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Mr I Hemelik and Mrs J Solomon
Headteachers
Manor Primary School
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Dear Mr Hemelik and Mrs Solomon

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 3 November 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 school has a strong commitment to the success of individual pupils with an emphasis celebrating positive behaviour and achievements. This results in a respectful and harmonious community where pupils learn to behave well.
- Supportive, responsive and understanding staff who communicate readily with each other mean that any issues are quickly resolved.
- Pupils say that they feel safe, that behaviour is usually good and that they are confident that staff will sort things out if they go wrong. They feel that 'playground friends' and the play equipment at break times help to make behaviour in the playground even better. They value 'Golden Time' and the rules they negotiate in their class as these help them behave well.
- The school takes any concerns that may be related to bullying very seriously. There are detailed policies and procedures in place including guidance for parents and carers and pupils.
- A clear curriculum framework ensures that there is detailed coverage of social and emotional aspects of learning, personal, social and health

education (PSHE) and citizenship. This ensures that pupils have regular opportunities to learn about, discuss and reflect on important issues of personal development. Built-in flexibility means that individual sessions or topics can be tailored by teachers to the particular needs of groups or cohorts. Residential trips, a wide range of after-school clubs and regular opportunities for participating as a member of a team help pupils to learn skills of working together and appreciating each other's strengths and areas of difficulty.

- Small-group intervention work and individual programmes for those pupils who have the most significant needs means that personal skills, particularly those of understanding yourself and others, can be taught explicitly.
- The well-informed PSHE coordinator gives strong leadership to this area of work, provides teachers with comprehensive guidance and ensures that the school regularly updates and revisits its practice.

Areas for improvement, which we discussed, include:

- strengthening the monitoring and evaluation of the school's provision and pupils' outcomes in personal and social development
- using this information to further refine priorities and tailor activities to the school's particular community and pupils' need.

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

Stephen McShane
Her Majesty's Inspector