

Inspection of Bygrove Primary School

Bygrove Street, Poplar, London E14 6DN

Inspection dates: 15 and 16 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005.

The headteacher of this school is Fiona Durnian. This school is part of the LETTA Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jo Franklin, and overseen by a board of trustees, chaired by Peter Sherratt.

Ofsted has not previously inspected Bygrove Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Bygrove Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils have a keen and genuine interest in learning. They thrive in this safe and welcoming school, where all pupils are expected to achieve their best. Pupils with special educational needs and/or disabilities (SEND) receive the support and guidance they need to be successful.

All pupils benefit from the aspirational curriculum that is enriched with purposeful and relevant experiences.

Pupils behave exceptionally well. They are respectful and friendly towards each other and adults. Pupils are not afraid to take risks in their learning. The school is highly effective in ensuring that pupils attend school regularly. This is because pupils, parents and carers value the high-quality education here.

Pupils learn the importance of valuable character traits such as compassion and collaboration. This ensures that pupils are well prepared for the next stage of education and life in modern Britain. Many pupils shared high aspirations for their future occupations, such as becoming doctors, teachers and engineers. This is a community that is proud of its school and the difference it makes to the lives of the pupils and their families. Pupils, staff and parents are extremely proud to be a 'Bygrovian'.

What does the school do well and what does it need to do better?

The school has designed a curriculum with clearly defined end points. Leaders have broken down key content in all subjects, which helps all pupils to learn crucial knowledge and skills. The school works closely with the experts within the trust in providing an exceptionally systematic programme of professional development for staff. This is realised through high-quality coaching and research, as well as intensive training.

Teachers build on pupils' understanding with increasing complexity over time. For example, in history, pupils build a wealth of knowledge about historical concepts through themes such as lifestyle, architecture and legacy. They use a range of historical sources to interpret information and make comparisons. This includes the examination of authentic artefacts when visiting museums and places of interest. Teachers adjust teaching to cater to the range of pupils in the class. They identify pupils' individual needs carefully. Adults use resources to model new content with all pupils skilfully. As a result, pupils with SEND are well supported in accessing and achieving the high ambitions of the curriculum.

Teachers skilfully use a variety of techniques to deliver the curriculum with consistency. They reinforce and revisit key content that pupils have been taught. This means that pupils build deep subject-specific knowledge and understanding. Staff check pupils' understanding of important knowledge regularly. They ensure that pupils build on their prior learning very well. For example, in mathematics,

pupils applied their understanding of place value to solve different problems involving fractions. Children in the Nursery learn to recognise numbers and use resources to make different combinations of number bonds. Staff make sure that children are highly motivated to learn, such as when making bird seed cakes.

The school places great emphasis on fostering a love for reading. Teachers model reading daily during story times, using carefully selected books and rich texts. Children in Reception learn to retell stories and use books to rehearse the sounds they are taught. Pupils show high levels of perseverance and resilience when faced with challenging words. Adults skilfully prompt and encourage pupils to segment and blend sounds when reading aloud. Pupils at risk of falling behind are supported to develop their fluency. This enables pupils to become confident readers.

Pupils know and follow routines extremely well. Children in Reception demonstrate high self-control. Learning goes interrupted because pupils concentrate on their learning and teachers make learning exciting. The school is unwavering in making sure pupils' attendance is high.

The school places strong emphasis on developing pupils' physical and mental health. Pupils show maturity in using a range of strategies in solving minor disagreements or calming themselves down when frustrated. Staff encourage all pupils to learn about the importance of equality of opportunity. They help pupils to learn about a wide range of significant people from diverse backgrounds that have contributed to society. The school enjoys celebrating differences and diversity. Pupils feel valued and respected. They understand that discrimination of any kind is not tolerated.

Staff feel valued and appreciated, irrespective of their role. Strong partnerships between staff in the trust and beyond enables staff to maintain a healthy work-life balance. Those responsible for governance have a thorough understanding of the school. Leaders at all levels are diligent in fulfilling their duties. They are constantly seeking ways to refine the school's offer in their unwavering commitment to providing the very best education for all.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144236
Local authority	Tower Hamlets
Inspection number	10290327
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	Board of trustees
Chair of trust	Peter Sherratt
Headteacher	Fiona Durnian
Website	www.bygrove.towerhamlets.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the LETTA Trust, with one other primary school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors met with the chief executive officer, the chairs and members of the local governing committee and trust, the headteacher, senior leaders, and a range of staff.

- Inspectors carried out deep dives in reading, mathematics, history and art. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

Miz Mann

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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