

# Bygrove Primary School

## Inspection report

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<b>Unique reference number</b>	100942
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	376490
<b>Inspection dates</b>	17–18 January 2012
<b>Lead inspector</b>	Michael Merchant

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Chapman
<b>Headteacher</b>	Jo Franklin and Jeremy Iver
<b>Date of previous school inspection</b>	5–6 December 2006
<b>School address</b>	Bygrove Street Poplar London E14 6DN
<b>Telephone number</b>	02075384925
<b>Fax number</b>	02075385097
<b>Email address</b>	head@bygrove.towerhamlets.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	17–18 January 2012
<b>Inspection number</b>	376490



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## Introduction judgments

Inspection team

Michael Merchant

Additional inspector

Selina Sharpe

Additional inspector

This inspection was carried out with two days' notice. Fourteen lessons were observed and five of these were carried out jointly by the inspectors and the headteachers. All eight classroom teachers were observed teaching. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the plans for improvement, assessment information, lesson plans, the school's monitoring information and a range of school policies. They also analysed questionnaires received from 131 parents and carers and 93 pupils.

## Information about the school

This is an average-sized primary school. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is well above average and includes pupils with speech, language and communication needs. A very large majority of pupils are of a wide range of heritages, the largest group being pupils of Asian or Asian British, Bangladeshi heritage. A well-above-average proportion of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is also well above average. Large numbers of pupils join or leave the school other than at the usual times. There is a breakfast club which is managed by the governing body. Children in the Early Years Foundation Stage are taught in a Nursery and a Reception class. The school meets the government's current floor targets. The school has achieved many awards including an Inclusion Quality Mark, a Continuing Professional Development Mark, an Activemark, a Primary Quality Mark for basic skills and a United Nations Children's Fund Rights Respecting Schools Award. It also has National Healthy Schools status. The school is led and managed jointly by two headteachers.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This school provides an outstanding education for its pupils. It is an exceptional school which has made great gains in raising pupils' attainment and accelerating progress. Pupils achieve exceptionally well and by the end of Key Stage 2, their attainment is above average. A relentless focus on teaching sounds and letters ensures that by the age of six, nearly all pupils are confident readers. Progress is relatively slower in mathematics where pupils sometimes find difficulty in solving number problems expressed in words.
- Teaching is outstanding and makes a significant contribution to pupils' exceptional rates of progress. Pupils greatly enjoy their learning because the work is stimulating and well matched to their needs. In a few lessons, learning falls short of being outstanding because pupils are given insufficient time to work independently and to talk about their findings.
- Pupils have a very well-developed understanding of right and wrong, behave impeccably and have a deep appreciation and enjoyment of the wonders of life around them. Pupils' personal development is excellent because they are encouraged to see their potential and are given the self-confidence to work hard and aim high.
- All groups of pupils are cared for exceptionally well. Teachers do their best to ensure that all pupils know how to keep themselves safe in school and in the wider community.
- The driving force behind the school's success is undoubtedly the gifted and dedicated joint headteachers. They lead the school with unflagging enthusiasm and determination and are very well supported by a talented team of senior and middle leaders. All leaders have high expectations of staff and pupils and share a clear vision for improvement. The governing body contributes effectively to the life of the school, supports the senior leaders well and effectively holds the school to account.

## What does the school need to do to improve further?

- Accelerate pupils' progress in mathematics by:
  - ensuring that effective techniques to help pupils comprehend number problems expressed in writing are employed consistently so all pupils tackle mathematical problems confidently and creatively.
  
- Increase the proportion of outstanding teaching in all year groups by:
  - giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class.

## Main report

### Achievement of pupils

Children get off to an excellent start in the Early Years Foundation Stage and make rapid progress from their low starting points. The well-organised learning environment provides children with exciting learning opportunities, allowing them to make choices and develop independence. Particularly impressive gains are made in children's personal, social and reading skills. Consequently, by the time they start in Year 1, pupils' attainment is close to age-related expectations. As pupils move through the school, they continue to make rapid progress, especially in reading and writing. Pupils' progress in mathematics, although exceptional, is occasionally held back because some pupils have difficulty in explaining their ideas when they have read a text, which inhibits their ability to solve higher-level number problems expressed in words. The quality of learning in all lessons is at least good and in many it is outstanding. In an outstanding Year 3 literacy lesson, pupils were spellbound as they entered the classroom to atmospheric music and an image of a 'wild thing' on the whiteboard. The class teacher's lively and inspirational exposition and clever use of questions encouraged pupils eagerly to express their feelings on how they felt about this 'wild thing' and prompted all to make rapid progress in developing their descriptive writing skills.

The school works very effectively to support pupils who enter the school with particularly low levels of attainment and the high number who are new to English. Detailed plans to support these groups, coupled with the thoughtful deployment of learning assistants and timely interventions, ensure that they make similar progress to that of their classmates. Highly skilled teaching assistants provide very effective support for disabled pupils and those with special educational needs. This enables them to overcome many of the barriers in their lives and make progress which is equal to that of their peers. Pupils' attainment by the end of Year 6 is above average and rising year on year.

Across the school, pupils make particularly strong gains in reading. This is largely due

to the emphasis placed on developing pupils' reading skills across all subjects and the systematic programme of interventions for pupils who find learning difficult. These carefully planned programmes of one-to-one and small group support are effective in raising pupils' attainment and self-esteem. This means that disabled pupils and those with special educational needs feel positive about developing reading skills and also make the progress necessary to achieve as well as they can. By the time pupils reach the age of six, their attainment in reading is well above that expected of their age and is above average by the end of Year 6. The very large majority of parents and carers who returned the questionnaires agreed that their children were making good progress at the school and that their needs were very well met.

### **Quality of teaching**

The quality of teaching, and teachers' engagement with pupils and their learning, is impressive and all parents and carers spoken to echoed this. Teaching is lively, tasks and concepts are clearly explained, and activities are carefully designed to challenge the pupils to learn at a swift pace. Adults ask perceptive questions and these help pupils to think and use more varied vocabulary in their answers. Effective use of talking partners, drama, role play and letters and sounds activities helps pupils make rapid progress in their speaking and writing. In an excellent Year 5 English lesson, pupils made rapid progress in their writing of reported speech. They were enthralled by the teaching assistant's excellent portrayal of a hairdresser who found some stolen jewellery and eagerly collaborated to produce a newspaper report based on her story. The school has set up very thorough systems to check on pupils' progress. These are used very well to ensure that no pupil falls behind and enable teachers to set the next steps for each individual pupil's learning, which they do consistently. Where teaching falls short of outstanding, learning and progress are held back because teachers sometimes talk too much and over-direct the tasks pupils undertake. This limits the time pupils are actively and independently learning and results in slower progress and less time for pupils to articulate what they have learnt.

The curriculum is very well thought out so that pupils from all backgrounds can enjoy learning, achieve outstandingly well and gain many skills for their wider personal development. Classrooms glisten with wonderful displays and computers enhance greatly the quality of learning. Residential visits, Spanish days, enterprise projects and inputs from specialist teachers for physical education and music, play a significant part in promoting pupils' spiritual, moral and social development. Thoughtful and stimulating assemblies encourage pupils to reflect on many spiritual, moral, social and cultural issues. The popular multicultural day celebrates the diversity of the school population and includes dressing in national costumes, tasting cuisine from other cultures and taking part in the traditions of different countries.

### **Behaviour and safety of pupils**

The behaviour of pupils in lessons and around the school is impeccable. The school promotes pupils' well-being by helping them to develop their self-esteem and confidence, particularly those pupils whose circumstances might make them

vulnerable. Consequently they behave very well, feel safe and valued and enjoy coming to school. During the inspection, all groups of pupils also said that they felt safe in the school and nearly all pupils who responded to the questionnaire agreed. A very small minority of parents and carers expressed concerns about behaviour and bullying. However, almost all pupils consider behaviour in school to be good and bullying to be very rare and well managed by staff when it does occur. The school is rightly proud of its willingness and ability to work with pupils who exhibit challenging behaviour. There have been no exclusions in recent years. One pupil told inspectors how the attention to her individual needs and the time given by the headteachers and staff to resolve her problems had significantly improved her behaviour. She commented, 'The school has changed my life.'

The breakfast club exemplifies the warm, stimulating, high quality care given to pupils. It provides a very good start to the day and encourages many pupils to attend school and arrive on time. The caring ethos of the school is evident in all the school's actions and interactions between staff and pupils. There are some exemplary outcomes, as seen in samples of written work, that show the depth of pupils' feelings movingly expressed. Pupils relish responsibility and eagerly take advantage of the many opportunities to participate in many local and national events and are very well informed about other people's needs.

## **Leadership and management**

Inspirational leadership and a relentless pursuit of excellence are the main reasons why pupils' achievement has risen sharply over recent years and is now outstanding. The co-headteachers are widely acclaimed by staff, parents, carers and members of the governing body as having been hugely instrumental in improving the school. They lead the way in driving ambition and have established a shared sense of purpose to raise the aspirations of pupils and teachers alike. Consequently, teamwork is strong, staff morale is high and pupils' progress is accelerating. The senior team checks the school's performance rigorously. They use their excellent coaching and mentoring skills to offer constructive advice and training and use their highly effective teachers very well to extend and share good practice. In this way, the quality of teaching and learning is rapidly improving. At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils vigorously through its sophisticated monitoring and exemplary support. Outcomes for all groups of pupils, given their different starting points, are broadly similar, indicating that the school's commitment to equal opportunities is translated into practice. The governing body supports the school very well and plays a key role in promoting effective safeguarding and strong links with parents and carers. Members of the governing body are influential in evaluating the work of the school and playing an active part in setting school priorities. Good practice in safeguarding and child protection is evident in all areas of the school's work. For instance, checks on the suitability of adults to work with children are thorough.

School leaders have ensured that both the curriculum and pupils' social, moral, spiritual and cultural development are outstanding. There is a strong sense of teamwork and pride in what has already been achieved, coupled with a total absence

of complacency. School self-evaluation is highly accurate. Most importantly, the school knows exactly what to do to sustain and build upon its excellent record and this, together with the successful action leaders have taken to ensure improvement since the last inspection, means its capacity to improve is outstanding.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 January 2012

Dear Pupils,

### **Inspection of Bygrove Primary School, London E14 6DN**

Thank you so much for the very warm welcome you gave the inspection team when we came to visit your school recently. We enjoyed every minute of our time with you. A special 'thank you' to those of you who came and talked to us about your work and told us about all the wonderful things you are involved in. Here are some of the really good things we found out about Bygrove.

- Your co-headteachers and all the staff work very hard to provide you with the best education possible. They take great care of you and want to see you all achieve the best that you possibly can.
- In Nursery, you get off to an excellent start and you make outstanding progress as you pass through the school. By the time you leave at the end of Year 6, you reach standards in all your subjects that are above average. This is because your teachers teach you very well and you also work very hard.
- We were very impressed by the way subjects in your curriculum are linked together and how quickly you become confident readers.
- The very best thing about your school (apart from your excellent behaviour and your attitudes to your learning) is that learning is fun and your teachers plan exciting and challenging activities for you.

Even though you go to an outstanding school, your amazing headteachers, members of the governing body and staff still want the school to get better. We have asked them to make sure that you are able to learn more things on your own and that you make faster progress in mathematics by improving your problem-solving skills.

We know you will continue to do your very best at Bygrove and we wish you all every success in the future. Thank you once again for making our visit such an interesting and happy experience.

Yours sincerely

Michael Merchant  
Lead inspector

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