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Lord Gardiner of Kimble
Chair, Liaison Committee
House of Lords
Westminster
London
SW1A 0AA

Christopher Russell HMI
National Director, Education

Dear Lord Gardiner

At my recent evidence session, I agreed to write to the Committee to provide more detail about the way in which we evaluate citizenship and the role of 'deep dives' in our inspections. I know that the Minister for School Standards, Robin Walker, also said that he would ask Her Majesty's Chief Inspector (HMCI) to write on combining the evaluation of citizenship and P/RSHE on inspection, and Ofsted's role in reviewing and researching citizenship education. I am responding to these matters on behalf of HMCI.

Schools play a vital role in creating well-rounded pupils with the knowledge, skills and understanding necessary to become active citizens, capable of playing a full part in society. This is therefore an important part of the education inspection framework. We see this as being about more than just citizenship lessons: we expect a culture of good citizenship to be pervasive throughout the school and we test this on every school inspection.

In September 2019, Ofsted introduced a new inspection framework known as the Education Inspection Framework (EIF). This framework is made up of four key judgements that feed into the overall inspection result. Those are:

- quality of education
- behaviour and attitudes
- personal development
- leadership and management

As I discussed in my evidence session, to make the quality of education judgement inspectors conduct a small number of 'deep dives' into particular subject areas. It is important to note two things: 'deep dives' are not full subject inspections and, on each inspection, we look at only a small proportion of the total curriculum. Currently, under the limited tariff that we have to conduct each inspection (a single inspector or a small team for one or two days), it would not be possible to conduct specific inspections into each subject taught in school. Instead, inspectors gather evidence on the curriculum intent, implementation and impact in a small sample of subjects. They use this, alongside other available evidence, to make a general assessment of the curriculum and quality of education. 'Deep dive' subjects are chosen, in part, through discussion with school leaders, although there is limited discretion in primary schools in particular, as inspectors always undertake a 'deep dive' into reading and very often also into mathematics.

While inspectors could undertake a 'deep dive' into citizenship, they are unlikely to do so, except on rare occasions, because they take full account of citizenship on every inspection as part of the personal development judgement.

While we evaluate citizenship largely within the personal development judgement, we do not confuse or conflate citizenship with P/RSHE or other aspects of personal development, but rather consider these as different parts of what makes a well-rounded individual, prepared for life after school. These distinctions were made very clear to inspectors in the recent training on personal development that I talked about.

The personal development judgement focuses on the areas of citizenship that have been identified as the most significant. These include:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with

integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.

Inspectors will use a range of evidence to evaluate personal development, including:

- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how well leaders develop pupils' character through the education that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' understanding of the protected characteristics and how equality and diversity are promoted under the Equality Act 2010.

Citizenship forms a significant part of the overall personal development judgement. As such, there are a number of 'good' grade descriptors within personal development that relate to citizenship. The most significant is:

"The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way."

It would be extremely difficult for a school to be graded good if it did not meet this criterion. It would be impossible for a school to be judged outstanding without meeting this, and many additional, criteria. Much of the inadequate criteria for personal development also relate to citizenship. A school that meets any of these criteria would be graded as inadequate for personal development and for overall effectiveness.

Although we evaluate citizenship largely within the context of personal development, that doesn't mean that we have low or inappropriate expectations for it. As with other subjects, we expect citizenship to be delivered by teachers who are suitably trained and supported. We expect the curriculum to be structured to enable pupils to build and remember knowledge, through clear sequences of lessons and other activities, such as visits and assemblies. Although the evidence about citizenship that we collect contributes mainly to the personal development judgement, it can also be set alongside evidence from 'deep dives' to judge the quality of education.

As I explained in my evidence session, now that we have been able to collect sufficient inspection evidence using our new framework, we will conduct a full review

of our findings in personal development; this will include a review of citizenship education. This will be similar to reviews that we have published for other subjects. We aim to complete this work next term and I will, of course, share it with the Committee once it is published.

For more information, the EIF is available here:

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework> and the School inspection handbook with details of grade descriptors for each judgement is available here: <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#grade-descriptors-for-the-quality-of-education>

I hope you find this information helpful.

Yours sincerely

A handwritten signature in grey ink, appearing to read "Chris Russell".

Christopher Russell HMI
National Director, Education