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Ms Marigold Palmer-Jones
Acting Headteacher
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Dear Ms Palmer-Jones

Short inspection of Bangabandhu Primary School

Following my visit to the school on 28 March 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school. Since becoming acting headteacher in January 2016, you have worked relentlessly to drive up the aspirations of pupils, staff and parents. In your pursuit of excellence, you are ably supported by your senior leadership team which shares your values and high ambitions for the pupils.

Leaders have an accurate view of the school's performance. You have identified that standards of reading and writing at key stage 1 and in the early years need to improve. Current data indicates that more recent strategies introduced in lower years are beginning to prove effective, particularly in reading for the most able pupils. There remains a need to similarly improve standards in writing for all pupils at key stage 1.

Respect for and by everyone permeates all aspects of the school. As a result, pupils have a strong understanding of both their rights and responsibilities. Your 'no excuses' culture has resulted in high expectations of both your staff and pupils.

Safeguarding is effective.

The school's policies and procedures for safeguarding pupils' well-being are robust. Records are detailed and accurate. There is clear communication with external agencies and files show that there is prompt follow-up on referrals. Regular staff training and updates have taken place. Leaders recently focused on the 'Prevent' duty, and their awareness of local risks is particularly effective in supporting more vulnerable pupils.

Pupils' understanding of both their rights to respect and safety, as well as their responsibilities to others, ensure that they know how to report any concerns. Pupils, parents and staff consider this to be a safe, happy and welcoming school where bullying is rare, concerns are dealt with effectively and diversity is celebrated.

Inspection findings

- Standards in key stage 1 were weak last year, particularly in reading for the most able pupils. As a result, we chose this as our first line of enquiry. Leaders have successfully built a stronger reading culture in the lower school. They have done this by introducing additional time in the school day for reading and writing. Pupils now have individual time to read regularly with an adult in school. The tracking system introduced in September 2016 requires staff to have an in-depth knowledge of their pupils' reading levels and progress. This close monitoring is leading to more rapid progress in reading.
- Through the new reading scheme and reading records, parents now play a central role in their child's reading development. Teachers monitor the reading records and work closely with parents to increase engagement. Current data suggests that pupils in Year 2 are now beginning to make improved progress in their reading, including in their comprehension. Leaders are aware that progress in writing is not fast enough, particularly for the most able pupils.
- Our second line of enquiry focused on the early years foundation stage. In 2016, the proportion of children reaching a good level of development was below the national average. This was in contrast to 2014 and 2015 when more children achieved this standard than the national average.
- A high number of children join the school who are not fluent in English. Despite this, observations carried out during the inspection in the Nursery and Reception found that children were very keen to demonstrate their learning through talk. The school has extended the attendance for all Nursery-age children from a half to a full day. Children proudly displayed their learning journals which show that their progress, from low starting points, is now accelerating. This is because of your focus on strengthening staff and parent partnership in children's learning and development.

- To maximise progress, all children have individual literacy and numeracy time

with staff. The progress children make during these activities is assessed through a rigorous tracking system. Current school evidence shows a marked improvement in all areas for the Nursery-age children. This data has been externally moderated and school leaders are now able to present accurate information to governors.

- Finally, we considered whether levels of attendance had improved for all pupils in the current year. In 2016, the attendance levels for all groups of pupils were below national averages. You explained that the school has a resourced provision for children with complex medical needs. Persistent absence of these children is understandably high.
- Since September, school leaders have ensured that there is much better communication with parents. Poor attendance is systematically recorded on a daily basis. Parents of absent pupils are contacted within the first hour of the school day. For those pupils who are persistently absent, meticulous care is taken, both in school and through home visits, to ensure that they attend school whenever possible. Current data shows that overall attendance levels have now risen above national averages.

Next steps for the school

Leaders and governors should ensure that:

- key stage 1 pupils are supported to develop their reading and writing skills so that they make progress at least in line with national averages
- teaching, learning and assessment consistently challenge the most able pupils to achieve the higher levels in reading, writing, mathematics and science.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Tower Hamlets. This letter will be published on the Ofsted website.

Yours sincerely

Carolyn Dickinson
Her Majesty's Inspector

Information about the inspection

During the inspection I carried out the following activities:

- I visited lessons to observe learning jointly with members of the school's senior leadership team. While in lessons, I scrutinised pupils' work and discussed pupils' learning with them.
- I listened to pupils read.
- I held meetings with leaders, staff, pupils and governors in order to explore the key lines of enquiry and the progress made by the school since the last inspection.
- I met with a representative from Tower Hamlets local authority.
- I met with the primary lead from the Teach East London Teaching School Alliance.
- I reviewed documentation including leaders' evaluation of the school's performance and plans for development, attendance information, and procedures and policies including those for attendance and safeguarding.
- I considered the views of the 23 parents and one pupil who responded to Ofsted's online surveys.