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Mr B Wilby  
Headteacher  
The Five Islands School  
St Mary's  
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TR21 0JY

Dear Mr Wilby

### **Ofsted 2011–12 subject survey inspection programme: citizenship**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 6 and 7 July 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: discussions with staff, pupils and governors; discussion with two community police officers; scrutiny of relevant documentation; analysis of pupils' work; and observation of two lessons.

The overall effectiveness of citizenship is outstanding.

#### **Achievement in citizenship**

Achievement in citizenship is outstanding.

- Pupils demonstrate excellent knowledge and understanding of the citizenship curriculum. The considerable effort made to facilitate pupils' awareness and understanding of identity and diversity has had significant impact. Pupils are also provided with excellent opportunities to explore the history and traditions of the Isles and their own identities.
- Pupils' understanding of democracy is well developed through a variety of opportunities to vote and make decisions. Their excellent understanding of advocacy and representation is reinforced through planning and mounting their own campaigns and organising their own events, including extensive charity fundraising events and campaigns for change on the Isles over matters that concern them.

- At the primary phase, particular attention is paid to issues around care for the environment. Consequently, pupils are very knowledgeable in these matters; for example about water conservation, recycling and sustainability.
- Key strengths are the commitment and support for active citizenship. The status and value of active citizenship is recognised through various awards and certificates. Pupils readily take roles of responsibility on the school councils, as House Captains and buddies, members of the Green Team and through leading a variety of youth activities. Several pupils have been elected to the local Youth Parliament where they play a very active role in representing their peers at local council meetings. The student council reports regularly to the school governors and has met with councillors on local issues. This raises the status of their work. The use of the pupil voice is gaining momentum, providing pupils with influence over decision-making on school and wider local community issues.

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

The quality of teaching in citizenship is outstanding.

- Excellent teaching is characterised by positive relationships, careful attention to individual needs and use of imaginative resources to support learning. Teachers are confident and skilled in drawing citizenship elements into their lessons. Their creative approaches are stimulating for pupils, providing exciting opportunities to consider real issues that are relevant to pupils' lives. The successful work undertaken in citizenship is having a powerful impact on pupils' attitudes and values and their understanding of the world around them.
- Extensive opportunities are provided for pupils to reflect and discuss issues, offering their own ideas and solutions. This approach is built steadily throughout the school from the Early Years Foundation Stage upwards; the small class sizes lend themselves to individual attention, extensive opportunities for interaction with adults with a sharp focus on individual learning needs.
- Teachers achieve consistency in a range of settings in reinforcing themes and values, helping pupils to develop excellent critical skills, evaluate information and make informed judgements.

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

The quality of the curriculum in citizenship is good with several outstanding features.

- A citizenship focus is woven across the whole curriculum. The visit concentrated on primary provision where this was observed to be highly effective. At the secondary stage, this builds into citizenship learning across the wider curriculum and makes citizenship issues real and relevant. The citizenship dimensions are not always made explicit to pupils; nevertheless, they grasp the key learning underpinning this very well. However, the current curriculum mapping in the secondary phase

does not include identification of how or where the key subject processes are used.

- Solution-focused circles are used very effectively to support pupils making their own decisions. This develops from understanding their rights and responsibilities in primary classes to the development of a student charter at secondary level.
- A key strength is the outstanding partnership work undertaken in conjunction with other agencies. In particular, the partnership work with local police officers is imaginative, well planned and organised and highly effective. All pupils experience one-week residential courses in Years 9 and 10 focusing on young people and the law, the powers of the police and the criminal justice system. This is learning at its best; highly engaging, interactive and powerfully real for the young people involved. The feedback and outcomes from this approach are outstanding and serve the whole community exceptionally well. This contributes strongly to thoughtful provision that ensures pupils' experiences are as wide as possible in order to raise their aspirations and prepare them very effectively for their post-16 studies on the mainland.

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

The effectiveness of leadership and management in citizenship is outstanding.

- You and your senior team are very clear about the value and purpose of citizenship learning and the importance of active citizenship across the school. Consequently, the status and influence of citizenship projects are significant. The leadership opportunities provided for many young people contribute very well to their personal development and are taken up with enthusiasm.
- The holistic approach to citizenship is being very successfully developed with real potential evident to extend this further next term when the school moves to its new building in September 2012. This will aid the development of curriculum continuity and progression for all pupils aged 3 to 16.
- The links between the school's citizenship programme and its community cohesion are outstanding. These extend across the whole island community and beyond with communities on the mainland and international links. They provide a rich dimension that suitably enhances citizenship learning.
- Although monitoring and observation of teaching and learning generally are robust and very secure, the focus on citizenship learning is not always as sharp as it could be. This would highlight and reinforce the excellent work underway and strengthen the spiral curriculum across the school.

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

- mapping provision closely at the secondary stage, firstly to secure a progressive curriculum that builds on pupils' Key Stage 2 experiences and

secondly, to ensure that use of the subject's key processes are identified across the wider cross-curricular provision in the secondary phase.

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

**Judith Matharu**  
**Her Majesty's Inspector**