

Citizenship Survey Visits

Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools

Subject feedback letters, following survey visits, normally contain separate judgements on:

- the achievement of pupils in the subject
- the quality of teaching in the subject
- the quality of the curriculum in the subject
- the quality of leadership and management of the subject
- the overall effectiveness of the subject.

In coming to these judgements, inspectors will use the relevant criteria and grade descriptors from the 2012 Section 5 evaluation schedule as they can be applied to individual subjects. Key elements of these descriptors are set out in the left-hand columns in the following pages though inspectors may refer to the whole section 5 evaluation schedule where appropriate. Alongside them (for achievement, teaching, the curriculum and leadership and management) are supplementary, subject-specific descriptors which provide additional guidance for citizenship. These descriptors should be applied in a way which is appropriate to the age of pupils involved. Except where otherwise indicated, descriptors are intended to be used on a 'best fit' basis.

It is important to note that this guidance is intended only to inform the judgements made by specialist inspectors carrying out subject survey visits. It is not for use on Section 5 whole-school inspections.

Grade descriptors:¹ achievement of pupils in citizenship

	Generic	Supplementary subject-specific
1	<p>Outstanding</p> <p>Almost all pupils, including, where applicable, disabled pupils and those with special educational needs, are making rapid and sustained progress in the subject over time given their starting points. They learn exceptionally well and as a result acquire knowledge quickly and in depth, including in the sixth form and areas of learning in the Early Years Foundation Stage. They develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills that will ensure they are exceptionally well prepared for the next stage in their education, training or employment. The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages for all pupils with many above average. In exceptional circumstances, where standards of attainment of any group of pupils are below those of all pupils nationally, the gap is closing dramatically over a period of time.</p>	<p>The majority of pupils show exceptional independence; they are able to think for themselves and take the initiative in, for example, formulating questions, articulating their own views and in working constructively with others in exploring citizenship issues. They understand the principles of political engagement, have learned how to take action about issues that affect them and to use the subject's processes of critical thinking, representation and participation and responsible action to demonstrate sophisticated and detailed understanding of the key concepts of citizenship. Pupils demonstrate excellent ability to reflect on, discuss and evaluate a wide range of citizenship issues at a local, national and global level. They recognise and value differing opinions and views. The personal development of the majority of pupils through participation in active citizenship is exceptional. Pupils find citizenship learning challenging, interesting and they engage enthusiastically in activities, in school and beyond. They are confident in exploring how the actions of individuals and groups can make a difference in society.</p>
2	<p>Good</p> <p>Pupils are making better progress than all pupils nationally in the subject given their starting points. Groups of pupils, including disabled pupils and those with special educational needs, are also making better progress than similar groups of pupils nationally. Pupils acquire knowledge quickly and are secure in their understanding of the subject. They develop and apply a range of skills well, including reading, writing, communication and mathematical skills that will ensure they are well prepared for the next stage in their education, training or employment. The standards of attainment of the large majority of groups of pupils are likely to be at least in line with national averages for all pupils. Where standards of any group of pupils are below those of all pupils nationally, the gaps are closing. In exceptional circumstances, where attainment is low overall, it is improving at a faster rate than nationally over a sustained period.</p>	<p>Pupils are able to work independently when given the opportunity, demonstrating initiative in their work and when working with others. They demonstrate the ability to reflect on, discuss and evaluate a wide range of topical questions and issues at a local, national and global level. They enjoy the subject, see it as relevant to their lives and engage actively in learning. Learning about active citizenship makes a good contribution to aspects of pupils' personal, moral, social and cultural development. The majority demonstrate positive attitudes towards the subject, understand the principles of political engagement and are willing participants in taking responsible action. Pupils can relate their learning to their own views and offer reflections on their significance.</p>
3	<p>Satisfactory</p> <p>Pupils are progressing at least as well in the subject as all pupils nationally given their starting points. Groups of pupils, including disabled pupils and those with special educational needs, are also making progress in line with similar groups of pupils nationally. Pupils generally learn well in the subject, with no major weaknesses. They acquire the knowledge, understanding and skills, including those in reading, writing, communication and mathematics that will ensure they are prepared adequately for the next stage in their education, training or employment. The standards of attainment of the majority of groups of pupils are likely to be in line with national averages for all pupils. Where standards of groups of pupils are below those of all pupils nationally, the gaps are closing overall. In exceptional circumstances, where attainment is low overall, it is improving over a sustained period.</p>	<p>Pupils are mostly dependent on their teachers but can work independently and take some initiative in developing their work. Most pupils show some initiative in their responses and are generally interested in citizenship issues. They demonstrate some ability to apply the subject's processes in considering a range of topical questions and issues. The subject makes a sound contribution to most aspects of pupils' personal, moral, social and cultural development. Pupils occasionally relate their learning to their own views and to the world around them and some can offer reflections on their significance. They understand how individuals and groups might take action to make a difference.</p>
4	<p>Inadequate</p> <p>Achievement in the subject is likely to be inadequate if any</p>	<p>Pupils rarely show the ability to work independently or demonstrate initiative in their work and many lack interest</p>

¹ Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.

	<p>of the following apply.</p> <ul style="list-style-type: none"> ■ Pupils' learning and progress, or the learning and progress of particular groups, is consistently below those of all pupils nationally given their starting point. ■ Learning and progress in any key stage, including the sixth form, lead to underachievement. ■ The learning, quality of work and progress of disabled pupils and those with special educational needs show that this group is underachieving. ■ Pupils' communication skills, including in reading and writing and proficiency in mathematics overall, or those of particular groups, are not sufficient for the next stage of education or training. ■ Attainment is consistently low showing little, fragile or inconsistent improvement, or is in decline. ■ There are wide gaps in attainment and in learning and progress between different groups of pupils and of all pupils nationally that are showing little sign of closing or are widening. 	<p>and enthusiasm for the subject. Work is likely to lack personal insight or considered response to citizenship issues. Learning is of limited value in helping learners interpret and respond to their experiences and makes very little contribution to their wider personal development.</p>
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Grade descriptors:² the quality of teaching in citizenship³

	Generic	Supplementary subject-specific
1	<p>Outstanding</p> <p>Much of the teaching in the subject is outstanding and never less than consistently good. As a result, almost all pupils are making rapid and sustained progress. All teachers have consistently high expectations of all pupils. Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well. Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. Time is used very well and every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills. Appropriate and regular homework contributes very well to pupils' learning. Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.</p>	<p>Teachers communicate high expectations, enthusiasm and passion about citizenship to pupils. All teachers are well informed about citizenship education concepts and their importance within and across the formal and wider curriculum. They are clear about the importance of citizenship learning to pupils' political education. Teachers have received training in dealing with sensitive or controversial issues and handle these with confidence. Effective discussion work is a strong feature of teaching and learning: pupils are encouraged to express opinions and listen to others; consequently, pupils are developing excellent critical skills, evaluating information and making informed judgments. Teachers ensure that all pupils have their achievements recognised and certified across all aspects of the subject, including active participation. Pupils receive an individual report that identifies their progress in all aspects of citizenship</p>
2	<p>Good</p> <p>As a result of teaching that is mainly good, with examples of outstanding teaching, most pupils and groups of pupils, including disabled pupils and those who have special educational needs, are achieving well in the subject over time. Teachers have high expectations of all pupils. Teachers use their well developed subject knowledge and their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks. They use effective teaching strategies that, together with appropriately targeted support and intervention, match most pupils' individual needs so that pupils learn well.</p>	<p>Teachers are confident in handling the full range of the subject content. There is a comprehensive policy adopted across the school for teaching topical and controversial issues. Teachers place due focus on the learning gained through active participation in the school and community. Effective discussion work is a feature of learning: pupils are encouraged to express opinions and listen to others. Teachers also encourage pupils to reflect on how individuals and groups can make a difference to society through participation and responsible action.</p>

² Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.

³ These grade descriptors describe the quality of teaching in the subject taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.

	<p>Teaching generally promotes pupils' resilience, confidence and independence when tackling challenging activities. Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning. Teaching consistently deepens pupils' knowledge and understanding and teaches them a range of skills including literacy and numeracy skills. Appropriate and regular homework contributes well to pupils' learning. Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.</p>	
<p>3</p>	<p>Satisfactory</p> <p>Teaching results in most pupils, and groups of pupils, currently in the school making progress in the subject broadly in line with that made by pupils nationally with similar starting points. There is likely to be some good teaching and there are no endemic inadequacies across year groups or for particular groups of pupils. Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress. Due attention is often given to the careful assessment of pupils' learning but this is not always conducted rigorously enough and may result in some unnecessary repetition of work for pupils and tasks being planned and set that do not fully challenge. Teachers monitor pupils' work during lessons, picking up any general misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils. Teaching strategies ensure that the individual needs of pupils are usually met. Teachers carefully deploy any available additional support and set appropriate homework and these contribute reasonably well to the quality of learning for pupils, including disabled pupils and those who have special educational needs. Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve.</p>	<p>There is a core of learning in the subject, informed by the programme of study, which teachers understand and apply. Teachers understand how to maintain pupils' interest in the subject. Despite satisfactory work in most aspects, not all teachers have sufficient knowledge or sufficiently high expectations to deal well with the full range and depth of work expected in the subject. Effective teaching of controversial issues is not a consistent feature of work in the subject. Teachers have some understanding of the level descriptors for assessment of progression in citizenship. Pupils are provided with some opportunities for participation beyond the classroom.</p>
<p>4</p>	<p>Inadequate</p> <p>Teaching in the subject is likely to be inadequate where any of the following apply.</p> <ul style="list-style-type: none"> ■ As a result of weak teaching, pupils or groups of pupils currently in the school are making inadequate progress. ■ Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including those who have special educational needs and/or disabilities. ■ Pupils cannot communicate, read, write or use mathematics as well as they should, as appropriate, in the subject. ■ Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress. 	<p>Teachers fail to engage pupils' interest in the subject sufficiently. Teachers' subject expertise is limited and, as a result, they do not provide appropriate resources or a suitable variety of teaching strategies in order to promote effective learning in citizenship.</p>

Grade descriptors: the curriculum in citizenship⁴

	Generic ⁵	Supplementary subject-specific
1	<p>Outstanding</p> <p>The curriculum in the subject provides highly positive, memorable experiences and rich opportunities for high quality learning, has a very positive impact on pupils' behaviour and, where appropriate, their safety, and contributes very well to pupils' achievement and, where appropriate, to their spiritual, moral, social and cultural development.</p>	<p>The curriculum is well planned in detail, incorporating a wide range of high quality resources, including web-based resources relating to all aspects of the KS3/4 curriculum, particularly identity and diversity, and political understanding. All resources are moderated, matched to needs and challenge and support inclusion, race and diversity. The curriculum is sensitive and responsive to local, national and international issues as they emerge. Pupils have opportunities to use their local and global communities as a resource. Excellent links are forged with other agencies and the wider community to provide a wide range of curriculum and enrichment activities in order to support pupils' engagement with citizenship issues. The subject makes an outstanding and sustained contribution to the promotion of political understanding and reinforces a range of personal and thinking skills.</p>
2	<p>Good</p> <p>The curriculum in the subject provides well organised, imaginative and effective opportunities for learning for all groups of pupils including disabled pupils and those who have special educational needs, promotes positive behaviour and, where appropriate, their safety, and provides a broad range of experiences that contribute well to the pupils' achievement and, where appropriate, to their spiritual, moral, social and cultural development.</p>	<p>The curriculum is well planned and informed by current initiatives in the subject and key guidance, such as the duty to promote community cohesion, sustainability and the global dimension. The curriculum is sufficiently sensitive and responsive to local, national and international issues as they emerge. Good links are forged with other agencies and the wider community to provide a range of learning experiences and to support pupils' engagement with citizenship issues.</p>
3	<p>Satisfactory</p> <p>The curriculum in the subject is generally matched to pupils' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their starting points.</p>	<p>The curriculum secures all pupils' entitlement in the subject and meets statutory requirements. It provides a core of learning activities but may not sufficiently reflect all the key concepts and key processes of the programme of study. Some links are forged with other agencies and the wider community, although the range of activity provided to enrich pupils' interest and learning may be quite limited.</p>
4	<p>Inadequate</p> <p>The curriculum in the subject fails to meet the needs of pupils or particular groups of pupils.</p>	<p>The curriculum provided does not ensure pupils' entitlement to the subject and does not secure continuity in their learning. The programme is fragmented; the scheme of work lacks detail and progression with insufficient reference to key aspects of the curriculum. There are few quality resources for learning and an over-reliance on tasks related to photocopiable resources or a single text. There are limited opportunities for links with other areas of the curriculum or for citizenship enrichment activities.</p>

⁴ The generic grade descriptors are drawn from the leadership and management section of *The evaluation schedule for the inspection of schools and academies, January 2012*

Grade descriptors:⁶ quality of leadership and management of citizenship

	Generic	Supplementary subject-specific
1	<p>Outstanding</p> <p>The pursuit of excellence in all activities relating to the subject is demonstrated by an uncompromising and highly successful drive to strongly improve achievement, or maintain the highest levels of achievement, for all pupils including disabled pupils and those who have special educational needs, over a sustained period of time. Actions are based on a deep and accurate understanding of performance in the subject. Key leaders focus relentlessly on improving teaching and learning, resulting in teaching that is likely to be outstanding and at least consistently good.</p>	<p>Leadership is informed by a high level of subject expertise and vision. Citizenship education supports the school ethos. The subject leader is able to motivate staff, has the support of the leadership team, staff and the community in championing the subject. Subject leadership inspires confidence and commitment from pupils and colleagues. There is a strong track record of innovation leading to improvement. Subject reviews, self-evaluation and improvement planning are well informed by current best practice in the subject. There are effective strategies to share good practice and secure high quality professional development in the subject. Citizenship is a secure subject in the school; it has status, financial support and is suitably staffed. There is a coherent fit with other subjects at KS3/4. Citizenship has a very distinct and high profile in the life of the school.</p>
2	<p>Good</p> <p>Key leaders and managers consistently communicate high expectations and ambition in the subject. They model good practice and demonstrably work to monitor, improve and support teaching, encouraging the enthusiasm of staff and channelling their efforts and skills to good effect. As a result, teaching is improving and is at least satisfactory, with much that is good. Planned actions based on accurate self-evaluation to overcome weaknesses have been concerted and effective. As a result, achievement has improved or consolidated previous good performance.</p>	<p>The headteacher and senior leadership are supportive of the subject and well informed about current developments in citizenship. Subject reviews, self-evaluation and improvement planning are suitably focused on raising attainment and improving provision for the subject. Skilled subject leadership understands the need to involve stakeholders and the wider community. There is shared common purpose amongst those involved in teaching the subject, who exploit wider opportunities to develop citizenship across the school. Staff have good opportunities to improve practice and access professional development. Citizenship reflects wider whole school priorities and has a prominent profile in the school..</p>
3	<p>Satisfactory</p> <p>Key leaders and managers provide a concerted approach to improvement in the subject. Planned actions by leaders and managers have improved the quality of teaching so that very little is inadequate. Capacity to secure improvements in the subject is demonstrated by a trend of sustained improvement in achievement although a few significant weaknesses remain.</p>	<p>Leadership is aware of current developments in citizenship and incorporates them into the subject. Statutory requirements for the subject are met. The school has identified an enthusiastic subject leader who seeks professional development and has the capacity to lead and support others. There is some sharing of good practice, with reasonable access to subject-specific professional development. Provision for the subject is monitored and reviewed and there is a sound understanding of the strengths and priorities for improvement.</p>
4	<p>Inadequate</p> <p>Leadership and management of the subject are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ Capacity for further improvement is limited because current leaders and managers have been ineffective in securing essential improvements. ■ Leaders and managers are not taking effective steps to secure satisfactory and better teaching for all groups of pupils, including disabled pupils and those who have special educational needs. ■ Despite remedying a few small areas of weakness, perhaps recently, improvements are fragile, too slow or depend on external support. 	<p>Leadership is insufficiently informed about current requirements and initiatives in citizenship. Key statutory requirements for the subject are not met. Self-evaluation is weak and not informed by good practice evident in the subject. Opportunities for professional development in the subject are limited and as a result, some staff lack the necessary confidence and expertise to deliver the subject effectively. Citizenship has an uncertain and insecure place in other subjects or tutor time and a low profile in the broader life of the school.</p>

⁶ Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.

Grade descriptors:⁷ the overall effectiveness of citizenship

<p>Outstanding (1)</p>	<p>Practice in the subject consistently reflects the highest aspirations for pupils and expectations of staff. Best practice is spread effectively in a drive for continuous improvement. Teaching in the subject is likely to be outstanding and together with a rich curriculum, which is highly relevant to pupils' needs, it contributes to outstanding learning and achievement or, in exceptional circumstances, achievement that is good and rapidly improving. Thoughtful and wide-ranging promotion of the pupils' spiritual, moral, social and cultural development in the subject enables them to thrive. Consequently, pupils and groups of pupils have excellent experiences in the subject, ensuring they are very well equipped for the next stage of their education, training or employment.</p>
<p>Good (2)</p>	<p>Effective action is taken in the subject to enable most pupils to reach their potential. Pupils benefit from teaching that is at least good. This promotes very positive attitudes to learning and ensures that achievement in the subject is at least good. Leadership and management of the subject play a significant role in this and are good overall. Deliberate and effective action is taken to promote the pupils' spiritual, moral, social and cultural development. A positive climate for learning exists and pupils and groups of pupils have highly positive experiences in the subject so that they are well prepared for the next stage in their education, training or employment.</p>
<p>Satisfactory (3)</p>	<p>Achievement, the quality of teaching and learning and leadership and management of the subject are all likely to be at least satisfactory with some significant good practice. Reasonable steps are taken to promote pupils' spiritual, moral, social and cultural development. Pupils and groups of pupils have a generally positive experience in the subject and are not disadvantaged as they move to the next stage of their education, training or employment.</p>
<p>Inadequate (4)</p>	<p>Overall effectiveness in the subject is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ Achievement is inadequate. ■ The quality of teaching is inadequate. ■ The curriculum is inadequate ■ Leadership and management are inadequate ■ There are important weaknesses in the promotion of pupils' spiritual, moral, social and cultural development resulting in a poor climate for learning in the subject where pupils or groups of pupils are unable to thrive.

⁷ Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.