

# William Torbitt Primary School

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

## Inspection dates

9–10 January 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- Since the previous inspection, leaders, governors and staff have successfully transformed the culture of safeguarding and care for pupils. The school is now a safe place where pupils thrive in a positive, nurturing environment.
- Strong leadership from the interim headteacher and consultant deputy headteacher has transformed the school. Consequently, staff at all levels are well supported and challenged, resulting in the rapid improvements seen.
- Governors take their responsibilities seriously and have a clear understanding of the strengths and weaknesses of the school. They provide a good balance of challenge and support to senior leaders.
- Teaching across key stages 1 and 2 is consistently good, and most pupils make good progress across the curriculum. However, teachers do not always expect pupils to apply their good literacy and mathematics skills to subjects within the school's wider curriculum.
- The good work of the assistant headteachers, acknowledged at the time of the previous inspection, continues to drive forward the quality of teaching, learning and assessment. This results in pupils' good progress and secure outcomes in key stages 1 and 2.
- Pupils' behaviour in and around the school, including in the early years, is good.
- Attendance has improved significantly and is now above national averages.
- A broad and balanced curriculum is in place, which provides for pupils' spiritual, moral, social and cultural development.
- Safeguarding in the early years is effective. Staff are vigilant, and children are well cared for. However, the provision in the early years is not yet good. Turbulence in the overall leadership of the early years has had a negative effect on the provision.
- In the past, leadership in the early years has not been focused on ensuring that all children learn as well as they can.

## Full report

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

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

- Further improve teaching by:
  - sharing the best practice across the school so that pupils apply their good literacy and mathematical skills across the wider curriculum, developing greater depth in pupils' learning.
- Improve the effectiveness of the early years provision by ensuring that:
  - more opportunities are provided to develop children's language skills through adults' use of high-quality questioning and rich vocabulary
  - adults provide the most able children with the challenge needed to deepen their learning.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The interim headteacher and consultant deputy headteacher are excellent role models for staff. They use their expertise and experience from other school settings to innovate and implement new ways of working. This has had a significant impact on the quality of teaching and pupils' progress.
- The interim headteacher has swiftly tackled weak teaching to ensure that the quality of teaching is typically good across the school, and improving in the early years. Staff appreciate the wide range of professional development they receive to support their understanding of how pupils learn, and to develop their teaching skills. Teachers welcome the opportunity provided through the schools 'triads' and peer observations to develop and share good practice. This has a positive impact on improving their skills and the quality of teaching, learning and assessment.
- Leaders' regular checks on the quality of teaching and learning have ensured that school self-evaluation is accurate. Development plans clearly identify areas in which improvements need to be made, and actions are kept under review. There is an effective cycle of monitoring the effectiveness of actions. Consequently, the school's capacity to improve further is strong.
- Additional funding is used effectively to provide extra support for disadvantaged pupils. Consequently, these pupils make strong progress in all areas of their learning.
- Sports funding is used well to provide a range of additional sporting opportunities, including during the lunch break. It is also increasing the participation of girls across the school in competitive sporting activities.
- The school provides pupils with a wide range of enrichment activities. Pupils talk with great enthusiasm about the many clubs they attend, from sporting activities to science, cookery, art and technology. Pupils say these activities are 'really enjoyable' and 'keep you active and healthy'.
- Spiritual, moral, social and cultural development is threaded well throughout the school's broad and rich curriculum. Careful consideration is given to texts which enhance pupils' awareness of other cultures, as well as providing opportunities for promoting British values. Consequently, pupils spoke with knowledge and maturity to inspectors about what tolerance means, and the different types of families, cultures, race, beliefs and religions represented in their community.
- The school's work to develop pupils' awareness of their place and life in modern Britain is celebrated well through the many displays. Pupils appreciate the range of opportunities to lead and contribute to their school community, for example as school councillors, green team leaders, librarians, school ambassadors and junior travel ambassadors.

## **Governance of the school**

- Governance is good. Governors quickly commissioned an external review of governance and have been proactive in ensuring the swift implementation of the school's action plan.
- They are not complacent, and are developing their own governing body action plan to improve further. This plan is based on their clear understanding of the strengths, weaknesses and future needs of the school, and the need to ensure financial stability.
- Collectively, they have made sure they are better equipped for their roles, employing the services of an external consultant, skilled in providing training for governors. They have attended relevant safeguarding training, including training on the 'Prevent' duty, and visit the school regularly.
- Governors have welcomed the good support from the local authority in brokering interim leadership support. They are well informed about the progress that has been made since the arrival of the interim headteacher, and what remains to be achieved. They suitably hold senior leaders to account.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Immediately following the last inspection, the local authority provided good support, through employing the services of a consultant deputy headteacher, skilled in safeguarding. This support, initially focused on facilitating the training and development of an effective safeguarding team, has been highly successful.
- Staff are well trained and vigilant in keeping pupils safe. Staff are aware of what signs to look out for that might suggest a child is at risk of harm, including how to keep pupils safe from radicalisation and extremism. Clear procedures ensure that all adults know how, and to whom, to report any concerns. Designated safeguarding leads swiftly respond to logged concerns. Staff expressed confidence in the effectiveness of this team.
- The school works well with parents and carers to create a strong culture of safeguarding, for example providing guidance and information on what constitutes abuse, including unacceptable chastisement and children's access to adult gaming platforms.
- The school has very clear and well-organised systems to monitor and support vulnerable pupils. From these, the safeguarding team can keep track of pupils and families who may need additional help, and take swift action when support is required. As a result, vulnerable pupils' needs are quickly identified, and they are well supported.
- Representatives from the local authority and school leaders, including governors, carry out checks on the school's safeguarding records to make sure they meet the latest statutory requirements for keeping children safe. Any identified issues are swiftly dealt with by the school.

## Quality of teaching, learning and assessment

Good

- Since the previous inspection, teachers have remained committed to improving their skills. They continue to respond positively and effectively to professional development, and they value and learn from the support and guidance of the phase and senior leaders. As a result, the quality of teaching, and pupils' learning, has improved strongly and is now good.
- Pupils are exposed to a range of high-quality literature that extends their vocabulary and understanding of sentence structure. They transfer and sustain this understanding in the wide range of writing seen in their literacy books and in the high-quality displays across the school.
- This broad range of literature supports pupils' mature understanding of social issues in Britain, and globally. For example, from their study of a text based on South Africa, pupils spoke with conviction about the past apartheid. They spoke convincingly about its conflict with democracy and why it is wrong to treat people unfavourably based on race.
- The teaching of mathematics is a strength. Teachers use questioning well to support pupils' mathematical understanding. Teachers' good use of visual images helps pupils when exploring methods for dividing mixed fractions.
- Discussions in pupil progress meetings and consistency in year-group planning support the improvements seen in the quality of teaching, learning and assessment. Teachers set tasks which meet the needs of learners.
- The use of assessment has improved. Teachers use the school's feedback and marking crib sheet well, to support pupils in their learning. They use their knowledge of how pupils are doing to keep a check on pupils' work and engagement during lessons.
- Consistency in the application of the school's feedback and marking policy contributes to the strong pupil engagement seen in their learning. Pupils routinely take time to consider how well they are learning. Adults' timely assessments ensure that they and their pupils are clear about their next steps in learning.
- Together, these initiatives contribute to pupils' improving progress and attainment across the school. Pupils learn well because teachers and other adults providing support have clear expectations, particularly in mathematics and literacy, of what pupils can and should achieve.
- Teachers demonstrate good subject knowledge in all areas of the curriculum, and particularly in literacy and mathematics. This good knowledge of the mathematics and literacy curriculum ensures the correct and consistent use of mathematical vocabulary across the school. It also enables the identification of clear learning intentions and opportunities to deepen pupils' learning.
- However, teachers do not always expect pupils to apply their strong literacy and mathematics skills across other subjects. Tasks set within the wider curriculum sometimes limit opportunities for pupils to deepen their knowledge, understanding and skills. For example, the many worksheets reduce the opportunity for pupils to consider how best to present their written information or data, or in practising using compasses, rulers and other mathematical equipment when drawing tables or graphs. The format

of the worksheets can limit pupils' opportunities to develop ideas further, or to write at greater length.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are positive about their learning and understand the importance of working hard, arriving on time and attending every day.
- Pupils say instances of bullying have reduced, are quickly dealt with, and adults always help to resolve any other problems that occur. School records confirm that instances of bullying have reduced significantly and are effectively managed. Pupils spoken to said they are happy at school, reflecting the views shared by their parents on Parent View, Ofsted's online parental questionnaire.
- Pupils have a good understanding of how to keep themselves healthy and safe. They express their views in the many displays that promote these aspects of the school's curriculum, including the promotion of a healthy body and mind, and the work of the 'green team' who grow vegetables on the school's allotment that are used in the school's kitchen.
- Pupils are taught about, and have a good understanding of, how to keep themselves safe when using the internet and gaming. Competitions around the school's 'Right to be Safe' and 'Pants' projects further develop pupils' self-confidence to speak out and share any concerns. Through assemblies, workshops and circle times, older pupils are taught about local risks. They now have an increasing awareness of the risks related to gang culture and radicalisation. They are better prepared for their transition into secondary school.

### Behaviour

- The behaviour of pupils is good. Pupils' behaviour in lessons and during social times reflects their positive attitudes to learning and their school community.
- Staff model positive relationships and have high expectations of pupils. Consequently, pupils are respectful of each other and of members of staff. All staff manage the fewer instances of poor behaviour at lunchtimes well, and foster positive attitudes through class circle times. During these times, and through themed weeks and assemblies, staff promote the importance of pupils' 'right to be safe', being a 'listening school', and sharing any concerns. Pupils value the new behaviour and merit systems, and the 'worry boxes' that are checked daily by staff. They say that they are safe and feel listened to.
- Leaders have analysed patterns of behaviour across the school. This has provided them with a clear oversight of need, enabling them to take appropriate action where required. Staffing provision has been reviewed to make sure that pupils have the care and support they need in and out of classes, particularly during the lunch break. All staff are trained to support the effective implementation of the new behaviour policy, and understand the expectations set. These actions, along with the behaviour

reflection room and positive-play sessions for pupils who need additional support, contribute to a reduction in the number of incidents of poor behaviour.

- Pupils' attendance is rigorously tracked and, overall, attendance and punctuality have improved markedly. Senior leaders, staff and members of the safeguarding team have been very successful in highlighting the importance of regular attendance and punctuality to the whole community. Consequently, persistent absence is greatly reduced, and is below the national average. Current whole-school attendance is above last year's national average.

## Outcomes for pupils

**Good**

- Strong direction from the interim headteacher, coupled with the good work of the assistant headteachers, has continued to improve the quality of teaching and learning. This results in pupils' good progress and strong outcomes across the curriculum. Pupils are well prepared for the next stage of their education.
- All adults are held to account for the achievement of groups of learners. This has led to improved progress for the school's most vulnerable pupils and those groups, in each year group, identified as being at risk of falling behind. Consequently, any differences identified between the achievement of different groups of pupils are swiftly closed.
- Attainment at the end of Years 2 and 6 is above average. Progress at the end of key stage 2 is in line with national averages for reading and writing. In mathematics, progress continues to be particularly strong and is above the national averages for the second year running.
- Disadvantaged pupils make good progress from their starting points, especially in reading and mathematics, where there is a three-year upward trend. In 2018, the proportion of disadvantaged pupils achieving expected standards in reading, writing and mathematics combined was above the average for all pupils, nationally.
- In Year 1, the proportion of pupils achieving the expected standard in the phonics screening check remains broadly in line with the national average.
- The strong provision for pupils with special educational needs and/or disabilities (SEND) identified at the previous inspection remains. Consequently, these pupils continue to progress well from their various and, often, complex starting points.

## Early years provision

**Requires improvement**

- The early years provision requires improvement to be good. In the past, leadership in the early years has not been focused on ensuring that all children learn as well as they can.
- Since the last inspection, those responsible for leadership and governance at the school have secured early years support from the local authority for half-a-day a week. This specialist support is in addition to the support provided by the interim headteacher and assistant headteachers. Consequently, the leadership of the early years is strongly improving.
- Inaccuracies in the on-entry assessments identified at the start of the academic year

have recently been rectified. Typically, these inaccuracies have resulted in children being assessed as joining the early years classes with skills and knowledge lower than they actually are. Consequently, adults do not provide the most able children with the challenge needed to extend and deepen their learning.

- Adults plan a suitable range of interesting learning opportunities, which enable children to practise their skills across all seven areas of the early years foundation stage curriculum. However, the potential to challenge and extend children's vocabulary is not always well promoted by adults during child-initiated activities.
- Adults do not always seize opportunities to use questions to make links between learning. On occasion, adults model language, both written and verbal, which is grammatically incorrect.
- Inspection evidence showed that children are keen to write, and can apply their knowledge of phonics well in their early writing and mark making.
- The relocation of the Reception classes and the creation of a new early years setting enables better communication and collaborative working within the early years. Children benefit from well-resourced indoor and outdoor provisions.
- The proportion of children who achieve a good level of development has been broadly consistent over the past three years. In 2018, the proportion of children who achieved a good level of development by the end of the Reception Year was just above the national average.
- Adults ensure that the early years is a safe environment. Indoor and outdoor areas are organised well so that children can move between activities safely. The outdoor area is supervised effectively, and securely fenced. All statutory welfare requirements for the early years are in place. Safeguarding in the early years is effective.
- Children behave well and respond swiftly to the very few reminders given. This is because they respect adults and feel secure in the positive climate established by the adults who care for them.
- Good links are made with parents on transition into the Nursery and Reception classes, with visits to the setting and home. Parents spoken to were appreciative of the time taken by staff to ensure that their children are happy and settled. However, leaders do not make routinely effective use of this information, and parents do not have regular opportunities to contribute to their child's learning journals.



## School details

Unique reference number	102820
Local authority	Redbridge
Inspection number	10087193

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	732
Appropriate authority	The governing body
Chair	Rajesh Zala
Headteacher	Clare Pike (Interim Headteacher)
Telephone number	020 8599 1209
Website	<a href="http://www.williamtorbitt.org.uk/">www.williamtorbitt.org.uk/</a>
Email address	<a href="mailto:admin.williamtorbitt@redbridge.gov.uk">admin.williamtorbitt@redbridge.gov.uk</a>
Date of previous inspection	5–13 June 2018

## Information about this school

- William Torbitt Primary School was judged as having serious weaknesses in June 2018, and was removed from this category during this inspection.
- Shortly after the school became subject to serious weakness, formal support was brokered through the local authority. The school benefits from an interim headteacher for three and a half days a week, and a full-time consultant deputy headteacher.
- William Torbitt Primary School is larger than the average-sized primary school. The early years consists of two part-time Nursery classes and three Reception classes. There are four classes in key stage 1. In key stage 2, there are four classes in Years 3 and 4, and three classes in Years 5 and 6.
- The majority of pupils are from minority ethnic backgrounds. Just over two thirds of the school speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average,

as is the proportion of pupils with SEND.

## Information about this inspection

- This was the first monitoring visit of the school. The school was judged to have serious weaknesses in June 2018, following concerns regarding safeguarding, and the personal development behaviour and welfare of pupils across the school, including in the early years.
- Inspectors observed learning in all year groups. Most observations were undertaken with the interim headteacher, the consultant deputy headteacher and/or members of the school's senior leadership team.
- Inspectors met with four members of the governing body, including the chair of governors and the governor with responsibility for safeguarding.
- Inspectors met with a representative from the local authority, and scrutinised the local authority's statement of action for the school.
- Inspectors met with a group of pupils to discuss their learning and their views on the school.
- Inspectors met with leaders to discuss their roles and the impact of their work. Inspectors also met with the external early years consultant.
- Inspectors heard pupils read and talked to pupils in the lunch hall, as they moved around the building, and in the playground.
- Inspectors met with a group of staff to discuss their work and experiences at school. Inspectors also talked to staff on duty in the lunch hall and in the playground.
- Inspectors met with the attendance and welfare officer and staff who oversee the single central record of checks on staff.
- Inspectors examined a range of school documents, including: information on pupils' progress and outcomes across the school; improvement plans; curriculum plans; and checks on the quality of teaching. They also examined school records relating to governance, safeguarding, behaviour, complaints, pupils' attendance and welfare.
- Inspectors scrutinised a sample of books to check the progress pupils make over time.
- Inspectors took account of the responses to information gathered from discussions with parents during the inspection, and the 86 responses to the Ofsted online questionnaire, Parent View. Inspectors also took account of the 58 responses to the staff questionnaire.

## Inspection team

Jean Thwaites, lead inspector	Her Majesty's Inspector
Jude Wilson	Her Majesty's Inspector
Sarah Lack	Ofsted Inspector
Andrew Hook	Her Majesty's Inspector
Keith Tysoe	Ofsted Inspector

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