

Bigland Green Primary School

Inspection report

Unique Reference Number	100939
Local Authority	Tower Hamlets
Inspection number	276427
Inspection dates	6–7 July 2006
Reporting inspector	Glynis Bradley-Peat

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr D Twomey Ms J Hankey
Date of previous school inspection	Not previously inspected
School address	Bigland Street London E1 2ND
Telephone number	020 7702 7088
Fax number	020 7423 9353

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average and serves an area of high disadvantage. The vast majority of pupils come from the Bangladeshi community. Almost all are at the early stages of learning English. The proportion of pupils eligible for free school meals is much higher than usually found and some others do not claim their entitlement. The percentage of pupils who join or leave the school at other than the usual times is very high. The proportion of pupils identified with learning difficulties and statements of educational need is above average. Children start school with levels of attainment that are significantly below those expected for their age, especially in language and social skills. The school holds the Basic Skills Award and Artsmark Gold.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- Increase the range and effectiveness of strategies used to raise standards in writing.
- Involve pupils more in considering how well they are doing and how they can improve their work.
- Work with those parents who do not ensure the maximum possible attendance of their children.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good throughout the school. Teachers know that developing confidence and competence in English, especially in spoken English, is a critical goal for the pupils, and they emphasise this in their lessons. Pupils enjoy learning because teachers make lessons appealing. Recently, pupils in Year 6 visited 'Westferry Printers' and in subsequent English lessons used journalistic styles to write an article about their visit. Teaching is also good because teachers are skilful at using questions to develop pupils' thinking skills. In a super mathematics lesson, pupils excitedly discussed the possible numbers of turkeys and cows there could be when only given the number of legs! Planning for English and mathematics is clear and generally caters well for the needs of different pupils. However, there are occasions when teachers do not match the tasks well enough to pupils' abilities and this hampers progress. In addition to its competent classroom teachers, the school makes excellent use of additional teaching and support staff who work very effectively with identified groups of pupils.

Throughout the school good checks are kept on the progress of pupils. The information gathered is used effectively by teachers to plan the next steps in their learning, but pupils are insufficiently involved in assessing how well they are doing and what they should do to improve.

Curriculum and other activities

Grade:

The curriculum is good with some outstanding features. It is balanced, practical and interesting covering all subjects well. Pupils in the Foundation Stage learn through active play where the emphasis is rightly on developing independent learning and good communication skills.

Art and design is outstanding and items displayed around the school show the real talent which exists amongst both pupils and teachers. Music and physical education are also clearly strengths. There is an emphasis on pupils' personal, social and health development which contributes to pupils' positive attitudes and there is good provision for the learning of key skills, including information and communication technology (ICT). The curriculum is well planned by teachers

to give appropriate opportunities for both group work and independent learning, and to ensure that all pupils make the expected progress. The needs of pupils with learning difficulties are taken into account, as are the requirements of pupils whose first language is not English. Pupils really enjoy their lessons. One pupil said, 'Lessons are interesting and keep you busy'. The curriculum is enriched by an excellent range of activities during and after school. Pupils really appreciate these opportunities and they are well attended. Educational visits are regular features that enhance learning.

Care, guidance and support

Grade:

Care, guidance and support for pupils are good. There is an emphasis on support for personal development so that each individual pupil feels safe and happy, and hence able to confidently do their best. They know they can discuss any problems with members of staff, including the learning mentor who supports both pupils and staff. She helps pupils to overcome any problems that may interfere with their learning and progress.

Any pupil at risk of falling behind in their learning or needing personal support is quickly identified and the necessary support implemented. Pupils are very well looked after and child protection procedures are well established. Risks are assessed by staff who are very conscious of pupil safety. Pupil assessment procedures enable teachers to set challenging targets, although pupils are not sufficiently involved in assessing how well they are doing. Pupils with learning difficulties and those at an early stage of learning English have good support in school and the staff work well with parents and support agencies to ensure that pupils achieve well.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

We enjoyed our visit to your school and thank you for the friendly way you spoke to us. We met groups of pupils and we were very interested in what you had to say. You told us about what you liked and enjoyed and why.

We saw that you behave well in class and round the school and enjoy your lessons. You told us how important it is to do your best and be helpful and polite. You enjoy going on trips, for example to a printers to see how newspapers are made. It encouraged some of you to take an interest in journalism. Your headteacher leads the school well. Along with her team of managers she aims to help all of you do the best that you can.

We think Bigland Green is a good school. This means it does lots of things well, but also needs to make a few things better. The one that affects you most is the amount of school some of you miss. If you are ill, you and your parents cannot help it, but there are other times when some of you could have gone to school but your parents took you away on long holidays. Missing school stops you from learning, so perhaps some of you can persuade your parents to see that you miss as little as possible. There are two other things that we have asked the school to do. The staff should make sure that you are helped to know more clearly how well you are doing in school and what you need to do to get even better. Also, your teachers are going to help you in even more different ways to improve your writing. We hope you continue to enjoy your time at Bigland Green.

Yours sincerely

Glynis Bradley-Peat

Lead Inspector