



Bygrove Primary School
Self-Evaluation Summary
2024-2025



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Why self-evaluation?

Self-evaluation provides us with an accurate picture of where the school is effective. It underpins our plans for continual improvement. Self-evaluation means we can acknowledge successes, consider ways to build on strengths and make sure everyone is excited about the journey ahead.

What does it look like?

Leaders review curriculum content, evaluate the quality of teaching, talk to pupils about learning and analyse pupil outcomes. All members of the school community play a part in self-evaluation. Together we explore the following questions:

1. Is the curriculum broad and ambitious for everyone?
2. How well are teachers delivering the curriculum?
3. Are all pupils achieving highly?
4. How well do pupils behave?
5. How well are we developing pupils' personal qualities through our curriculum?
6. How effectively are leaders improving our school?
7. Are pupils safe?
8. Is early years' education providing a solid foundation for future learning?

School context - there are barriers

Bygrove is situated in the middle of one of the most deprived housing estates in one of the poorest wards in Europe. The school serves 246 pupils from a predominantly Bangladeshi community and sits in the highest quintile for pupils with SEND, pupils in receipt of the pupil premium and pupils with English as an additional language. Leaders manage a high volume of safeguarding referrals.

Partnership is key

Bygrove is one of four primary schools in The LETTA Trust, a multi-academy trust that includes a SCITT and apprenticeship provision. Together we run a highly successful initial teacher training programme graded outstanding by Ofsted in 2024, and a range of apprenticeship qualifications. We are currently training 50 new teachers together with 30 partner schools. We are also an accredited apprenticeship provider, presently training 38 teaching assistant apprentices and 48 team leader apprentices. We work in partnership with the East London Teaching School Hub and UCL to deliver Early Career Teacher (ECT) support. Bygrove is also one of the Poplar Partnership group of local schools who work together to improve education for pupils in Poplar.

We are values driven

Compassion: we show kindness and empathy to everyone

Respect: we are all different - therein lies our strength. Everyone's contribution matters

Collaboration: we want the same things and work together to achieve them - teamwork

Ambition: Bygrove pupils always aim high. They love a challenge, they never give up!



Our vision is a promise to our pupils

Every day at Bygrove, we are working to make sure that by the time you leave us:

1. You will love learning new things, feel ready of the future & want to keep on learning more;
2. You will know what it feels like to be good at something & have achieved your very best;
3. You will understand just how incredible you are, believe in yourself and have confidence & resilience to follow your dreams;
4. You will have grown healthy and strong and understand how to look after your body and mind;
5. You will have known friendship and learned how to get along well with other people;
6. You will feel part of your community and proud of your school & inspired to make a difference.'

Awards

Investors in People Platinum, Inclusion Quality Mark Flagship School, Healthy Schools London Bronze, Sapere P4C Bronze, STARS Accredited Silver Award

Is the curriculum broad and ambitious for everyone?

The Bygrove curriculum is broad and rich – based on the NC and enhanced with elements chosen to reflect the context and profile of the school community. It gives all children the opportunity to achieve excellence in a wide range of subjects.

We have been developing and embedding our curriculum since 2012 when we began working with staff on reading, then maths and writing. In 2014, once the core curriculum was securely in place, we worked together to create breadth and depth across all national curriculum subjects. Our curriculum is restless – it never stands still. Subject leaders are constantly researching and learning and looking for ways to improve it. They work closely with curriculum experts to ensure that curriculum design & delivery reflects best practice & current research.

Content and sequencing

Leaders carefully selected the curriculum content for each subject and the sequencing of this content. This means that pupils build knowledge and skills incrementally over time. In each year group, pupils study each subject area. Learning within each subject is drawn together under themes that allow pupils to deepen their understanding of key concepts, apply knowledge across subjects and practise skills they have learned. This progression of knowledge and skills has been fully documented to support teachers' planning.

"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." (Ofsted 2024)

An inclusive curriculum

Leaders design and adapt the curriculum offer to meet the needs of the high proportion of disadvantaged pupils and those with SEND at the school. Pupils begin school with a huge vocabulary deficit so subject leaders have included the teaching of key vocabulary in all subject areas.

"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." (Ofsted 2024)



"Pupils with special educational needs and/or disabilities (SEND) receive the support and guidance they need to be successful." (Ofsted 2024)

Explorers

Friday afternoons in LETTA schools look and feel different from the rest of the week. Children are in mixed age groups, collaborating on projects that, where possible, address real-world challenges. These enable pupils to broaden their horizons, develop their character, and explore their personal interests and talents. Much of this takes place outside classrooms, using the outdoors, the local neighbourhood and other parts of London as resources for learning. All school staff, (as well as parents and others in our community), are involved, and older pupils are given genuine leadership responsibilities.

During each project, children have the chance to earn badges and exhibit the processes and outcomes of their project to others. They have opportunities to reflect on their learning and receive meaningful feedback from peers, school staff and other adults.

These projects complement our existing knowledge and skills-rich curriculum which is taught through subject-driven termly themes. We believe that this curriculum, based largely on the national curriculum, provides insufficient opportunities for our pupils to develop the character behaviours and discover the passions and interests that will enable them to thrive, as children and adults. Our explorer curriculum gives us the chance to develop and embed these character behaviours in a more focused, systematic way.

On Friday afternoons, our children are learning, deeply and with purpose, about themselves, the world around them and their place in that world. At the same time, they are having lots of fun!

How well are teachers delivering the curriculum?

Professional learning

Teachers' professional learning opportunities at the school are comprehensive. Through initial teacher training, early career development programmes and reading and research projects, teachers continually develop their subject knowledge and understanding of pedagogy.

"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." (Ofsted 2024)

In lessons

Teachers have a clear understanding of the school's curriculum content and teach it skilfully. Each term they design coherent sequences of lessons matched to the curriculum aims and over time pupils build knowledge and skills in a range of subjects.

Teachers set new learning in the context of what has come before & what it's leading up to. They explain new ideas clearly and help pupils to make links with prior learning. They ask questions, observe pupils and look at their work to check understanding and assess progress. All adults use shoulder-to-shoulder feedback conversations with pupils to address misconceptions & move learning forward.



“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” (Ofsted 2024)

Formative assessment strategies give teachers information that informs planning for the next lesson or for interventions to help pupils catch up and keep up. Teachers and leaders use summative assessment also to help track pupil progress and attainment in English and maths.

Except in exceptional circumstances, all pupils learn together in class with their teacher where they benefit from opportunities to work with, learn from and discuss ideas with their peers.

The learning environment has been well thought through by staff so that it provides opportunities to support learning and reflect achievement in all subjects. Teachers choose resources carefully. They make, save and share resources with others, including across digital platforms. This helps to reduce workload for teachers whilst maintaining high quality.

Reading

Reading is the key to unlocking the curriculum for children. We prioritise reading from entry into the Nursery as it enables pupils to access the curriculum for all other subjects. We begin with a focus on developing oracy through shared experiences. Pupils also enjoy books, stories, poems, rhymes and songs every day at school.

“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.” (Ofsted 2024)

We teach systematic phonics daily from the beginning of Reception. In the first term, pupils learn to read simple texts fluently by reading them at school and at home also. Pupils carry 2 books; one phonetically decodable text that they can read independently, practising and applying their phonic knowledge; the other a book they read with an adult for enjoyment.

Every class teacher in the school reads to their class every day. Pupils look forward to these sessions and talk animatedly about their class novels. All pupils take home a book of choice from the school library or class reading area to help foster a love of reading. Children clearly love reading and value the opportunities they have to read.

Leaders and teachers responded with agility & creativity to the challenges of delivering the curriculum remotely. This includes recognising the importance of communicating with parents daily & facilitating access for pupils & families to IT devices & training. As such, few children have fallen behind & many have thrived.



Are all pupils achieving highly?

Achievement over time and across all subjects

The vast majority of pupils begin school in Nursery or Reception at Bygrove working well below age-related expectations, particularly in communication and language. By the time they leave Bygrove to go to secondary school, these pupils are attaining standards that are well above national averages in the national tests.

The school's broad curriculum gives pupils a solid grounding in all subject areas – they are scientists, artists, historians, geographers, musicians and much more. Examples of excellent outcomes in all curriculum areas are evident throughout the school building.

“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.” (Ofsted 2024)

Achievement of the most disadvantaged

Pupils with SEND make strong progress from their differing starting points. We can see this in their books, other learning outcomes and exemplified in case studies.

Bygrove's disadvantaged pupils achieve incredibly well by the end of Year 6. Their attainment and progress is above disadvantaged pupils' and above other pupils' nationally. A recent school development priority led to staff devising innovative research projects to learn which strategies worked best to close the pupil premium gap. The resulting curriculum innovations, such as flooding Reception, Year One and Year Two with adults during their reading sessions, have helped to broaden children's experiences and improve outcomes further.

What do we need to focus on in 2024-2025 to improve the quality of education?

1. To embed and sustain provision developed as a result of the Maths Educational Development Priority.
2. To ensure excellent reading outcomes for children through high quality provision.
3. To ensure that all pupils get what they need to be ready for the next stage in their education.
4. Work with experts across the Trust to ensure excellent provision in the Specialist Learning Space.

How well do pupils behave?

High expectations

An engaging curriculum, high expectations and good relationships are key behaviour management strategies at Bygrove. Lesson times and play times are almost disruption free because all staff are consistent. They use 'Restorative Approaches' so that pupils learn to understand the impact of their behaviour on other people. This approach has significantly reduced 'repeat offending' by allowing children to begin to reflect on how they could behave differently next time.

“Pupils behave exceptionally well. They are respectful and friendly towards each other and adults. Pupils are not afraid to take risks in their learning.” (Ofsted 2024)



No exclusions

There have been no fixed term or permanent exclusions in the past 10 years. From the start of Nursery, pupils learn about the Zones of Regulation to give them the vocabulary to explain & understand their feelings & support them to self-regulate. If a pupil finds it difficult to regulate their own behaviour, staff apply tailored strategies to help them learn how to self-regulate. Specialist partners work alongside staff to design a bespoke strategy for each pupil.

Discrimination and bullying

Staff do not tolerate any form of discrimination and bullying is rare. In a recent survey, 94% of pupils reported that staff encourage them to respect people from other backgrounds and to treat everyone equally. Pupils speak up if they witness or are on the receiving end of bullying. When this happens, leaders act quickly in partnership with parents to make sure it stops. Pupils learn about bullying in PSHE, assemblies and during 'Friendship and Anti-Bullying Week'.

Positive attitudes

Pupils enjoy lessons and work hard. They show considerable perseverance in their learning and they are ambitious for themselves and for Bygrove. Pupils are polite and helpful. They learn to work collaboratively and develop the skills to listen and respond respectfully to other people's points of view.

"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." (Ofsted 2024)

Attendance -

Pupils do not want to miss a day of school as the curriculum is enticing and relationships are strong. Bygrove was first in the Local Authority for attendance in 2024. Children who received SEND support & disadvantaged children also had the best attendance in Tower Hamlets. Very few pupils are disadvantaged by low attendance. Bygrove's Home School Liaison Officer works closely with the Inclusion Leader and families to address underlying barriers to coming to school and offer support and guidance to families.

"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. The school is unwavering in making sure pupils' attendance is high." (Ofsted 2024)

What do we need to focus on in 2024-25 to maintain an excellent standard of behaviour?

1. To improve whole school punctuality and persistent absence.

How well are we developing pupils' personal qualities through our curriculum?

Exemplary spiritual, moral, social and cultural development

Bygrove's provision for pupils' spiritual, moral, social and cultural development is exemplary. It is coherently planned into the school day and outside of it including, before & after school clubs and holiday clubs. A high proportion of pupils take part in these additional activities.



“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.” (Ofsted 2024)

Prepared for secondary school

Pupils are well prepared academically and personally for secondary school and their place in the world as active citizens. When asked, 94% of pupils reported that school encourages them to be independent and to take on responsibilities. The whole-school Explorers curriculum, for example, helps pupils develop curiosity, confidence and resilience, to work hard and to enjoy challenge. These characteristics enable them to achieve well at school and in later life.

Values

Pupils are reflective and show an understanding of our values and of right and wrong. Pupils have a well-developed understanding and appreciation of British values and the diversity of the city they live in. They treat each other with respect and collaborate well in learning, in play and in other areas of school life such as being on the School Council, a dining hall helper or playground zone manager.

“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.” (Ofsted 2024)

Broadening horizons

We expand pupils’ horizons through the varied curriculum, numerous educational visits, and events at school. All children have the opportunity to attend a residential trip in Year 6. We celebrate a wide variety of cultural and religious festivals at school and pupils take part in a range of artistic, musical and sporting activities.

Performance is a unique feature of the Bygrove curriculum. Every child takes part annually in a high quality performance such as the Shakespeare Schools Festival in Year 4. Pupils and parents love it!

Health and wellbeing

Bygrove encourages children to lead healthy lives. 92% of pupils said that school encourages them to look after their physical health. Children start swimming in Year 4. Sport, healthy eating, healthy cooking and an emphasis on a healthy mind all play a part. Both pupils and their parents take part in these projects.

91% of pupils reported that school encourages them to look after their emotional and mental health. Emotional & social literacy is developed from Nursery to Y6 using the Zones of Regulation alongside restorative approaches.

Active citizens

Each year during Comic/Sports Relief week the whole school takes part in activities to raise money for other people. Pupils also ask to fundraise for causes that they feel strongly about such as autism awareness and children’s mental health. As a result, pupils are well prepared to make a positive contribution to society later in life.



How effectively are leaders improving our school?

A culture of excellence – Bygrove

We strive to improve the life chances of children in the community, particularly those with the greatest barriers to success. Ambition is one of Bygrove's values and staff and pupils always aim high. This has resulted in the history of high achievement. Leaders and those in governance work together to ensure that pupils have the best possible start to their educational careers.

“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.” (Ofsted 2024)

Staff workload and wellbeing

Staff morale is high and relationships are strong. Leaders support staff, particularly ECTs to manage difficult situations such as challenging behaviour or conversations with parents. Every member of staff has a weekly 1-1 to support their professional learning and wellbeing. Our staff wellbeing strategy is comprehensive and includes access to counselling, flexible working and career development opportunities. The 'Investors in People' assessor reflected in his platinum award report that there are, 'very high standards but this is matched by high levels of care and support for people'.

“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.” (Ofsted 2024)

Improving the quality of teaching

Leaders focus relentlessly on developing the practice of their teaching teams. They have a secure understanding of how to coach and mentor staff so that teaching and learning is continually improving.

Our involvement in Initial Teaching Training strengthens the level of professional discussion across the school and means that we have a constant supply of outstanding Early Career Teachers. The quality of ECTs is a significant strength and retention is high. The majority of our teachers and leaders completed initial teacher training with us.

CPD and the way staff engage with it was the focus of a recent school improvement priority. Subsequent innovations, such as the opportunity annually for teachers to take part in practitioner-led reading and research, energised and motivated teachers and strengthened classroom practice. In our School Improvement Alliance role, we host a range of high quality training that gives our teachers ready access to ongoing CPD.

Engaging with parents and the community

Parents give very positive feedback in our 'Have Your Say' conferences and parent surveys, as well as offering some insightful ideas for improvements. They said that 'the school is very supportive' and 'courses like Strengthening Families are excellent.'



Volunteers from Citi-Group visit the school each week to take part in a bespoke, jointly designed volunteering programme that includes reading and number partners. Morgan Stanley volunteers also support the school at events such as sports day and the summer fair.

"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'." (Ofsted 2024)

Governance

Trustees and governors are experienced, highly skilled and knowledgeable; they understand the school well, provide effective challenge and support and contribute strongly to strategic decision making. They analyse information relating to academic outcomes and ask questions. Governors examine pupil premium, SEND and PE funding and ensure leaders have a sound rationale for spending. They visit the school to evaluate the impact of improvement priorities.

What do we need to focus on in 2024-25 to improve the leadership and management of the school?

1. Induct new INCo into role

Are pupils safe?

Pupils are safe and feel safe at Bygrove; in Computing, PSHE lessons and assemblies pupils learn how to stay safe in and out of school, including through a series of e-safety lessons. Staff promote wellbeing by helping pupils, particularly those who are vulnerable, to develop their self-confidence.

Safeguarding is effective because leaders make sure all staff have regular and extensive safeguarding training and understand the local risks. Early intervention is strong as the school-based social worker works closely with the designated safeguarding leads to identify families in need of support. Staff use well-established systems to raise concerns early and we put in place help to prevent situations from escalating. Disclosures are common and staff act promptly in line with our policy when they occur. We work closely with external agencies and families to resolve concerns and ensure pupils are safe.

Is Early Years' education providing a solid foundation for future learning?

The curriculum

The Early Years curriculum is based on the statutory EYFS framework and enhanced to meet the needs of pupils from the school community. As such, there is a focus on developing communication and language skills and understanding the world. Curriculum planning for each subject area includes planning for Nursery & Reception so that pupils are well prepared for Year 1.

Provision

Learning through play is combined with systematic and effective teaching of basic skills. Teachers plan provision to build on pupils' interests and meet their needs. Assessment arrangements are thorough and accurate and feed into planning including interventions. Children in EYFS attend a weekly forest school which has a significant impact on language development and their understanding of the world.



The role adults play

Adult interactions with pupils are effective at enabling learning and consequently pupils are eager to join in and demonstrate curiosity and the ability to sustain concentration in play. Adults explain clearly, set learning in context, model language and ask questions.

The learning environment

Activities in the outside areas support pupils' physical development as well as encouraging them to solve problems, communicate effectively with one another and take appropriate risks. Staff provide a stimulating environment throughout the setting with varied learning experiences. Pupils look after the environment well.

Effective leadership

Effective leadership of the Early Years means that teaching is strong and pupils learn in an exciting environment rich with pictures, print and evidence of pupils' own voice. The Early Years leader is closely mentored and developed. She monitors teaching and learning alongside other practitioners and provides team members with development through team meetings and weekly 1-1s.

Partnership with parents

Staff create a welcoming environment with photos of pupils and their families on display around the classrooms. This helps pupils to feel comfortable in the setting. Parents are frequently invited into school to learn alongside their children. Adults are skilled in establishing relationships with pupils and make good use of the key worker arrangements to this effect.

Behaviour

Behaviour is excellent in the EYFS. Pupils settle quickly thanks to effective transition strategies and engaging parents. They are friendly, chatty, motivated individuals who readily become engrossed in activities. Regular workshops help parents support their child with learning at home.

Pupil outcomes

When pupils begin nursery, baseline assessment shows that a large majority are working at levels well below age-related expectations. In Nursery and Reception, pupils make rapid progress and, by the time they leave Reception, their attainment is typically in line with the national average.

What do we need to focus on in 2024-25 to improve provision for our youngest learners?

- To induct & develop new Nursery teacher