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Mrs M Rai  
Headteacher  
North Beckton Primary School  
Harrier Way  
London  
E6 5XG

Dear Mrs Rai

**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 13 December 2011 as part of our survey of schools' work to create a positive school culture and prevent and tackle bullying. This visit had a specific focus on how the school community works together to prevent and tackle bullying of disabled people and those with special educational needs.

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's motto, 'We all belong' encapsulates the inclusive nature of North Beckton. It accurately describes how staff and pupils feel about their school. It is a harmonious community where pupils from different cultures, religions and backgrounds as well as those with special educational needs and/or disabilities work and play together well. Difference and diversity are celebrated within a strong culture of respect.
- You and your leadership team expect the best and aim for pupils and staff always to be happy and safe. Pupils say that they are motivated to learn, work hard and behave well because of the high expectations and because teaching is interesting and exciting.
- There is a strong emphasis on celebrating the achievements of pupils. The reward systems recognise the successes of individual pupils, including

those with special educational needs and/or disabilities, as well as their contribution to the success of their team.

- Very effective systems for managing behaviour are consistent and understood by pupils. Individual behaviour plans provide adjustments for pupils who may need certain approaches but these are still based on the same consistent principles and are seen as fair by other pupils. Although hardly any bullying incidents take place, these are taken very seriously by staff. Pupils are confident that when things go wrong they will be sorted out by staff.
- Pupils have high expectations for their own behaviour and that of their peers. They have an expectation that bullying will not happen and that pupils with special educational needs and/or disabilities will always be treated well, 'as anyone would like to be treated'. They take their additional responsibilities, for example as peer mediators, buddies, monitors and sports leaders, very seriously. Clear protocols for these roles and training for the pupils enable them to be successful in supporting others to maintain high standards of behaviour, and emphasises that these roles are important in the school.
- A wide variety of planned opportunities throughout the curriculum enables different pupils to work and play together. From entry into the school in the Early Years Foundation Stage, pupils are expected to talk and learn with partners and small groups. Games are available to play at lunchtimes and break times. Themed days or weeks to learn about particular issues mean that pupils from different class groups and ages work together. Residential trips and educational visits give opportunities for all pupils to work with others and make new friends. Pupils with special educational needs and/or disabilities are encouraged to choose a buddy to join them when they visit the sensory room or hydrotherapy pool.
- Philosophy for children, personal, social and health education (PSHE) and social and emotional aspects of learning (SEAL) programmes give good opportunities for pupils to reflect. These opportunities encourage pupils to develop strong empathy for others, a heightened sense of fairness, and a keen understanding of difference.
- Specialist days to heighten awareness of particular disabilities and impairments have been successful and mean that pupils and staff have increased their knowledge and understanding.
- There is strong teamwork by staff, who have a good knowledge of individuals and their, sometimes, complex needs. They are good role models, demonstrating appropriate ways of interacting with pupils. Pupils develop knowledge of particular conditions and impairments, how these might affect daily life, and ways in which they might be able to help.
- In addition to regular contact with parents and carers through home-school books and regular meetings, the school hosts a parents' inclusion group so that they can discuss common issues, and there are opportunities to feed back these to the school.

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

- more systematically evaluating the school's provision and pupils' outcomes in personal and social development
- considering how the curriculum might more systematically cover issues related to disability equality so that there is a progression of knowledge and expectations.

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**