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Mrs A Gammon
Headteacher
Stoke Newington School and Sixth
Form: Media, Arts and Science College
Clissold Road
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Dear Mrs Gammon

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 8 December 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

- A very strong culture of inclusion throughout the school is shared by students, parents and carers, members of the governing body and staff. This ethos and zero tolerance of different forms of bullying and poor behaviour have resulted in a significant reduction in prejudice-based bullying and in particular use of homophobic language.
- The school meets the personal and social needs of all students, regardless of their background, race, religion or belief, sexuality, gender, gender identity, disability or age. The curriculum has been significantly strengthened in the last few years and is highly effective in ensuring that it caters for the needs and interests of all groups of students. In particular, the study of units and subjects has been extended to ensure that they apply to students who are or may be lesbian, gay, bisexual or transgender. In studying the holocaust in history for example, students study the persecution of other groups such as Travellers, lesbian and gay people as well as Jewish people. In art, students study the work and style

of Grayson Perry, while in information and communication technology, students study the influence of Alan Turing. The curriculum is also adapted in the sixth form. In philosophy, for example, students apply their learning to discuss the logic or otherwise of conflicting views about homosexuality.

- The school's restorative justice practices have resulted in some striking examples of students' improved attendance, achievement and behaviour. Staff follow up incidents very effectively with discussions and personalised programmes of work with students. They also make enhancements to the curriculum through, for example, carefully selected visits from role models to ensure that negative attitudes and barriers to achievement are tackled.
- The key elements behind the success of the school's work have been the impressive direction provided by the leader for diversity and the excellent support from senior leaders and staff. An additional key to success has been the training for all staff in how to record, report and tackle prejudice-based bullying. This has resulted in a consistent and highly effective approach.
- The school is outward-looking and has worked with the local authority, Hackney Learning Trust, the local church, other schools and national bodies. Its programme of training and continuing professional development for staff is highly effective in promoting all aspects of equality, and its focus on sexuality and transgender is particularly good.

Areas for improvement, which we discussed, include:

- considering introducing an induction leaflet for new staff and visitors to ensure that they know and understand the school's expectations regarding diversity.

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

Allan Torr
Her Majesty's Inspector