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Ms K Godfrey
Headteacher
Central Street Infant and Nursery School
Central Street
Hebden Bridge
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Dear Ms Godfrey

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 October 2011 as part of our survey of schools' work to create a positive school culture and prevent and tackle bullying. Please pass on my thanks to the parents and carers, governors and staff who kindly gave of their time to meet me or speak on the telephone.

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

- You and the deputy headteacher have developed a very clear and well understood vision and ethos. This ethos and the full commitment and involvement of staff means Central Street is a highly inclusive and open school in which diversity is celebrated, respected and valued. Pupils and families of all ages, sexualities, faith and belief, ethnicity, disability, gender and transgender are welcomed, included and supported.
- Well-written policies and procedures are consistently applied by staff. They refer to all types of bullying and behaviour and to different forms of diversity. There is zero tolerance of prejudice-based language such as homophobic and racist language. Teaching and non-teaching staff understand how to tackle prejudice-based attitudes. They have a very good and considerate knowledge of pupils' families and the community and they are careful not to make assumptions about pupils' families. As a result, pupils feel safe and able to be themselves and express themselves

in a supportive environment. Pupils behave in a tolerant and respectful way to others. They know and talk warmly about the differences between people and family groups. Instances of poor behaviour are very rare.

- Personal, social and emotional education lies at the heart of the curriculum. Staff teach the pupils about different types of families and relationships and ensure that lessons and activities are relevant to all pupils and their circumstances. Consequently, pupils like school and the different subjects and activities and feel that the curriculum, books and resources are relevant to them.

Areas for improvement, which we discussed, include:

- considering developing an induction and welcome pack for visitors, student teachers, supply teachers and new staff which identifies clearly the school's approach to diversity and informs them how to tackle prejudice-based incidents
- sharpening the sex and relationship policy and procedures to precisely reflect the good work the school does in teaching about diversity including different types of relationships and families.

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

As I 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

Allan Torr
Her Majesty's Inspector