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Mrs L Simpson  
Headteacher  
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Dear Mrs Simpson

Ofsted survey inspection programme – Citizenship

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 1 March 2007 to look at work in citizenship.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on provision for teaching and learning about Britain's diversity.

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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons.

The overall effectiveness was judged to be good.

Achievement and standards

Achievement and standards in citizenship are good.

- At Key Stage 1 pupils learn to share, understand class rules and develop friendships. They understand how to take care of the environment and how to be a good citizen in the community.

- At Key Stage 2 pupils' work includes discussions and debates on environmental issues and they demonstrate good understanding.
- Older pupils enjoy taking on responsibilities such as 'playground pals'.

### Quality of teaching and learning

The quality of teaching and learning is good.

- Teachers demonstrate good subject knowledge and use a variety of interesting approaches. In their lessons, teachers model and encourage respect and consideration for others.
- Teachers are very good at developing pupils' active vocabulary, encouraging them to express themselves well and develop their confidence to speak in class.
- Pupils have a good attitude towards citizenship. They know what is expected of them and how to improve.

### Quality of curriculum

The quality of the curriculum is satisfactory.

- The citizenship curriculum contributes to a coherent personal development programme. Key Stage 1 covers concepts of right and wrong, moral dilemmas, values, concern for others and listening. Key Stage 2 places more emphasis on rights and responsibilities, discussion and debating skills.
- Pupils participate in other school and community activities such as caring for the memorial garden, singing in the choir, acting on the school council and charity fundraising.

### Leadership and management of citizenship

Leadership and management are good with outstanding features.

- Senior managers and the subject coordinator have a very strong vision for citizenship. They have a good understanding of the strengths and weaknesses of the provision and have provided quality improvement plans.
- The subject coordinator is well informed and qualified for the role. Decisions to embrace the Social and Emotional Aspects of Learning (SEALS) programme and 'philosophy for children' demonstrate a strong commitment to citizenship.

### Subject issue: provision for teaching and learning about Britain's diversity

The school is committed to promoting the awareness of pupils' own cultures and the cultures of others, and their understanding of a range of faith

perspectives. Programmes in Reception and at Key Stage 1 include work on 'similarities and differences' which encourages pupils to recognise that there are different types of people in the school and society. Pupils learn about the range of faiths in Britain through the study of the world's major religions from reception through to Year 6. Understanding of diversity is further enhanced by 'multicultural' and 'world' days where pupils have a chance to explore other cultures and customs through costume, food, music and dance.

## Inclusion

The provision is very inclusive. Teaching assistants are available to help in all citizenship lessons. The philosophy of the programme is underpinned by a commitment to inclusion and the 'Every Child Matters' agenda. All pupils are entitled to take on citizenship responsibilities and the sharing of roles is encouraged.

Areas for improvement, which we discussed, included:

- further developing pupils' opportunities to participate in the wider community
- increasing discussion and debate of topical issues at Key Stage 2.

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

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Janet Palmer  
Her Majesty's Inspector