

Bruce Grove Primary School



Year 4 instrument recital



Headteacher Janice George

Bruce Grove Primary and Nursery School is a culturally diverse community school set in the heart of Tottenham in north London. Headteacher Janice George says that there is a common sense of belonging that brings the entire community together, thereby fostering a genuine feeling of family which is always commented upon by visitors. Their Ofsted report also remarked that “pupils feel a strong sense of pride in their school” and that “the school nurtures pupils well through its positive ethos and values”. This does not come without hard work, however, which Janice goes on to describe in greater detail.

Progress has been consistently above national standards for several years, and Bruce Grove School has maintained its “good” grading for over a decade in a climate of increased academic challenge, socio-economic deprivation, high mobility and budget cuts.

Underpinning all that we do is a strong commitment to community; effective systems; rich, relevant and exciting learning experiences; and a solid foundation in the teaching of reading, writing and mathematics. All of this has enabled us to maintain, and build on, the excellent quality of education that we provide.

Community

We encourage our parents to come and learn with their children in weekly open morning classes. Parents take part in sessions ranging from phonics to

REPORT CARD BRUCE GROVE PRIMARY SCHOOL

- » Headteacher: Janice George
- » Founded in 1893
- » Located in Tottenham, Haringey
- » Type of school: Community primary school
- » No. of pupils: 423
- » Ofsted (Oct 2017) rated school as “good”
- » www.bucegroveprimary.com

» EXTRA FACTS

- » 20 per cent eligible for free school meals
- » 73 per cent speak English as an additional language
- » 23 per cent SEND
- » 24 per cent mobility

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observational drawing. Open mornings provide an opportunity for families to see their children settled, socialising and learning, which also has the effect of strengthening parental engagement. We provide a range of opportunities for parents to support their children through the use of a family support worker, speech and language therapists, a school counsellor, and workshops on parenting, dental hygiene and healthy eating. Over the years, our Parent Teacher and Friends Association has organised numerous cultural events, celebrating our diversity through music, dance and food.

Our children have many opportunities to influence school life. We have a school council led by our head and deputy boys and girls, who meet regularly to decide on ways to improve the school experience and raise funds. Recent initiatives such as Non-Black Shoe Day and Express Yourself Day have helped raise money to purchase additional playground equipment. Our peer mediators are trained to resolve conflicts between pupils at breaktimes, and our Eco Warriors ensure that we are recycling and reusing properly. Our Sports Organising Crew take a lead in running activities at breaktimes.

We have a stable and skilled staff at Bruce Grove, many of whom joined as newly qualified teachers and are now middle and senior leaders within the school. I myself joined the school briefly in 2004 as an advanced skills teacher and then returned in 2011 as deputy, taking on the substantive post of headteacher in 2015. Having a thorough knowledge of the children and families has enabled the staff team to provide effective provision for pupils. Nurturing staff development and providing opportunities for continual professional growth against a backdrop of outstanding pupil behaviour and focus for learning has meant that staff want to and can teach at Bruce Grove.

Systems

We have a consistent approach to many of our practices within the school. It provides security and equal opportunity for pupils and a shared understanding and clarity to staff. Consistency is a key driver in all we do, which allows for sustained improvements.

- » Behaviour: our system for behaviour is a strength of the school. It is based on shared values known as the Bruce Grove Benchmarks, which

Enterprise Week food and drink sale



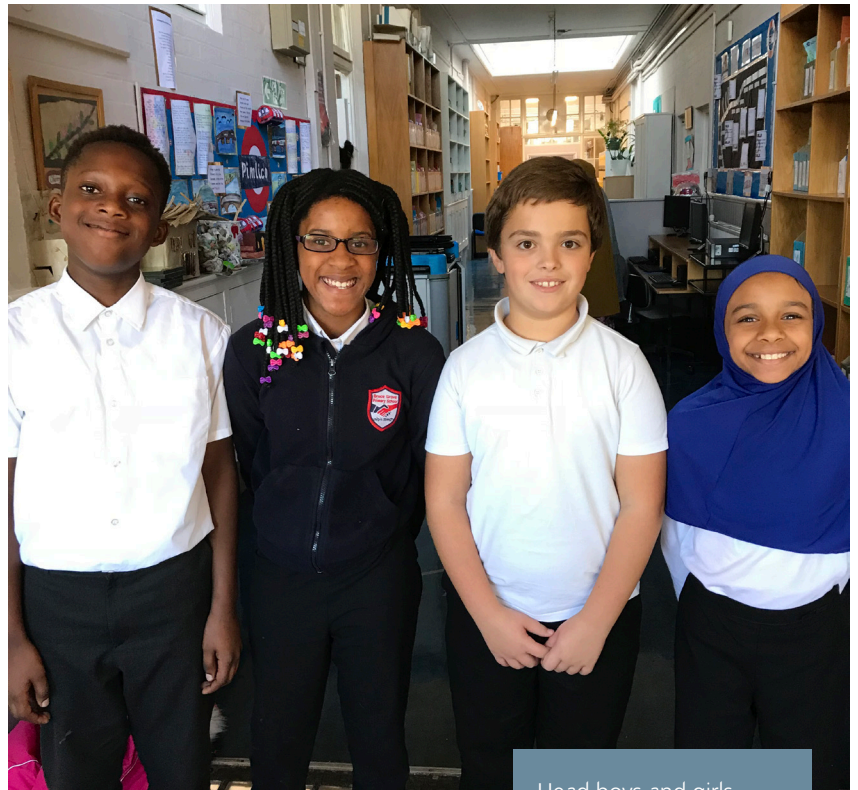
are consistently applied through positive reinforcement and rewards. These are displayed throughout the school and where appropriate linked to learning.

- » Quality first teaching: a common approach to teaching and learning is understood by all teaching and support staff, which includes features such as the sharing and contextualising of the learning intention and success criteria, self-assessment, green pen responses to feedback, paired talk, discrete vocabulary teaching, pupils taking on roles in practical collaborative group work, and the use of visuals.
- » Assessment: we have a comprehensive system for tracking pupil progress; as a result, support and intervention is appropriately targeted with effective results. This ensures that standards in group or subject performance are maintained.
- » Marking: we highlight what is good and provide next steps that are routinely responded to, leading to improvements in pupil work.
- » Classroom organisation: guidelines for an enabling environment are set and the children make frequent use of our working walls and resources.

Learning

The curriculum is themed and begins with a “wow event” and ends with a “fabulous finish”. Topics reflect the children’s experiences and backgrounds, such as “The Windrush Generation” and “Islamic Civilisation”.

We strive to provide exciting experiences for pupils. In year 4, children learn a woodwind instrument. All classes go out on visits at least once a half-term and all visit a place of worship each year. In Key Stage 2, we have annual sleepovers. Year 5 pupils have a pen-pal link with students in Norfolk, which culminates in an exchange visit for both schools.



Head boys and girls

Focus on the core

Phonic teaching is rigorous and provides children with a solid foundation for reading and spelling. Frequent independent reading is well established at the school through the use of Accelerated Reader. Children steadily move through the reading zones, developing their independence and self-confidence in doing so.

Moreover, we have altered reading provision so that every class reads quality, age-appropriate texts, embedding key skills and learning behaviours and resulting in a joy of reading and rising attainment at the end of Key Stage 2. We have developed a system for teaching arithmetic and grammar, punctuation and spelling called guided practice, which is done daily, providing purposeful practice in the core skills. At Bruce Grove, we constantly review what we do in light of pupil needs and the changing educational landscape. In the end, our core purpose is to ensure every child has the opportunities they’re entitled to.

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