

Bethnal Green Technology College

Inspection report

Unique Reference Number	100971
Local Authority	Tower Hamlets
Inspection number	276432
Inspection dates	19–20 October 2005
Reporting inspector	Meena Wood HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Ms Lesley Pavitt Mr Allen Wadsworth
Date of previous school inspection	Not previously inspected
School address	Gosset Street Bethnal Green London E2 6NW
Telephone number	020 7920 7900
Fax number	020 7720 7999

Age group	11–16
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Bethnal Green Technology School is a mixed 11-16 comprehensive school. One third of pupils are girls. A significant number of pupils, well above the national average, are eligible for free school meals. Most pupils come from Weavers and Spitalfields, two of the most deprived wards in the country. The number of pupils with special educational needs including statements is above the national average. Over two thirds of the pupils do not speak English as their first language and many of these are in years 10 and 11. Over half the pupils are Bangladeshi and the second largest ethnic group is of Black Caribbean and African background. A high proportion of pupils in years 8 to 11 join the school after the start of the school year. The school is a specialist technology college in mathematics, science and technology.

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

* Leaders and managers need to recognise urgently the weaknesses and identify the immediate priorities and direction for the school* Produce a clear action plan for improvement, the success of which can be measured and evaluated* Improve the quality of teaching and learning for all pupils especially those who need support and those who require greater challenge * Raise standards of pupil behaviour and achievement and offer a more harmonious and cohesive community for all pupils.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is inadequate. A very significant number of pupils have EAL or SEN needs and most teachers do not plan adequately for the full range of these pupils' needs. In one Year 10 lesson, a pupil with EAL needs, unable to read the recipe, could not participate in weighing and preparing the ingredients for a cake and was not given adequate assistance either in the lesson or outside the lesson. Teaching assistants are not sufficiently involved in the planning of lessons. In many lessons pupils make inadequate progress as the tasks set are too simple and they do not use skills, knowledge and understanding at the required standard. Teachers' expectations of pupils' behaviour and progress are too low. Pupils' behaviour is disruptive as they are very often either bored or struggling with the activities set. This has a negative impact on all pupils' progress as one Gifted and Talented pupil said, 'teachers should deal more appropriately with bad behaviour'. In the better lessons, teachers use their subject expertise well to plan a range of activities that are able to capture their pupils' interest and enthusiasm for learning. Teachers make good use of questioning techniques to check that pupils are participating and making progress. Most notably in English, creative arts and humanities, teachers offer pupils good support and pupils are more confident in these lessons. The quality of marking is unsatisfactory and in some cases, work is not marked. Many teachers do not identify problems pupils may be having in different subjects. Too many pupils are unclear about their progress or what they need to do to improve.

Curriculum and other activities

Grade:

The school has made slow progress towards developing a coherent curriculum that is matched to individual pupils' needs. Whilst pupils in Year 9 can choose vocational and academic courses, some courses offered in applied science and information and communication technology (ICT) are not suited to less able pupils. Enrichment activities at lunch times and after school are very limited. The school does not monitor how much pupils participate or what activities they would

like to see offered. Literacy and numeracy skills are not developed in many subjects and in particular, pupils between years 9-11 display very weak numeracy skills. Citizenship skills are taught through courses leading to ASDAN and Princes Trust qualifications. Work experience is provided for all pupils in Year 10. Most pupils are taught in single sex groups and the size of these groups has meant that a limited choice of subjects is available to girls and boys in year 10. The school has used its specialist technology status to provide more ICT equipment. Pupils from local primary schools visit the school to learn more about design and technology courses but the school does not monitor the impact effectively enough.

Care, guidance and support

Grade:

The school provides satisfactory care for its pupils however support and guidance for pupils is ineffective. All child protection and safety requirements are met. Pupils who have special educational needs, such as those with emotional difficulties receive satisfactory support from specialist staff. A significantly high number of pupils join the school after the start of the school year and induction systems for these pupils are not fully effective. The support needs of pupils with learning difficulties and those new to English are not satisfactorily met through the current individual and group sessions. Monitoring of pupils' academic progress is inadequate. Pupils are not involved in setting their own targets and their learning needs are not sufficiently identified so that appropriate support may be given. Pupils do receive careers guidance; however pupils reported that they did not receive wide ranging information on their choices for post 16.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Following our recent visit to inspect your school, we would like to thank you for your contributions to the inspection. We enjoyed sitting in your lessons, talking with you and looking at your work. I am now writing to let you know about our findings.

As a result of our inspection, we have decided that your school requires special measures. We are concerned that your school is not providing you with a good enough education. There are a number of reasons for this:

- o Since the last inspection of your school your headteacher has not worked effectively with your teachers and managers to make the improvements needed to help you achieve better results
- o Many of you are not doing as well as you could and your progress is often slower than it should be. Your results in most subjects, but especially in mathematics in year 9 and in year 11, are very low
- o In many subjects, many of you who require extra support in English and mathematics are not receiving it from your teachers and teaching assistants and are not making the progress you should
- o Some of you need greater challenge in your learning and do not have activities or tasks that allow you to gain the best results
- o Your teachers do not always give you a clear idea of how well you are doing and what you need to do to improve
- o During lessons some of you do not behave well and spoil the learning for others

As boys and girls are taught separately, the small class sizes do not allow you to follow the subjects that are best suited for you in years 10 and 11. In order to improve, some of you will need to make sure that you behave even better in the lessons and outside of lessons. Most of your teachers do care about you, and take many good steps to look after you. In subjects such as English, drama and humanities, many of you enjoy your learning and your teachers help you to progress. You will need to support your teachers and your school managers in working together with you to improve the quality of your school life. You can do this by involving your parents more in your learning, sharing your ideas for improvements with the school and taking greater responsibility in making Bethnal Green Technology College a great place to be and a good place to learn.

We have asked the school to improve these weaknesses as quickly as possible. The school will receive support in order to carry out the improvements and Her Majesty's Inspectors will visit the school regularly to check the progress the school is making. Inspectors hope that you will do well in the future and with the help of the school, realise your ambitions.