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Mrs L Donaldson  
Headteacher  
Kates Hill Primary School  
Peel Street  
Dudley  
West Midlands  
DY2 7HP

Dear Mrs Donaldson

### **Ofsted 2011–12 survey inspection programme: a review of anti-bullying practice in schools**

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 19 September 2011 as part of our survey of schools' work to create a positive school culture and prevent and tackle bullying.

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.

This letter briefly summarises our discussion at the end of the visit.

#### **Strengths of this aspect of the school's work**

- The highly visible 'Golden Rules' provide a strong common understanding for behaviour. They create a good foundation for interactions between all members of the school community. The emphases on respecting each other and taking responsibility for your own actions particularly support the positive culture within the school.
- Pupils understand the rules and can explain what they mean in their own words. They are confident that the rules are followed by staff and pupils alike. They especially welcome the involvement of the pupil-elected school council in reviewing issues raised in the 'worry box'.
- The behaviour policy is carefully designed so that any rewards or consequences of inappropriate behaviour are directly linked to a particular rule. Staff usually make explicit reference to the rules when praising pupils and when identifying inappropriate behaviour. This clear structure is

appreciated by the pupils as it helps consistency and fairness across the school.

- During the inspection, pupils behaved considerately and supportively towards one another. They were well-mannered and also treated adults with respect. They say they feel safe at the school because of the clear rules. They have a good understanding of how to report concerns and are confident that these will be taken seriously. They are pleased with improvements in behaviour in the playground over the last year. This has been supported by the introduction of a greater number of games and activities supported by staff and pupil 'play pals' as well as clearly defined areas for different types of activity. A few pupils are slightly wary of the more boisterous activities and they welcome the quieter areas where they can talk and colour with their friends.
- The new assertive mentoring system with clear stages at bronze, silver and gold has been introduced following detailed monitoring and evaluation of the behaviour policy. It is designed to help pupils to understand how to improve their attendance and performance at school. It was introduced at the start of this term and already pupils have a clear understanding about their own performance and are keen, as well as know how, to improve.
- Through using questionnaires and face-to-face meetings the school has taken the views of parents and carers into account effectively. This has increased parents' and carers' satisfaction with the way in which bullying and behaviour is dealt with by the school.
- The 'Golden Rules' and the new bronze, silver and gold stages for school performance are clearly communicated to parents. A good range of support is available both from the school and by the school working with others, for parents and carers who are struggling to help their child or children to meet expectations.
- The leadership team is actively involved in monitoring inappropriate behaviour and any bullying incidents that occur. They keep a careful check to find out if the support given to pupils involved has helped the situation and to prevent further instances from occurring. The learning mentor has a pivotal role in helping pupils to understand the consequence of their actions on others.

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

- ensuring that there is a planned approach to monitoring and evaluating the newly introduced assertive mentoring system and the consistency with which teachers refer to the 'Golden Rules' when using praise and when giving consequences for breaking the rules
- ensuring evaluation systems include seeking pupils' views more regularly and in a way that enables them to give individual responses

- enhancing the already good monitoring procedures to ensure hurtful comments about appearance are also monitored as consistently as other types of inappropriate behaviour and language.

I hope that this visit has been useful in the further development of this aspect of the school's work.

As 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. A copy of this letter is also being sent to your local authority.

Yours sincerely

**Janet Thompson**  
**Her Majesty's Inspector**