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Mrs E Siddall  
Headteacher  
Friarage Community Primary School  
Longwestgate  
Scarborough  
North Yorkshire  
YO11 1QB

Dear Mrs Siddall

**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 18 October 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**

- Staff and pupils are consistently able to articulate the school's values. All pupils and staff know the 'Golden Rules' and how these apply to their own role in the school. Pupils consistently refer to the school's expectation that they are kind and gentle with each other. Staff act as effective role models for pupils. This results in a calm and purposeful atmosphere and helps pupils to understand clearly how they are expected to behave towards each other. Pupils have a clear understanding of what bullying is and the negative effect it has on other people.
- The curriculum promotes effectively an ethos of tolerance and supporting pupils in valuing differences. It offers strong opportunities for pupils to develop their social skills and moral compass. Some pupils enter the school with underdeveloped social skills and low self-esteem. The curriculum is well designed to help pupils to gain these skills and attributes rapidly. It is further supported by tailored interventions for particularly vulnerable pupils. Teachers make effective use of the flexibility in the curriculum to help pupils to develop the skills to resolve conflicts in a calm and measured way.

- The school works effectively with a wide variety of agencies to secure appropriate support for pupils and their families to meet a range of complex difficulties. Pupils and their families are consulted about changes to the curriculum and behaviour policy but their involvement in evaluating the work of the school is not fully systematic.
- Robust monitoring of inappropriate behaviour is helping pupils to develop a clear sense of fair play and justice. Pupils play and socialise well together, especially when they are engaged in structured activities. The highly visible supervision from staff supports pupils in adopting positive behaviour and helps them to resolve any conflict or tensions that do arise. However, this sometimes results in pupils becoming too heavily reliant on staff support and this prevents them from developing independent self-discipline. The work on the new playgrounds is not fully complete. Some innovations, such as the friendship stops and the role of pupil play leaders, are in the early stages of development and the impact cannot be fully evaluated.
- Pupils feel very safe in school and are strongly of the view that if they approach any teacher with concerns about bullying they will be dealt with effectively. This is not as consistent with other adults in the school.

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

- improving pupils' independence and self-discipline in regulating their own behaviour by further developing the role of pupil play leaders and 'mini-mentors'
- involving pupils, parents and carers more systematically in evaluating the work of the school.

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

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