in *Inspecting Careers Education and Guidance with guidance on self-evaluation*. London, OFSTED, 2002

The work of pupils with SEN shows the benefits of regular direct support, with work in citizenship being structured to enhance their engagement and used as a relevant context for language development. Similarly, pupils with English as an Additional Language (EAL) do well with support.

In Year 7 citizenship, pupils make a reasonable start; for example, with work in geography on the school and its environment. However, they are clearly repeating some previously learned skills. Work in PSHE in Years 7 and 8 shows a difference in pupils' and teachers' expectations between classes. In some groups, files are purposeful and well maintained, but in others there appears to be a deterioration and general loss of drive. Pupils' evaluations suggest that some topics are uninteresting and have been studied before. For example, pupils have studied rainforests before, but are using them as an example of global inter-dependence with work at no greater depth. The targets pupils set for themselves in Years 7–9 are often general and 'tokenistic', and sometimes are not subject-related. For these reasons, a small minority of pupils, mainly boys, are making inadequate progress, and their work does not suggest that they see the links between disparate citizenship activities that they have undertaken. These comments apply equally to pupils from all ethnic groups.

Most pupils with SEN show some good progress in Years 7–9. There is clear evidence of skilled and sensitive intervention by support teachers. Others, for example, some lower attainers, who are not on the SEN register and who are not helped regularly by support teachers, are struggling because materials are inappropriate.

Pupils with EAL are generally progressing well, reflecting the good amount of help available from support teachers in Years 7 and 8.

[Attainment 6]

Commentary

Taken together, the evaluations in CZ2 and CZ3 build a firm picture of attainment with reference to particular groups of pupils and year groups. They also provide important information upon which hypotheses can be developed with regard to teaching and other factors such as curriculum provision. For example, the more critical judgements on the work of less able pupils suggest important weaknesses in some teachers' knowledge and understanding of pupils' needs and abilities, and a failure to engage pupils successfully. Evaluators should explore whether work showing under-achievement was linked with insecure subject expertise. It is interesting to note that pupils from different ethnic groups achieve broadly similar standards. As this runs contrary to overall national trends, inspectors may well decide to explore the strategies used by the school. The strengths and weaknesses in SEN and EAL teaching will need to be checked against other evidence.

2.3 Talking with pupils

Evidence of standards and achievement also comes from talking with pupils, either individually or collectively, both during lessons and in formally arranged meetings. You should make opportunities to talk with a range of pupils about their understanding and experience of citizenship education, to ascertain their attitudes to the subject, their personal engagement, and its contribution to their personal development. This will also provide indications of the quality of teaching. Use your earlier evidence to identify which areas of citizenship you particularly want to focus upon and which hypotheses you want to test further. Where points have been identified by earlier school self-evaluation, these might be pursued.

In discussions with pupils, the following questions may be useful:

- How do teachers make it clear to you when you are studying something about citizenship, even when the lesson is also about other subjects or topics?
- What have you studied in citizenship that you found particularly interesting and relevant? Did anything seem dull or irrelevant?
- Does the work that you do in citizenship, in PSHE, and different subjects make sense to you? Are there connections in subject content? Can you use skills from one lesson in another?
- What opportunities are provided for discussion, and to take part in citizenship activities?
- Have you been given any responsibilities when undertaking citizenship activities? What have you gained from them? Have you had any opportunity to participate in making decisions? Have you had the opportunity to work together with others?
- How do you know your views are listened to? Is there a school council to which you can contribute? How does it operate?
- What opportunities have you had to discuss controversial issues, such as aspects of politics, and topical issues and events?

- Do you learn about the different cultures represented in the school/country?
- Do you have the opportunity to discuss and challenge stereotypes, for example, about gender and ethnicity?
- What sources of information are used in citizenship lessons?
- What activities have you been involved in related to the community? What were the activities about and what did you achieve?
- How do you know what progress you are making in citizenship? How is your work assessed?

Example CZ4: evidence on standards from discussion with Year 8 pupils about their work.

Pupils understand the place of citizenship in the curriculum, giving as evidence their citizenship targets, maintained in a loose-leaf file which draws on work in several subjects. They express the view that lessons in citizenship in PSHE are strongly based on class discussion. The ground rules are clear so that they know, in offering their views what is and is not acceptable. They recognise where this dimension of discussion relating to citizenship has been explicitly introduced into other subjects. They cite a recent role-play in history where pupils took the role of town councillors or members of parliament in Tudor England. In their respective groups, on the basis of evidence, they had to debate policy towards the poor. This work was then related to the current debate about homelessness, and what authorities and others might do to bring about change. Pupils also refer to days on which the normal timetable has been suspended, such as a human rights day when pupils attended workshops led by visiting speakers, and the subsequent development of a human rights section on the school web site. Two members of the group are on the school council, and they speak of this as a representative body with roots in the tutor groups, where issues are discussed and voted upon. As a result of their work, the school has introduced events such as non-uniform days and talent shows as well as making improvements to conditions, specifically the toilets.

The conversation is dominated by the higher attainers in the group, who are pleased to display their draft notes and some written assignments. Two pupils from ethnic minorities in the group, one boy and one girl, engaged fully in the discussion. One lower-attaining boy is less enthusiastic and, although he can remember, for example, aspects of study such as young people and the law, he can't think of anything he has enjoyed in citizenship other than out-of-school activity. Higher attainers refer to the wide range of resources that they have used for citizenship, including the Internet. A minority of pupils comment that they often use only worksheets. A pupil with SEN has some desktop published work, of which he is very proud, but he is unable to generalise from this and talk about the role of newspapers in the media.

[Attainment overall average (4)]

Commentary

The discussion in CZ4 indicates that attainment is average overall but that the more able pupils achieve better than the less able. This now needs further exploration.

2.4 Evidence from lessons

You should see a range of teachers and classes, planning your time according to the organisation of citizenship in the school curriculum. It may also be possible to gain direct evidence of other activities in which pupils are engaged as part of their planned citizenship course. Evidence of participation in community-related activity is especially valuable. Grade attainment by considering the demands of the work and how well the pupils are succeeding with it, bearing in mind the age of the class. Grade 4 signifies an average or typical standard of work for the age concerned; grades 1–3 reflect standards that are very high to above average; grades 5–7 signify standards that are below average to very low.

Example CZ5: evidence on standards from a Year 8 citizenship lesson in PSHE on the ethnic/cultural diversity of the UK and the need for mutual respect and understanding.

Pupils respond well to the teacher's summary of the previous lesson, including the pupils' perception that the school's current race equality policy is inadequate. Pupils have decided that the current policy could be improved in terms of scope and language, and they wish to draft some proposals to put to the school council. Pupils answer questions on the purpose and audience of such a policy thoughtfully.

Pupils then work successfully in pairs, using the current policy and developing their own policy statements, following guidance given by the teacher. Perceptive discussions by pairs on the ways in which people should treat others in terms of ethnicity, religious beliefs, and cultures, why there are sometimes problems and what should be done about them. They translate their ideas into a series of statements that could be incorporated into an agreed policy.

Pupils then feed back clearly and succinctly to the whole class with all pupils, including those from ethnic minorities, making important points and suggesting how this could be set out well in writing. The teacher notes these down and pairs redraft their statements accordingly, producing some very clearly written statements for consideration by the whole class in the next lesson. Good standards of discussion; mature and sensible attitude on the part of pupils who are mostly of average and above ability. Good awareness of differences; increasing mutual respect and understanding of individuals and groups.

[Attainment well above average (2)]

Example CZ6: evidence on standards from a Year 10 citizenship lesson on refugees.

Initial whole-class discussion on the terms 'refugees' and 'asylum seeker' and the reasons for refugees coming to Britain, both now and in the past, is satisfactory. Some pupils concentrate and offer good responses but others (mainly lower ability but also including some others who appear uninterested) are not properly engaged. About half of the pupils clearly have strong prejudices which the teacher skilfully points out but does not challenge overtly at this stage (not clear from planning if this is planned for subsequent lesson and how it will be done). As pupils talk, the teacher builds up a diagram on the board.

Working in pairs, pupils read prepared case studies aimed at developing their understanding of the religious, political and economic motives of refugees. Pupils apply themselves well to this. Most by now have adequately 'switched on'. The teacher then introduces the law on refugees, and asks pairs to decide whether the applications in the case studies for refugee status would be accepted or rejected. Most pupils stay on task, but a few digress and do not adequately understand the issues, ultimately failing to come to decisions within the time available.

Overall, standards are satisfactory. Some (mostly higher attainers) achieve more, engaging with the discussion and tasks and probing the issues. Others (mostly lower attainers, including a small number of ethnic minority pupils) underachieve, taking too long to come to terms with the reading demands of the case studies (which have not been modified by the teacher), participating less in discussion, and producing stereotyped assertions unrelated to the teaching material.

[Attainment average (4)]

Example CZ7: evidence on standards from a Year 9 English lesson on the media with citizenship concerns included explicitly.

Upper set English group viewing a video of the evening news, and reading three daily newspapers and two Sunday newspapers on the same political story. Groups are asked to focus on the video and one of the newspapers and establish the balance of fact and opinion, the depth of illustration and argument. Groups use the video report as the 'baseline' for comparison, evaluating what the newspaper story adds or omits.

Pupils use highlighters successfully to separate fact from opinion, and establish some subtle distinctions within sentences and paragraphs. They report back very perceptively, with other pupils listening attentively, commenting and sometimes asking questions.

Groups are then asked to infer the audience/readership being targeted by the media, and how the paper has particularly sought to 'speak their language'. Very good, succinct report-backs on this activity including subsequent discussion of whether the newspaper articles seek to influence their audience, or to tell them what they want to hear. Some very perceptive comments made by many pupils reflecting the fact that most had sufficient knowledge of the political context into which the story could be set. All show good standards of critical analysis. In this lesson, no noticeable differences between any groups of pupils.

The set contains pupils identified as gifted involving several ethnic groups. There is appropriate challenge for them in this lesson and their achievement matches their potential.

[Attainment well above average (2)]

Commentary

The evidence in examples CZ5 to CZ7 further confirms the emerging picture of more able pupils doing well, but in CZ6 some less able pupils are underachieving, largely as a result of the teaching not being sufficiently well tuned to their needs. These impressions of attainment and achievement have implications for overall judgements on the quality of teaching, learning and attitudes.

2.5 Evidence of pupils' participation and responsible action

The third strand of the National Curriculum in citizenship concerns the development of pupils' skills of participation and responsible action. It requires that pupils 'negotiate, decide and take part responsibly in both school and community-based activities'. In schools which involve pupils in decision making and management, there may be evidence of pupils' achievement in activities such as mentoring schemes and school council meetings taking place during the inspection. In addition, in all schools, there should be evidence of achievement in activities that take place outside the period of the inspection showing the range of active participation across the key stages. The evidence should be judged on its merits in demonstrating the achievement of pupils, and should be a focus of discussion in interviews with pupils. Opportunities may arise for inspectors to accompany groups on such activities, although time constraints will limit the extent of this. Evidence may also be available from discussion with people in the community who have been involved in projects.

It should be emphasised that this aspect of citizenship is also an integral part of the National Curriculum and that a school will fail to meet the requirements of the National Curriculum if not all pupils take part. There may, however, be opportunities for alternative experiences for different groups of pupils.

Example CZ8: evidence from a Year 7 citizenship session in geography illustrating participation and responsible action in the local community (off-timetable half-day).

Mixed-ability class with small group of SEN pupils, including two with statements of SEN. Support teacher present. Broad ethnic mix.

Pupils visit the local swimming pool. It is currently closed and awaiting major rebuilding. The visit has been well prepared in preceding lessons. The site manager has been well briefed and has already met a parallel group.

Groups of pupils have each prepared a clear, relevant question to ask the site manager about the site and the timescale for redevelopment. They have also defined services that they would like in the new pool, the suggestions based on questionnaire responses from pupils on the school council. Each group participates. They support their ideas with evidence, including the results of a questionnaire giving the proportion of pupils supporting particular options. Other pupils then contribute further points to which the site manager responds. This is done well, with a small number of pupils able to make use of the site manager's responses to ask more penetrating questions about how the needs of the wider community will be met. Less able pupils, who clearly feel both motivated and confident, and who understand the issues, play a full part in this. The whole class is then questioned by the site manager who is keen to hear their opinions. Pupils are clearly very well informed. They are pragmatic and demonstrate reasonable understanding of the financial constraints of the project. They speak for themselves, but also represent other groups such as the elderly and the disabled. Most pupils are very actively involved in the discussion at some stage.

The teacher's planning is good. The exercise is well matched to the abilities of all pupils. The planning also shows that in future lessons, using the evidence gathered from the visit, pupils will discuss the implications for their community and write letters to their local councillor expressing their views. They will invite a councillor to the school as a visitor exercise. Planning shows that the results of the consultation will be added to the school council agenda.

A very good lesson in which pupils of all abilities and all different groups do well.

[Attainment well above average (2)]

Example CZ9: evidence from a Year 10 citizenship lesson on contemporary topical issues.

Full class of mixed-ability Year 10 pupils visits the town hall to participate in a debate with other schools in the Council Chamber on the use of genetically modified foods in local authority catering. The visit shows useful evidence of teacher preparation as she has worked with local authority staff who have arranged the attendance of the Chair of the relevant council committee and two other councillors. Two pupils (boy and girl) act as Chairs for the debate.

All pupils have prepared their arguments for and against a proposal in previous lessons and most have undertaken independent research making use of the media and the Internet. However, a look at the work undertaken by a random sample of pupils suggests that the preparation varied in quality. More able pupils have prepared thoroughly but some less able pupils' work is superficial and does not clearly develop an argument.

At the start of the session, one Chair puts the motion confidently to the audience and the other announces and records the result. Four pupils (more able) present their arguments for and against the motion in turn. All do this well, expressing their opinions and ideas in a very responsible and confident manner, supporting their arguments well with evidence drawn from a range of sources, including newspapers, the Internet, and government reports. Their oral work shows that the pupils are reaching very good standards in expressing opinions. They deliver their evidence using PowerPoint, posters and information sheets.

All pupils appear to listen and at the end of the presentations a small number ask sensible questions. Pupils listen attentively as the two Chairs both take part in summing up the key points made by the pupils and invite them to vote on the proposal. In many ways, a lesson with potential and some success - for the main players. However, it is slanted too much to more able pupils and then only some of them. Too little learning evident for too many pupils due to weaknesses in teaching at the stage where pupils were preparing for the visit and to lack of participation during visit. This is particularly unfortunate in view of the high cost to all involved.

[Attainment unsatisfactory (5)]

Example CZ10: evidence from a Year 8 citizenship lesson in PSHE.

The school has organised successive visits from representatives of the major political parties in order that the pupils may ask questions relevant to themselves. This visit is from the local councillor. In a previous lesson, pupils discussed the questions to ask and have arrived at questions which cover a good variety of issues. All pupils have one question that they might ask. These are written clearly on cards.

In the lesson some pupils ask difficult questions on issues of concern in some parts of the local area, such as drug abuse and racist graffiti. All pupils, including those with SEN, put their questions well. One pupil (identified as gifted) asks the councillor two probing further questions, showing his knowledge of current affairs drawn from the media. The majority of pupils were able to answer the councillor's follow-on questions, indicating both good understanding and learning. Two EAL pupils put a question to the councillor who obviously had prepared an answer. It was clear and succinct and very well targeted at the pupils' abilities.

Pupils respond very well to the councillor; all are well engaged throughout. The teacher acts as chair in the session, valuing all pupils' contributions. The atmosphere is very good and the preparation indicates good teaching, well linked to pupils' capabilities.

[Attainment above average (3)]

Commentary

Once again, in examples CZ8 - CZ10, the picture emerges of some pupils doing very well but others struggling. In some lessons, the needs of pupils are adequately addressed but this is not the case in others. Therefore, there are implications about the consistency of teaching and its link with achievement.

2.6 Overall judgements

You will need to bring together all your evidence on standards to come to an overall judgement.

Example CZ11: overview notes of standards and achievement in Key Stage 3 citizenship.

Pupils in Year 9 generally meet expected standards. Standards are broadly similar across the three elements of citizenship. Overall, girls do better than boys.

Pupils' achievement is satisfactory overall but not all individuals or groups of pupils are doing as well as they might. While more able and SEN pupils are achieving well in relation to their capabilities, a small minority of less able pupils are not achieving as much as they should. SEN pupils progress well because they receive appropriate support.

Standards achieved by most pupils from ethnic minority backgrounds match those of other pupils and most are making satisfactory progress.

EAL pupils progress well when they have appropriate support, but this support is not always available in sufficient quantity.

There was little evidence of standards in citizenship in the last inspection. Overall, since the introduction of citizenship in the school, most pupils have made satisfactory progress and are achieving appropriately. This shows satisfactory commitment and work by staff in setting up courses. A satisfactory foundation has been laid for further progress.

You will add to such an overview by identifying, from your detailed evidence, the main characteristic strengths and weaknesses in pupils' work, so that the school has a clear picture of how standards can be improved. It is also vitally important to explain why standards and achievement are as they are and whether they are high enough. Explain clearly the reasons for any significant differences between groups and how the school is responding to this. Links to the quality of teaching and to other significant factors to explain what is achieved are developed further in the following sections.

3 TEACHING AND LEARNING

Judge the quality of teaching and learning that you see on their merits, bearing in mind the stage of implementation of citizenship at the time of the inspection.

3.1 What to look for in lessons

Evaluate whether pupils are learning in appropriate depth and breadth and with the speed and motivation you would expect given what you know about them. Consider how effectively they acquire knowledge, skills and understanding in citizenship and, in particular, ask:

- Are pupils learning to become informed citizens?

For example, do they know and understand about:

- fundamental human rights and responsibilities, the law, and how it affects young people;
- the diversity of identities in the UK, and the need for mutual respect and understanding;
- central and local government, public services, their financing, and the part individuals can play;
- the key characteristics of parliamentary government;
- the electoral system and the importance of voting;
- how the economy functions;
- the work of community-based, national and international voluntary groups;
- the importance of resolving conflict fairly;
- the significance of the media and Internet in society;
- political, economic, social, environmental and sustainability implications of the world as a global community, and the role of the European Union, the Commonwealth and the United Nations?

Are pupils developing skills of enquiry and communication?

For example, do they exercise skills in:

- analysing information about topical political, spiritual, moral, social and cultural issues;
- justifying their opinion about such issues orally and in writing;
- challenging stereotypes, injustice, prejudice and discrimination;
- discussing and debating?

Are pupils developing skills of participation and responsible action?

For example, do they:

- use their imagination to consider the experiences of others, and express and explain views that are not their own;
- negotiate, decide and take part in school and community based activities;
- reflect on the process of participating?

Judge the quality of teaching by how well it promotes effective learning in citizenship. Identify the key strengths and weaknesses in the teaching that best explain how well pupils are learning, and make the links between the two clear.

Keep in mind that good citizenship teaching, which leads to effective learning, is rooted in: good understanding of the subject, the programmes of study and examination syllabuses; high expectations; and methods of teaching that cater well for all pupils in the class. As well as the characteristics of all good teaching, effective citizenship teaching is likely to have features such as:

- an up-to-date knowledge and enthusiasm for the subject, engaging pupils in discussion of issues which they see will affect their lives, building towards the knowledge, skills and understanding associated with becoming an informed and active citizen;
- confident establishment of the context and ground rules for informed discussion, using a wide range of teaching methods, resources and activities to interest, engage and motivate the pupils;
- encouragement of pupils to think about controversial issues with sensitivity and objectivity and to challenge in appropriate ways;
- opportunities for pupils to participate in, and observe at first hand, activities and examples of citizenship in action (for example, through mock elections, local projects, the observation of the work of magistrates, letters to elected representatives and e-mail to pupils in schools in other countries);
- an effective balance between imparting information to pupils and encouraging them to enquire and research on their own account;
- opportunities for pupils to communicate what they have learned orally, in writing and by other means, including ICT.

Look beneath the surface when evaluating teaching that has positive features such as good relationships or firm discipline. It may lack rigour or depth, a command of the subject, or be badly matched to the pupils' needs, with the result that learning is not as good as it should be.

Teaching is judged by the impact it has on pupils' learning and, as a consequence, teaching and learning will usually be of the same quality. Where this is not the case carefully note and explain why the judgements are different.

3.2 Observing lessons

The choice of which lessons and other citizenship activities to observe should be determined partly by what you need to follow up as a result of evidence from your analysis of pupils' books and other sources, and partly by the need to sample the work of different teachers and classes of different ages and abilities.

Always evaluate the effectiveness of any additional support provided in lessons for particular groups of pupils, such as pupils with SEN or bilingual pupils.

The extracts that follow illustrate how you might record the essential qualities of teaching and learning during lessons. The commentaries explain the thinking that lies behind the judgements and show how observed strengths and weaknesses are linked back to the general criteria in the Handbook.

Example CZ12: evidence on teaching and learning from a Year 10 citizenship lesson on the law.

The teacher has good knowledge of the law. Initial rapid-fire question and answer session is used to consolidate learning from homework and build up key concepts on the board. The teacher listens carefully to pupils' ideas and exploits their contributions with further, more probing questioning. Attitudes of pupils and their relationship with the teacher are generally very good. A pattern emerges of types of crime and commensurate consequences in the law. Pupils view a very good video of car crime in Newcastle and its consequences. This reinforces points made in the earlier session and is in turn used for group work, with each group being given case studies for discussion.

About three quarters of the class are deeply involved in the video and subsequent group work. Pupils have to consider and discuss each case, which most do well. Girls, in particular, show very good understanding of the concepts covered, relating new material to previous learning, and showing good knowledge of the consequences of criminal acts in the law. Pupils consider the direct and indirect consequences of the crime and its punishment for the parties involved.

Some pupils of below-average attainment struggle with the case studies, but the learning support teacher works with them successfully and prompts them to contribute to discussion. Their views are well received by other pupils. In plenary, groups successfully compare their judgements on the case studies, and the teacher draws out some general principles very effectively. Comparison with earlier work in books shows very good progression in learning over time.

[Teaching and learning very good (2)]

Commentary

In CZ12, learning is very good because all the pupils are working very hard and developing successfully the ability to discuss both the broader concepts and specific issues and their consequences. They gain significantly in skill and confidence from the experience of testing and developing ideas in groups and learn much from each other. They also extend their knowledge and skills in speech-making and their sense of positive achievement is clear. The key to this is the

high quality of teaching, in particular, the way the work is matched to the needs of all pupils, the skilful use of the support teacher, the subject expertise and high expectations of the teacher. Infectious enthusiasm for the subject helps to keep pupils motivated so that pupil management remains relaxed throughout.

Example CZ13: pupils in a Year 9 citizenship lesson in PSHE discuss community issues.

Teaching

Solid but uninspiring introduction to new work on community issues.

Newspaper cuttings issued to pupils in groups for discussion. Prompts put on board, but purpose of the activity not entirely clear.

Teacher continues to talk, either to the whole class or to particular groups, filling the silence, as a response to limited activity in the groups.

Teacher attempts to draw on the groups for some conclusions about the importance of community activity. However, the sterile nature of the task and the lack of opportunity for pupils to engage meaningfully with issues makes the activity less than telling.

[Teaching and learning unsatisfactory (6)]

Learning

Pupils listen and organise themselves sensibly into groups, but show little animation or engagement.

Discussion in groups is desultory. One or two higher attainers offer their thoughts but nobody appears willing to take the lead in discussion. Any sparks of discussion are damped down by teacher intervening or interrupting. Little done to involve reticent pupils.

As a result of the work pupils know something of current local issues about which they might be expected to have a view. However, the artificial nature of the experience and lack of a clear end product mean that the debate is rather academic.

Commentary

In CZ13, the learning is poor because all pupils in the class make too little progress. Some more able pupils offer ideas, but they are not developed by counterpoint or demand for amplification. Some pupils make no direct contribution to the lesson and show little interest. Management of the class is sound, as is pupils' behaviour, but the passive attitude of pupils in response to rather dull materials and content is a major determinant of the weak outcomes of the lesson. The teaching makes no attempt to challenge or inspire.

Example CZ14: evidence on teaching and learning from a Year 8 citizenship lesson, taught by a history teacher, on monarchy, parliament and power.

Pupils have just completed studying (as part of National Curriculum history), British history 1500–1750.

After brief, purposeful introduction, whole-class brainstorm of ideas about the powers and limitations of the monarch in the early modern period. Good, wide-ranging review. More able pupils see that even Tudor monarchs needed parliament. A lower attainer, when pressed by a direct question, remembers the idea of divine right of kings.

In groups, pupils then discuss the monarchy today. Discussion reveals a relatively low knowledge base, and much that is informed only by tabloid media. Little knowledge of the constitutional duties of the monarch, or of the role as head of state and commonwealth.

The teacher uses sound subject knowledge to fill some of the gaps, for example reminding pupils of a newly elected prime minister's duty to go to Buckingham Palace. Rather too rapidly, the focus shifts to the powers of parliament, which the teacher lists on the board for pupils to note. Teacher asks questions leading pupils to conclude that power has shifted. One pupil observes that the prime minister is now more like the monarch. The teacher responds by asking what happens to a prime minister if they lose an election.

The lesson provides an adequate introduction to important aspects of the citizenship programme of study but it fails to provide the explicit and substantial treatment provided for in the scheme of work. No differentiation of material to suit the range of needs in the class. Rather too much teacher input and not enough opportunities for all pupils to participate. Some pupils say very little during the class discussion. No EAL support teacher present, and no attempt to meet the needs of two pupils, recently arrived from Iran. These pupils were unable to participate fully in any part of the lesson.

[Teaching and learning unsatisfactory (5)]

Commentary

CZ14 is a lesson in which teaching and learning are unsatisfactory. Most pupils make satisfactory progress in making links

between their recent work in history and the situation today, extending their knowledge of the respective roles of monarch and parliament. However, the lack of depth to the work is an issue that should be picked up in the curriculum section of the report. In this lesson, strengths of teaching include subject knowledge and effective questioning within a good working atmosphere overall. Weaknesses include the relatively low level of challenge, lack of differentiation to meet the range of needs and abilities in the class and the flimsy treatment of the subject matter. Though this lesson is identified as addressing the elements of the programme of study on the characteristics of parliamentary and other forms of government, it is difficult to see how it contributes to this in a systematic way. The failure to address the needs of the newly arrived pupils with EAL is significant.

Example CZ15: evidence on teaching and learning from a Year 11 science lesson (higher GCSE specification) about sustainable development. The lesson has been planned by the teacher to meet National Curriculum requirements in both science and citizenship.

The lesson starts with Sc4/5b (efficient use of energy and the environmental implications of generating energy) and moves on to Sc2/5b, 5c (human impact on the environment/economic factors/industrial processes/level of consumption and waste/sustainable development). The lesson is also aimed at the Key Stage 4 citizenship programme of study 1j (knowledge and understanding of sustainable development) and 2c (developing skills of enquiry and communication).

See science evidence form XX for additional details of the lesson.

Lesson begins with a focus on power station efficiency; for example, with higher temperature, diminishing efficiency gains in the face of dangerous operating conditions and higher incidental energy losses. The relevance of this for global responsibility is explained crisply. Teacher explains need for a 'heat sink' for a power station, and use of a river or the sea. She presents data showing falling viscosity (faster settlement of food particles) and oxygen concentration as the temperature of water rises: survival rates of salmon, large-mouthed bass etc at various temperatures; and about conditions for diatoms and algae. (T+) Pupils consider consequent hazards and development opportunities in groups. Interesting data and proforma provided to aid analysis. (T+) This stimulates constructive discussion in most groups (L+)

The following plenary discussion draws on the analysis with some good prompts from the teacher and interesting suggestions from many of the pupils, for example, farming large-mouthed bass and oysters near power stations and discharging warm water at low levels near the sea bed (convection currents counter settlement of food) to make an environmental and economic virtue of necessity. (T and L++)

Pupils are able to justify and defend opinions about such issues.

Overall, pupils make good learning gains in interpretation of data (enquiry skills), understanding aspects of sustainable development, and communication.

[Teaching and learning good (3)]

Commentary

This example is significant because it illustrates a lesson that has been planned to contribute, jointly, to pupils' citizenship and science education. In this case, the inspector (a science specialist with training in citizenship) has produced an evidence form that notes the main points and all those relevant to citizenship; additional points particular to science are noted elsewhere in an ungraded evidence form. Alternatively, the inspector could have inspected this solely as a citizenship lesson, producing only a citizenship evidence form. In relation to citizenship, the lesson has been reasonably successful at developing pupils' understanding of sustainable development and their ability to communicate.

3.3 Other evidence on teaching and learning

Weigh carefully all the evidence available to reach a balanced overall judgement. Make the links between teaching and pupils' standards and achievements crystal clear. Above all, you will need to ask yourself these questions: do the judgements on teaching offer a credible explanation for why standards and achievement are as they are for all pupils; and are there other aspects of provision which help to explain that picture? You must identify which other factors have a significant impact if your judgements about teaching and what is achieved appear inconsistent. Explore teachers' explanations for these inconsistencies. Are their explanations convincing and well informed?

4 OTHER FACTORS AFFECTING QUALITY

The quality and impact of the curriculum, staffing, resources, accommodation, and leadership and management in citizenship should be evaluated, but reported only if there are significant strengths or weaknesses that affect pupils' progress.

The quality of leadership and effectiveness of management may be decisive factors impacting on what is achieved. The effectiveness with which provision is monitored and supported will be crucial in the early stages of implementation, particularly if curricular arrangements are complex. Where citizenship is delegated to a range of subject departments, does the co-ordinator have sufficient seniority or senior management backing to provide effective leadership? How effective are schemes of work? Do they provide an audit of who delivers what in citizenship? How coherent and reliable are systems for assessing pupils' progress? What arrangements are there for regular staff meetings about citizenship?

As indicated earlier in this guidance, the curriculum structure for citizenship is likely to be a significant determinant of the quality of outcomes. Given that this is the case, consider carefully the overall efficacy of any complex arrangements that expect small elements of citizenship to be dealt with in many different subjects: how comprehensive and coherent is the coverage and how secure is progression? The total time made available in lessons and other events should be realistic across each key stage.

Decisions on staffing will depend on the school's approach to citizenship in its curriculum. Specialist staff may be recruited to lead on citizenship or provide the bulk of teaching. Equally, the school may have found the expertise from its own resources, offering staff training for their new role. Whatever the circumstances, you should judge the degree to which teachers' initial training, their teaching experience, and in-service training have equipped them to meet the specialist demands of the subject.

Resourcing may be an issue, especially in the early stages of implementation when schools will be building up an appropriate stock. The budget allocation should be realistic. Schools will need to make suitable provision and take steps to ensure that resources are fit for purpose, in particular when they are addressing controversial and sensitive issues. The type and range of resources should be sufficient to support the full programme of study for citizenship, and should include appropriate involvement of the community. There should be proper library provision.

The accommodation for citizenship is likely to be in general classrooms, but there should be opportunities for classes to work in specialist accommodation, such as ICT suites and community rooms, for specific planned work. In general classrooms, space should be found for displays of citizenship material including key terminology, topical issues, and pupils' work; and spaces around the school are likely to carry displays related to special citizenship events and the school's activity in the community.

5 WRITING THE REPORT

The introduction to this booklet reminded you that you should report on how well a school is addressing the National Curriculum in citizenship in the same way as for other National Curriculum subjects. Your findings will also contribute to overall judgements in other sections of the report, including judgements on the quality of pupils' spiritual, moral, social and cultural development. The citizenship subject report will refer to work in other subjects where they are planned directly to contribute to citizenship. In the subject reports for these subjects there is no need to comment on the contribution made to citizenship except to flag where it is significant.

CZ16 is the subject report on citizenship in our case study school based upon CZ 1-15 and additional evidence not found in these examples.

Example CZ 16: the subject section for the report on standards and quality of teaching in citizenship

Citizenship

Overall, the quality of provision in citizenship is satisfactory.

Strengths

More able pupils and pupils with special educational needs do well.

The introduction of citizenship as a National Curriculum subject has been planned well.

Some very good teaching sets a model that can be used by the school to improve the quality of provision overall.

The school council is effective in involving all pupils, and this and other initiatives very successfully promote participation in community activities.

Weaknesses

A small minority of pupils, mainly boys and lower-attaining pupils, do not achieve enough.

This underachievement is linked to teaching, which fails to involve all pupils, is over-directive or uses resources that are not appropriate.

Too little has been done to monitor teaching to bring about improvement where it is weak.

Overall, pupils reach average standards at the end of Years 9 and 11. They are mostly enthusiastic, take an interest in their work and achieve satisfactorily, but achievement is not consistent across all groups of pupils.

High-attaining pupils make the best use of the opportunities offered to them and they achieve well. Girls generally do better than boys, some of whom find the subject uninteresting and are reluctant to join in discussions without considerable encouragement. A small minority of pupils, mainly boys and lower-attaining pupils, underachieve and the school is not doing enough to meet their needs. In a few lessons, weak teaching does too little to involve them. As a result, the work of lower-attaining pupils is sometimes careless and incomplete, particularly in those lessons where they are presented with written material that they find too difficult to read. Pupils with special educational needs, however, make good progress because they get well-targeted help from support teachers. Pupils with EAL also make good progress when there is specialist help available, for example in Years 7 and 8, but when this support is missing, these pupils make only satisfactory progress.

Pupils understand their rights and responsibilities in a democratic society. Many show this in their discussions with one another, with teachers, and with other adults. Most can justify their opinions about social issues orally and in writing, and they use their knowledge and skills effectively to research issues and plan change that would help the local community. For example, pupils have campaigned for local amenities and a conservation project. Although all pupils have the opportunity to take part in activities, a few do not become as involved as they should, and leave the responsibility to more active and articulate pupils. Their lack of involvement means they do not improve their skills of enquiry.

Teaching is satisfactory overall. About a quarter of lessons were much better, with imaginative planning, challenging questioning and very effective use of resources. These lessons motivated and engaged all pupils in the class and, as a result, they made very good progress. However, teaching in a small number of lessons was not good enough because it did little to help pupils see the relevance of their work or engage them in the tasks. In these few cases teachers cut short discussions, answered their own questions, or used inappropriate resources. Teachers usually make accurate assessments of pupils' progress. The work that teachers have done in preparing for the GCSE course is helping to define expected standards lower down the school.

Collaboration with other schools has been effective in setting clear standards.

The citizenship curriculum in Years 7–9 is well planned overall, with distinct modules in PSHE, other National Curriculum subjects and RE. Some modules taught through National Curriculum subjects, however, do not yet match the citizenship programme of study. For example, some aspects of political literacy and the law are dealt with cursorily in history and their relevance to present situations is not made clear. The Year 10 curriculum meets National Curriculum requirements. The curriculum for Year 11 is being developed for the first group of pupils who will take GCSE in citizenship studies and builds in a creative range of practical activities in the community. At times in the year, the school breaks away from its normal timetable and puts on successful citizenship events and other activities. These have included some good work in the community, and a very productive 'human rights day'.

Through good leadership, the subject co-ordinator has developed a well-planned citizenship programme. It draws on the strength of work already undertaken in the school's PSHE course and in subject departments. At present, however, too little is done to monitor weak teaching to bring about improvement. Although some high quality materials are available, not enough are aimed at lower attainers and pupils with EAL who need additional support.

