

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



29 October 2007

Mr Don Cameron
Headteacher
Broadland High School
Tunstead Road
Hoveton
Norwich
NR12 8QN

Dear Mr Cameron

Ofsted survey inspection programme – Citizenship

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 4 and 5 October 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 lessons.

The overall effectiveness was judged to be good.

Achievement and standards

Achievement and standards in citizenship are good.

- Students display an enquiring attitude and approach. Higher attaining students in particular are attentive and engage well with the subject. They relate lessons to their own local experiences and, for example, were both empathetic and objective in their consideration of benefits and challenges in the local use of east European labour.
- Students have a good knowledge of legal and human rights, voluntary groups, public finances and media. They are generally able to discern the citizenship knowledge aspects of other objects.

- Written work is satisfactory and in some instances good. The quality of written work is improving year on year.
- Young people willingly contribute to class tasks such as role plays and group exercises where they are confident in expressing their views.
- Lower attaining students are more detached from lessons and learn less. They find some concepts difficult, in part as a result of weaker teaching.

Quality of teaching and learning

The quality of teaching and learning is good with some outstanding elements.

- Lessons are well prepared and often suitably challenging. In the outstanding lessons teachers considered how individual 'points of view' are influenced and reached. They took an objective, well-informed and at times hard hitting approach to 'Britishness' and social harmony. Set text was used well to examine issues such as asylum seeking and detention.
- The good teaching ensured that students understood the meanings of words and provided a good balance of questioning and pace. Individual and whole class tasks were well chosen with consideration of the needs of all abilities. Practical subject teachers are more tenuous in the use of debate and topical discussions.
- Teachers draw on topical issues very well and assist students to discriminate between opinion and fact.
- In the weaker teaching, tasks are either poorly defined or are not fully understood by students. Students carry out tasks but are not clear why. Teaching objectives are not clear.
- Particularly in the teaching of lower attaining groups, there is a pre-occupation with the notion of the 'good' as opposed to the 'active and critical' citizen.
- Students are able to self-assess well but some struggle to find suitable vocabulary to express more freely their progress.
- The school took steps at an early stage to introduce assessment and has made good progress. All subjects in years 7 and 8 use citizenship reflection sheets for self and teacher assessment. This approach is secure and reinforces the cross-curricular nature of citizenship but is not always well enough applied.
- The reporting requirement to parents is met. Students are assigned a National Curriculum level but underpinning teacher comment is limited.

Quality of the curriculum

The quality of the curriculum is good.

- A whole school approach is adopted at Key Stage 3 with some distinct elements taught through religious, personal, social and health education (RPSE). At Key Stage 4 much of the syllabus is accommodated through a combination of RE, media studies and external inputs. This arrangement leaves a few gaps at Key Stage 4 of which managers are aware.

- This cross curricular approach however works well; there is a sense of ownership among staff about citizenship and coherence in its delivery. In some instances the citizenship element has enriched the respective subject area.
- All teachers take account of citizenship in their lesson planning, most to good effect. Topicality is used within the curriculum very effectively.
- The knowledge and understanding citizenship strand is strong in most 'host' subjects. Enquiry and communication is good but only when associated with good teaching. The participation and responsible action strand is less well advanced.
- Progression is more obvious in the upper years. More could be expected of younger students.

Leadership and management of citizenship

Leadership and management are good.

- Senior managers support the cross curricular delivery of the subject well. The self-assessment is objective, other than identifying weaknesses which exist in respect of teaching and learning with lower ability learners.
- There is enthusiastic curriculum leadership which effectively co-ordinates the subject and which provides professional and curricular support to teachers individually and collectively. More widely, the school has good citizenship expertise among staff.
- The curriculum leader is involved in beneficial professional networks.
- Managers attend to the quality of teaching and learning well and provide creative opportunities for staff development and improvement.
- There is good capacity for further improvement.

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

Provision for the teaching and learning about Britain's diversity is good and in some instances outstanding. In the best examples highly effective teaching confidently tackles issues of British identity, points of view on migration and its impact on the Norfolk economy and global issues of asylum seeking and detention. Teachers have a very good understanding of such issues in the context of RE, Geography and English. They know their own subjects areas well and blend the citizenship elements seamlessly.

Inclusion

Inclusion is satisfactory. Whilst the curriculum tackles relevant issues, in some cases very effectively, a minority of students struggle with some basic concepts and understanding.

Areas for improvement, which we discussed, included:

- to consider the learning needs of lower attaining students
- attending to the few gaps which exist in coverage at Key Stage 4

- in conjunction with teachers and young people, review the citizenship reflection sheet with a view to improving its relevance
- provide more opportunities for students to become involved in 'participation and responsible action' activities.

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

Tony Gallagher
Her Majesty's Inspector