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Mrs J Collins
Headteacher
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Dear Mrs Collins

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

- Your strong lead on promoting pupils' social and moral development permeates the wider staff team and is reflected in the school's systems, structures and expectations of behaviour.
- Pupils understand clearly the expectation that they will treat others with respect and have the right to expect that this behaviour is reciprocated by other members of the school community. Pupils are very confident that if someone is unkind and verbally or physically bullies them, adults will take their concerns seriously. They add that such instances are rare because children get on well together most of the time, although very occasionally, when this is not the case, adults intervene promptly to effectively diffuse and manage discord.
- The curriculum is carefully planned at whole-school level to give regular opportunities for pupils to develop their understanding of, for example, relationships and individual differences and to reflect on behaviours that

can have a negative impact on others. The flexible delivery model allows the content to be shaped by smaller staff teams to respond to particular issues as they arise. Staff are highly knowledgeable about the particular needs of individual pupils, those from the same family and particular groups in school. Staff provided compelling case studies demonstrating the effectiveness of strategies to support pupils in a sensitive manner on the infrequent occasions when perceptions of difference can lead to behaviours that the school does not tolerate.

- A key feature of the school's work to encourage tolerance and an appreciation of others' feelings is the strong emphasis on developing pupils' sense of responsibility. Older siblings provide a reassuring presence in the Reception play area. Older, nominated pupils, displayed maturity and sensitivity as they ably managed small group activities of younger pupils at break and lunchtime, encouraging sharing, taking turns and teamwork. Pupils were enthusiastic about the small 'family groups' which break down traditional age-related cohort barriers and give younger children a familiar, older child to turn to in addition to the highly visible adults if they are unsettled by the behaviour of others.

Areas for improvement, which we discussed, include:

- developing the school's approach to seeking pupils' views to explore in more detail the different types of behaviour that they perceive as bullying; and use the findings to inform further development of the personal, social and health education curriculum.

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

Cathy Kirby
Her Majesty's Inspector