

Inspection of Tollgate Primary School

Barclay Road, Plaistow, London E13 8SA

Inspection dates: 7 and 8 December 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Tollgate Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Tollgate Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils receive a first-class education. Everything they do and learn is of the highest quality. Leaders leave nothing to chance. They ensure that the curriculum is broad and highly ambitious so that all pupils achieve extremely well. This includes pupils with special educational needs and/or disabilities (SEND), who make huge strides in their learning and development. Leaders and staff provide pupils with a wealth of high-quality experiences, in and out of lessons.

Behaviour is exemplary. Poor behaviour is rare. No time is wasted in lessons because of interruptions. Nevertheless, pupils were clear that if something did happen, staff would be quick to deal with it. Bullying is so infrequent that pupils hardly count it as a concern. They know that staff will deal with any problems immediately. Pupils said that they felt safe in school. Leaders and staff ensure that pupils are kept safe.

The excellent provision for pupils' personal development underpins the school's success. Pupils are exceptionally respectful of others. They are polite and considerate, treating everyone as a valued member of the school community. Pupils contribute greatly to this community through their work as behaviour ambassadors, friendship buddies or school counsellors. When pupils leave Tollgate, they are extremely well prepared for their secondary school education.

What does the school do well and what does it need to do better?

Leaders ensure that pupils get the very best education. They are absolutely clear about what they want their pupils to be when they leave and the means to achieve their vision. Attention to detail is central to the school's success, from the way the curriculum is designed to the quality of the work in pupils' books. Everything leaders do is deliberate. Each decision is focused on getting pupils to the highest standards academically, and ensuring that their personal development is exceptionally well catered for.

The expertly designed and planned curriculum is at the centre of leaders' and staff's work. In every subject, including the programme in the early years, leaders at all levels ensure that there is clarity about what is taught and when. End points are clear. Learning is broken down into carefully organised chunks so that pupils build their knowledge logically and achieve extremely well.

In the early years, the curriculum is planned carefully to expand children's knowledge and skills in all areas of learning. Getting children ready for Year 1 is front and centre of staff's work. Planning for Year 1 builds effectively on the early years curriculum, making the most of what pupils have already learned. Careful sequencing of learning is in place across the school, from Year 1 through to Year 6. This ensures that pupils experience a curriculum that moves seamlessly from one year to the next. Pupils learn more and more as they progress through the school as a result.

Across the school, learning in classrooms is organised most effectively. For example, pupils regularly recap on previous learning. Important concepts are deliberately taught again and again. This helps pupils to remember what they have learned in the past and apply it to new, more complex, ideas.

Teaching pupils to read epitomises this approach to learning. Early reading starts in the Nursery, where pupils begin to recognise the sounds made by letters. As they move into Reception, this is built on effectively. By the time children join Year 1, their reading is increasingly fluent. By the end of Year 1, all pupils read accurately and with increasing confidence.

Provision for pupils with SEND is strong. The specially resourced provision catering for pupils with autism spectrum disorder is highly effective. Pupils' individual needs are carefully identified and expert support is targeted extremely well. Across the school, too, leaders ensure that the needs of pupils with SEND are identified accurately and are well supported. Therapists and specialist teachers add significantly to the support for pupils. As a result of this work, pupils with SEND achieve extremely well.

The school's work to promote pupils' personal skills is exemplary, and includes the provision of a wide range of visits, after-school clubs and activities. The school has two orchestras, one of which has played at the Conway Hall. It also has two choirs and a jazz band. These are open to all pupils, including those with SEND. The personal, social and health education programme includes relationships and is structured exceptionally well to promote pupils' personal development. Pupils demonstrate highly positive attitudes to all aspects of school life.

Professional development for staff makes a strong contribution to pupils' high-quality education. In-house and external training helps to ensure that staff remain up to date with new thinking about education. Staff workload and well-being are considered carefully by leaders. Those responsible for governance support and challenge leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority. Staff are well trained to recognise the risks to pupils. They know how to refer their concerns to leaders. Staff know their pupils well and pick up any concerns quickly. Detailed records are used by leaders to identify staff training needs.

Leaders ensure that vulnerable pupils are identified, supported and nurtured. Regular meetings of the safeguarding team ensure that pupils' needs are considered thoroughly. Leaders have strong working relationships with outside agencies. They ensure that pupils get the help that they need at the right time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143881
Local authority	Newham
Inspection number	10228631
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	Board of trustees
Chair of trust	Clive-Anthony Douglas
Headteacher	Emma O'Connor
Website	www.tollgate.boleyntrust.org
Date of previous inspection	Not previously inspected

Information about this school

- Tollgate Primary School is larger than the average-sized school.
- The school is part of The Boleyn Trust. Tollgate Primary School converted to become an academy school in 2017. When its predecessor school, Tollgate Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- Leaders do not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account of their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, music and geography. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at the curriculum for some other subjects.
- Meetings were held with the headteacher, senior leaders, staff and pupils. Inspectors also met with the chief executive officer of The Boleyn Trust and spoke with school governors. They also spoke with parents and carers at the school gate.
- Inspectors considered 63 responses to Ofsted Parent View.
- Meetings were held with groups of pupils to discuss their views about many different aspects of their school. There were no responses to Ofsted's pupil or staff surveys.

Inspection team

Brian Oppenheim, lead inspector	Ofsted Inspector
Abdul-Hayee Murshad	Ofsted Inspector
Helen Rai	Ofsted Inspector

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