

# William Torbitt Primary School

Eastern Avenue, Newbury Park, Ilford, Essex, IG2 7SS

## Inspection dates

1–2 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. Since the previous inspection, pupils' progress in reading, writing and mathematics has improved and is now good.
- Attainment at the end of Year 6 is above average in writing and mathematics, and in line with the national average in reading. The achievement of the most able pupils has improved and is also good.
- Children in the Early Years Foundation Stage make good progress and are well prepared for the move to Year 1.
- The quality of teaching is mostly good. A small proportion is outstanding. There is a strong focus on good writing in all subject areas. Pupils are proud of their work and take great care in how this is presented.
- Leaders, governors and staff make rigorous and regular checks on the quality of teaching and on pupils' progress. These actions, together with improvements in the way lessons are planned, have raised standards.
- Governors support the school well. They are very involved with its decisions on how best to raise the achievement even further.
- Behaviour is good. Pupils are eager to learn and try to do their best in lessons. They are attentive in lessons and behaviour around the school is also good. Pupils feel safe and are confident that teachers will deal quickly with any concerns they may have. The school teaches pupils to use the internet safely.

### It is not yet an outstanding school because

- Teaching is not yet outstanding because, although work is provided for different ability groups, this is not always sufficiently demanding to promote rapid progress for higher attainers. On occasions, lower ability pupils who do not have special educational needs could be challenged to move on to work at the next level more quickly.
- In oral discussions and in written feedback, teachers do not involve pupils sufficiently in the evaluation of their learning and progress so that they fully understand how to improve their work.
- The teaching of reading is inconsistent across the year groups.

## Information about this inspection

- Inspectors observed 30 lessons, eight of which were carried out jointly with the headteacher and with two deputy headteachers. They listened to pupils read and looked at their workbooks to see how much progress they make.
- Meetings were held with the senior management team, with a number of subject and other leaders, with teachers and teaching assistants, with the Chair of the Governing Body, and with a representative of the local authority.
- Inspectors talked to pupils, parents and carers to see how they feel about the school in general.
- Inspectors looked at all the relevant documents, including the school’s self-evaluation, the school’s improvement plan and policies, those regarding behaviour and attendance, and the safeguarding of all pupils.
- Inspectors examined the most recent government data on the attainment of pupils in the school and the school’s system for checking on pupils’ progress through the school year.
- In addition, inspectors took account of the responses from 51 parents and carers to the online questionnaire (Parent View) and the responses from 213 parents to the school’s own parent and carer questionnaire carried out in July 2012.
- Responses from 40 members of staff to the staff questionnaires were also considered.

## Inspection team

Mina Drever, Lead inspector	Additional Inspector
Olson Davis	Additional Inspector
Victoria Turner	Additional Inspector
Maura Docherty	Additional Inspector

## Full report

### Information about this school

- This is a much larger than average primary school, with most of its pupils coming from many different ethnic backgrounds. The largest groups are from Asian or Asian British backgrounds.
- Two thirds of the pupils speak English as an additional language.
- The proportion of pupils in receipt of additional government funding (the pupil premium) is similar to the national average. In this school the grant is provided for pupils entitled to free school meals.
- The proportion of pupils identified with special educational needs at school action is similar to the national average. The proportions of those supported at school action plus or with a statement of special educational needs are very small and well below the national averages.
- Children can join the Early Years Foundation Stage either in the Nursery or in Reception.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In September 2013, 10 new teachers joined the teaching staff, four of whom are newly qualified teachers.
- The school is a member of several clusters of schools. They share expertise to develop the provision and learning in their schools.
- The school is embarking on an expansion programme to a four-form entry, starting with Reception in September 2014.

### What does the school need to do to improve further?

- Improve the quality of teaching and learning from good to outstanding by:
  - providing more challenging work for the most able pupils
  - extending the learning of the lower attaining pupils by giving them opportunities to tackle higher levels of work
  - making the teaching of reading more consistent across the year groups
  - involving pupils more in the assessment of their progress in oral discussions and in written feedback so that they have a better understanding of how to improve their work.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well from their different starting points. Children join the Early Years Foundation Stage below the stages of development typical for their age. They make good progress and are well prepared for entry into Year 1.
- Attainment has risen over the last three years and is now above the national average in writing and mathematics by the end of Year 6. In reading it is similar to the national average. The proportion of pupils attaining the higher National Curriculum levels at both Key Stage 1 and Key Stage 2 has risen. In 2013, a small minority of pupils attained Level 6 in mathematics.
- Pupils make good progress in reading, writing and mathematics, and in other subjects. Since the previous inspection the quality of lesson planning has improved and different tasks are carefully planned for the various ability groups in each class. This has helped to improve progress for all groups of pupils, including the more able.
- However, on occasions these planned tasks are still not demanding enough to promote the most rapid progress for the most able pupils. Groups of lower ability pupils who do not have special educational needs are not always encouraged to tackle work which would move their learning on faster. In one Year 5 English lesson some pupils said that the task was very easy and maybe they could try a harder activity.
- Nevertheless, teaching is typically very effective. For example, in a Year 5 mathematics lesson, pupils made very good progress because the activities were demanding. They tackled with pride a rather complicated task that required them to work out the size of adjacent, vertical and corresponding angles. In a Year 3 information and communication technology lesson pupils explained with confidence to the rest of the class new techniques they were using to create a power point.
- Disabled pupils, those with special educational needs supported at school action and school action plus and pupils who speak English as an additional language, all make good progress in all year groups. The attainment of those supported at school action plus in 2012 was above the national average and broadly average for the other two groups.
- Pupils eligible for the pupil premium make good progress overall and achieve well. The gap between their attainment and that of their peers has practically closed. The provisional results for 2013 show that there was a small gap in mathematics, with pupils eligible for the pupil premium being one term behind their peers. In English, on the other hand, they were half a term ahead of their peers.

### The quality of teaching is good

- Teaching is well structured and well planned, as a result of which pupils make good progress from their different starting points, including pupils entitled to the pupil premium funding.
- Progress is monitored regularly by teachers and teaching assistants. When teachers identify common errors and misconceptions, they stop the activity and explain the points again with the class. For example, in a Year 5 mathematics lesson, the teacher brought a class discussion back to the meaning of a corresponding angle because some of the pupils had not fully understood its meaning.
- However, progress in reading is inconsistent across the year groups. Also, although the school has done more to provide a range of tasks for pupils of different abilities, the most able pupils are not always encouraged to attempt more challenging learning. Equally, pupils of lower ability, who have no known special educational needs, are not stretched enough beyond their comfort zones.
- Provision in the Early Years Foundation Stage is good. Its thematic approach is based on children's interests, identified through rigorous and regular observations and recording of children's chosen activities. There is a strong emphasis on developing children's language and communication skills, especially as many children arrive in the Nursery or Reception with little or

no English.

- In the best lessons, learning involves pupils discussing research findings in well-managed collaborative groups, followed by whole-class discussions expertly conducted by class teachers. This allows pupils to develop ideas and evaluate their understanding. In a Year 5 English lesson, opportunities were given for all ability groups to report and discuss their findings on the author's use of descriptive language, characterisation, imagery and symbolism. However, this excellent practice is not seen consistently and takes place in a minority of lessons.
- Pupils in receipt of the extra funding, the disabled and those with special educational needs, benefit from the individually-targeted support of very well trained teaching assistants, and good modelling of activities by teachers, as a result of which they make good progress. Data from the rigorous tracking system are put to good use in lesson planning to identify the learning needs of individual pupils.
- The very best learning takes place in lessons where teachers have very good subject knowledge and high expectations of what pupils are capable of doing. They reinforce subject-specific vocabulary consistently across different subjects. They also demonstrate very clearly to pupils how to set about tasks. For example, in a Year 1 science lesson, pupils got very excited as the teacher and teaching assistants were demonstrating how to make objects such as balls, cars and windmills move without touching them with their hands. At the same time, pupils had to guess how the objects would move when blowing or kicking them.
- Marking is consistent and tells pupils how well they are doing. However, not all teachers provide opportunities for pupils to respond to teachers' written feedback so that pupils can show that they have understood how to improve their work. Homework is set regularly and appropriately and invites parents to participate in their children's home learning.

### **The behaviour and safety of pupils are good**

- Behaviour around the school is good. Pupils know the school's behaviour code and strive to follow it. They play well together, with a good mix of pupils in the play groups from a range of ethnic, cultural and linguistic backgrounds.
- The school is a caring community which includes all pupils in everything the school has to offer. As a result, pupils are confident young people who are polite towards one another and towards adults. They open doors and make way to all, young and old, as a matter of respect and good manners.
- They are eager to learn and their eagerness is promoted by the calm and purposeful atmosphere in all classrooms. They cooperate well in group work and also work well independently. They try to do their best and listen carefully to their teachers.
- Teachers have high expectations of good behaviour in the classroom. Under the new behaviour policy, with common strategies to follow, they work relentlessly to manage behaviour well, as a result of which disruptive behaviour is uncommon.
- Behaviour is well managed, with detailed logging of any incidents, for which leaders take prompt and effective action. They involve parents very quickly and provide personalised support for pupils who find behaviour difficult. Attendance has improved and is similar to the national average.
- Pupils feel safe and their parents agree that their children are safe.
- Pupils understand all forms of bullying, which they say is very rare. When it arises, they trust their teachers to deal with it. They feel safe from cyber bullying, too, because there is a lot of emphasis in school about using the internet safely to enhance learning.
- Behaviour is not yet outstanding because, even in good lessons, the most able pupils can lose concentration if they do not feel fully involved in oral class discussions and tasks do not challenge them.

## The leadership and management are good

- Leadership and management are good. School leaders and governors have used rigorous systems to monitor teaching and to track pupils' progress. As a result, the quality of teaching and the rate of pupils' progress have both improved since the previous inspection. They have a good capacity to improve the school further. They are aware that progress has not been as consistent in reading as it is in writing and mathematics and have put measures in place to tackle this.
- Senior leaders, middle managers and all staff share a very clear vision to pursue excellence. They are confident that they are on an 'onward and upward journey' to provide outstanding education for their pupils.
- With this aim, they have joined other schools to form several clusters in order to share resources and expertise. For example, the sports cluster will pool the new government funding so that the highest calibre of training can be provided for staff so that they can offer better quality physical education.
- The small proportion of disabled pupils and those with special educational needs are accurately assessed, their progress is reviewed regularly and interventions adjusted very quickly to their reduced or increased needs. This is because the extra funding is spent effectively and caters for all aspects of education, including personalised learning and social support in the Early Years Foundation Stage for the newly arrived children in the community.
- Similar intervention programmes have a positive impact on the progress of pupils supported by the pupil premium. Their rate of progress has been increasing over the last three years and the gap between their attainment at the end of Year 6 and that of their peers has practically closed.
- The school's self-evaluation and related school improvement plan are rigorous, accurate and firmly linked to pupils' achievement.
- The school works in a variety of ways with parents and is well supported by them. For example, in the Early Years Foundation Stage, good numbers of parents have attended workshops on phonics (the links between sounds and letters) and on how children learn mathematics.
- The curriculum is built around themes designed with contributions from pupils. It stimulates their interests and makes learning enjoyable. It develops pupils' spiritual, social, moral and cultural awareness. The curriculum is enhanced through visitors into school, such as poets and other authors, visits to places of interest, and through international links with schools in other countries and projects within the school's community. Assemblies and the study of other religions provide thought-provoking opportunities for empathy and reflections.
- Professional development for teachers contributes to the improving quality of teaching in English, mathematics and other subjects. Information and communication technology is fully embedded in all areas of learning, and physical education is having a positive impact on pupils' physical development, as well as to their self-esteem in competitive activities.
- The local authority has supported the school well since the previous inspection in improving the quality of teaching.
- Leadership and management meet the statutory safeguarding requirements.
- **The governance of the school:**
  - The governing body provides a good balance between challenging the leadership team and supporting it in its drive to raise standards. It has a full set of skills and is appropriately trained. It holds the school to account through its committees, and through the management of the headteacher's performance, which is firmly linked to pupils' achievement. Governors approve policies and the performance management targets for teachers once they are satisfied that they are appropriate and workable. They approve pay increases and promotion only if teachers meet well-defined criteria for raising achievement. They know very well the strengths of the school and the aspects of teaching that require improvement. They are confident in analysing progress data and participate closely in the school's self-evaluation and school improvement plan. They have a good overview of the budget and make sure that the pupil premium funding is spent appropriately.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102820
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	425553

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	684
<b>Chair</b>	Mr Allan Ogilwy
<b>Headteacher</b>	Mrs Patricia Hinds
<b>Date of previous school inspection</b>	10–11 January
<b>Telephone number</b>	020 8599 1209
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