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19 May 2010

Mr G Wilson
Headteacher
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Dear Mr Wilson

Ofsted 2010-11 subject survey inspection programme: citizenship

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 11 and 12 May 2010 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.

The evidence used to inform the judgements included: interviews with members of the leadership team, the Chair of Governors, key staff and students; scrutiny of relevant documentation; analysis of students' work; and observation of parts of three lessons, a coffee morning for students with you and an assembly.

The overall effectiveness of citizenship is good.

Achievement and enjoyment of learning in citizenship

Achievement and enjoyment of learning in citizenship are good with some outstanding features.

- Students at both key stages demonstrate a good grasp of the key concepts of citizenship. They are able to articulate what the subject means to them and how individuals and groups can make a difference through action. Boys of all abilities enjoy their learning and are confident in expressing their views.
- Students' political awareness and understanding are good and are reinforced by events, such as their own recent election, following

questioning of local parliamentary candidates. By Key Stage 4, students are able to reflect on and evaluate a wide range of topical issues, and express informed opinions about political and current events.

- Students' awareness and understanding of identity and diversity are particularly good. The school's inclusive and supportive ethos has encouraged boys to reflect on this; they are respectful, thoughtful in their observations and proud of their diverse school population.
- The school's approach and work to promote inclusion are excellent. The individualised programmes provided in Trinity support boys with a range of needs to develop the social, personal and emotional skills necessary to be able to participate and succeed in school.
- Use of the student voice is a real strength. Students feel that their voice is valued and has genuine impact. For example, it has been taken into account in establishing the school's core values and aims, in consultations about staff appointments, in proposals for the new building and in matters relating to teaching and learning.
- Students have excellent opportunities to volunteer, participate in leadership and demonstrate responsible action within the school and beyond. Consequently, their personal development through active citizenship is outstanding. Many examples of this include: the work of prefects, the school council, the BSF group, charity fundraising groups, sports leadership, and gardening and enterprise groups. The qualities and skills developed through these roles are recognised and celebrated in the school, thus giving the notion of 'participation and responsible action' real status and credibility for students.

Quality of teaching in citizenship

The quality of teaching in citizenship is good.

- Although discrete teaching of the subject was not observed, citizenship teaching was seen through the wider curriculum, notably in history, religious education and mathematics lessons. Here, teaching was consistently good, illustrating a number of key strengths. These included good planning to meet citizenship objectives and successful realisation of these through a wide range of successful teaching approaches.
- Teaching was characterised by good relationships, resulting in an open, positive climate for learning. Students have a variety of opportunities to discuss, share ideas and form opinions. They do so in an atmosphere of mutual respect and tolerance.
- A good pace for learning was maintained, ensuring that lessons progressed swiftly and covered much material. The responses from students were enthusiastic and positive.
- Assessment is under review at present. Although this is currently not the remit of subject teachers across the curriculum, they have much to

contribute here. Further, the means to assess the excellent active citizenship evident across the school has not yet been explored.

Quality of the curriculum in citizenship

The quality of the citizenship curriculum is satisfactory with some good features.

- The discrete citizenship curriculum is satisfactory with some good units, for example in democracy and government. However, there is a lack of coherence in terms of building depth and progression from Key Stage 3 to Key Stage 4 and some duplication of material.
- Other subjects across the curriculum make significant contributions to citizenship learning. Students gain considerably from the effective work undertaken in a variety of subjects. Many teachers are committed to including citizenship learning within their subject areas, making the subject real for students and considerably enhancing their understanding of citizenship concepts
- Extra-curricular and extended school activities add considerably to the provision. For example, the visit to World War battlefields to represent UK youth enriches students' understanding of civic duties and responsibilities. A wide range of external links and partnerships provides excellent opportunities for students to volunteer and lead action in their school and community.

Effectiveness of leadership and management in citizenship

The leadership and management of citizenship are satisfactory with some good features.

- At a whole-school level, there are many strengths. The school vision and ethos, driven by you and supported by your senior team and governors, strongly support the principles of citizenship learning. In particular, the faith dimension of the school and the wider ethos and atmosphere consistently reinforce the importance of active citizenship.
- The school's commitment to participation and responsible action is impressive in terms of the impact that it makes on students' personal development. The resolve to build a strong and cohesive school community is most effectively realised.
- Despite these strengths at a whole-school level, the more detailed management of the subject is less successful at present. The schemes of work for citizenship need to be reviewed; plans for assessment have been slow to develop; and monitoring and evaluation of provision and outcomes are not as thorough as for other aspects of the curriculum.
- Your self-evaluation of provision and outcomes is honest and accurate. You recognise the aspects requiring development, including the need to rationalise your curriculum delivery and develop assessment procedures.

Areas for improvement, which we discussed, include:

- undertaking a full curriculum audit to establish the coverage of all elements of the citizenship programmes of study
- ensuring that the curriculum secures depth and progression in learning
- developing assessment procedures to ensure that requirements are met and the full range of students' achievements are recognised.

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

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted website under the URN for your college. It will also be available to the team for your next institutional inspection.

Yours sincerely

Judith Matharu
Her Majesty's Inspector