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Mr N Frankland  
Headteacher  
Brunswick Community Primary School  
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Dear Mr Frankland

### **Ofsted 2010–11 subject survey inspection programme: citizenship**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 3 February 2011 to look at work in citizenship.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; observation of three lessons, an assembly and extra-curricular activities.

The overall effectiveness of citizenship is good with some aspects that are outstanding.

### **Achievement in citizenship**

Achievement in citizenship is good.

- Pupils demonstrate good knowledge and understanding in the key areas of citizenship such as environmental sustainability, voting and democracy. They have some understanding of the role of public and voluntary services such as the police, fire service and charities, and recognise the school as a community within which they have rights and responsibilities.
- All pupils are expected to take roles of responsibility in the classroom. Foundation 2 to Year 6 pupils are involved in the school council as class representatives and some are members of the school's eco group, the 'Green Team'. Year 6 pupils also take on roles as playground and sports leaders.

- Pupils have extremely good attitudes to learning in citizenship. They engage enthusiastically in the assemblies led by the school council and in lessons where they often ask challenging questions. Pupils have many opportunities for decision-making including: choosing which charity to donate funds to, designing a new school badge, or being on a staff interview panel.
- The school encourages pupils to take an interest in current affairs. The pupil-led school newspaper includes local and world news sections and the 'reasons to be thoughtful' section of the school council assembly which reflects on an issue in the news. Year 5 pupils regularly watch BBC Newsround. Debating topical and controversial issues is an area that the school would like to develop further, especially with younger pupils.

### **Quality of teaching in citizenship**

The quality of teaching in citizenship is good with outstanding features.

- Teachers plan engaging and relevant activities in citizenship. Pupils are encouraged to be critical and enquiring and have excellent opportunities to express their ideas and develop their communication and thinking skills.
- Interactive whiteboard technology is used very well to add pace and interest to lessons and there are many very good citizenship-related materials and displays in classrooms and in corridors. Teaching assistants are very well deployed in lessons and support citizenship activities outside the classroom very well.
- Teachers demonstrate high expectations in lessons and in the marking of pupils' work. Participation in activities beyond the classroom is monitored although not necessarily for involvement in active citizenship.

### **Quality of the curriculum in citizenship**

The quality of the curriculum in citizenship is good.

- Citizenship is successfully integrated into the programmes for literacy, geography, science, art and religious education. Pupils can reflect on their learning and further develop their skills through enrichment activities such as the school council's visit to the Lord Mayor's chambers and the whole-school general election.
- The curriculum allows many opportunities for pupils to prepare to play an active role as citizens. For example, in Year 6 pupils research the effect of global warming on the polar bear population and write a report on the issue. They share their ideas with others and explore what actions they can take as individuals and how they can influence policy-makers.

### **Effectiveness of leadership and management in citizenship**

Leadership and management in citizenship are good.

- The school has established a sound vision and rationale for citizenship. Senior leaders support citizenship well with sufficient material resources,

time and staff expertise. Subject leadership is strong and the documentation demonstrates a good understanding of the strengths and areas for further development. Action-planning indicates a clear intention to further raise the profile of citizenship in the school, further develop the enrichment programme and global dimension and more closely identify and monitor pupils' progress in citizenship.

- Citizenship is linked effectively to the school's duty to promote community cohesion. The community cohesion action plan has clear objectives, strategies and outcomes, including valuing diversity and promoting human rights.

**Areas for improvement, which we discussed, include:**

- developing the global dimension
- ensuring that pupils' progress and engagement in active citizenship are monitored effectively.

I hope that these observations are useful as you continue to develop citizenship in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Janet Palmer**  
**Her Majesty's Inspector**