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Mr S Liddle  
Headteacher  
Winifred Holtby School Technology College  
Midmere Avenue  
Kingston Upon Hull  
HU7 4PW

Dear Mr Liddle

### **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 students, during my visit on 27 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**

- Students are confident that they can seek effective support from adults when they feel unsafe or unhappy. They strongly believe that teachers and other adults at the school care about them and that they will help them to resolve any difficulties that arise. Students who have been involved in the process of seeking restorative solutions, following incidents of bullying, value it highly as an effective strategy. Students who have not experienced this approach are not always aware of what is involved and occasionally view the talking solutions experienced by others as ineffective.
- The school has made effective use of the opportunities that are offered by the new campus to reinforce positive behaviour. Students view the recent tightening of school rules as a positive step. They have responded well and behaviour is generally calm and responsible. Supervision by staff is highly visible and this gives students a sense of security. Leaders are aware that some students rely too heavily on this support and that they

have not yet developed independence and self-discipline in regulating their own behaviour.

- Students have a clear understanding of what bullying is and what they should do if they experience it. They are confident that they would always be supported. They are less clear about their responsibilities when they see others behaving inappropriately or when they become aware of other students being bullied.
- Teachers and other staff consistently act as positive role models to promote mutual respect. They are strongly committed to demonstrating the values of the school in their interactions with colleagues and with students. Staff consistently demonstrate a calm and friendly demeanour which students appreciate. This approach is one of the reasons that students feel safe and valued.
- The curriculum makes a strong contribution to promoting students' social and moral development. Philosophy and ethics are coordinated well with the work that students do in other curriculum areas, such as drama. For example, students learn how bullying can affect the emotional well-being of others in drama while discussing the moral implications in philosophy and ethics.
- The school is responsive to the changing needs of the community and works closely with other agencies to address emerging issues.

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

- raising the profile of the school's restorative solutions practice
- developing students' independence and self-discipline, particularly in challenging or reporting inappropriate behaviour, including bullying.

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

**Joan Hewitt**  
**Her Majesty's Inspector**