

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



23 November 2011

Mrs L Pickwell
Headteacher
Partington Primary School
Central Road
Partington
Manchester
M31 4FL

Dear Mrs Pickwell

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 21 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 holistic approach to pastoral care and all members of the staff recognise their role in ensuring the safety and well-being of pupils. Over the time that you have been in post, you have invested much time and energy in successfully creating a positive school ethos which is reflected by staff, pupils, parents and carers. This ethos is established in the Early Years Foundation Stage and is built upon as the pupils move through the school. Staff place a strong emphasis on developing positive partnerships and trusting relationships with parents and carers.
- Policies for behaviour and anti-bullying are clear and well written and include the aims of the school in creating a positive school culture and climate for learning. Together they set out how all members of the school community should treat each other, reflect the team approach of 'seeking success by working together' and provide a common language to discuss any issues. Pupils and staff belong to different teams in the school and all acknowledge that when inappropriate behaviour occurs they are 'letting the team down'.

- Policies set out what actions constitute unacceptable behaviour and the action the school will take in terms of sanctions. Throughout the school, there is an emphasis on encouraging pupils to 'tell' adults if bullying occurs and a commitment to listening to pupils. Restorative practices are used to resolve issues when appropriate.
- Staff have developed an effective understanding and knowledge of the different forms of discrimination after attending several training courses. They started the academic year with a whole-staff training day on unacceptable behaviour and an update on anti-bullying procedures. As a result, staff feel confident in tackling these aspects. Through ongoing professional dialogue staff feel supported and acquire strategies for dealing with issues which may arise. They share a strong collective understanding of what actions work.
- A policy guides staff effectively in the delivery of the personal, social, health education (PSHE) curriculum. Social and emotional aspects of learning (SEAL) acts as the core curriculum and is supplemented with themes from the religious education syllabus. Planned lessons provide progressive opportunities for pupils' social, moral and cultural development. Assemblies introduce the SEAL theme for the whole school to study and act as reminders as the theme is explored. Within planned topics, staff link other subjects to the theme, for example in the study of *Oliver Twist* pupils discussed peer pressure and bullying. Staff respond to behaviour issues which may arise through circle time and drama, to enable pupils to explore any worries within a safe and supportive atmosphere.
- The majority of pupils are clear about how they should treat other pupils and their teachers which centres on respect and 'all getting on'. The majority feel safe in school, uphold the school's high expectations and use a common language to describe what they should do if they are bullied. Pupils take pride in their school and repeat what they are told by the staff about 'being the best'. The separate playgrounds for Key Stage 1 and Key Stage 2 pupils and the staggered time for breaks enable pupils to enjoy the large, well-equipped outdoor areas to run around, sit quietly, use equipment or have a game of football without fear of hurting others; pupils appreciate this.
- Pupils understand the importance of helping to prevent bullying and take their role in this seriously. They have empathy with other pupils and understand how they should help those in trouble; they have a mature understanding of 'bystander' responsibility. Pupils consider that the school deals with incidents fairly and quickly and have confidence in the staff in the school to help them if they are worried or upset.

Areas for improvement, which we discussed, include:

- taking steps to record the action taken when bullying occurs and instigating a follow-up check to evaluate the effectiveness of any support or sanctions
- using the wealth of information collected about pupils' outcomes to more sharply plan lessons which meet the specific pastoral needs of pupils.

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

Eileen Mulgrew
Her Majesty's Inspector