

William Torbitt Primary School

Inspection report

Unique reference number	102820
Local authority	Redbridge
Inspection number	376770
Inspection dates	10–11 January 2012
Lead inspector	David Shepherd

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	684
Appropriate authority	The governing body
Chair	Allan Ogilwy
Headteacher	Patricia Hinds
Date of previous school inspection	15 October 2008
School address	Eastern Avenue Newbury Park Ilford IG2 7SS
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Age group	3–11
Inspection date(s)	10–11 January 2012
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Introduction

Inspection team

David Shepherd

Additional inspector

Jennifer Barker

Additional inspector

Howard Jones

Additional inspector

John Viner

Additional inspector

This inspection was carried out with two days' notice. There were no responses to the on-line questionnaire (Parent View) to use in the planning of the inspection. Inspectors observed teaching and learning in 26 lessons led by 22 different teachers for a total of 17 hours. Meetings were held with the senior staff, four groups of pupils and two members of the governing body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 304 parents and carers, eight staff and 103 pupils were received and analysed.

Information about the school

This school is larger than the average-sized primary school. The proportion of pupils from minority ethnic backgrounds is above average, as is the proportion who speak English as an additional language. A lower than average proportion of pupils is known to be eligible for free school meals. The proportions of disabled pupils and those who have special educational needs are below average as is the proportion who have a statement of special educational needs. The Early Years Foundation Stage consists of one Nursery class and three Reception classes. The proportion of pupils who join the school during the year is average. The school has exceeded the government's floor standards in English and mathematics over the past three years. The school has gained Healthy Schools status and an International Schools award. Two deputy headteachers were appointed in January 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. As a result, pupils make satisfactory progress.
- The school has a number of strengths. In particular, the relationships between adults and pupils are good. Pupils from different backgrounds get on well together and learn to respect each other's views, customs and differences.
- Children get off to a good start in the Early Years Foundation Stage and make good progress in Years 1 and 2.
- Pupils' achievement is satisfactory. Attainment in reading is higher than in other subjects because pupils are taught effectively the sounds made by individual letters and groups of letters so that they can work out words with which they are unfamiliar. Attainment in writing is lower than in other subjects because not enough opportunities are provided for pupils to write at length across the curriculum.
- Teaching is satisfactory overall. Some teaching is good and fully engages and motivates pupils in their learning. However, this is not always the case because there is inconsistency between classes, especially in Key Stage 2.
- Pupils' behaviour and safety are satisfactory overall. Parents, carers, pupils and staff are generally positive about behaviour, although some concerns have been raised. Pupils' behaviour contributes to a safe and orderly environment. Pupils feel safe because they are looked after well.
- Monitoring and evaluation are carried out accurately by the headteacher, senior staff and middle leaders. This has led to improvements in provision and outcomes in the Early Years Foundation Stage and Key Stage 1 in particular. A revised curriculum linking subjects together was introduced at the beginning of this school year, but its effectiveness has not yet been fully evaluated.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- By July 2012, raise attainment and progress in writing by:
 - providing pupils with more opportunities to write in a range of subjects

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- ensuring they present their work neatly.
- By July 2012, improve the quality of teaching, especially in Key Stage 2, so that at least 80% of lessons are judged good or better, by ensuring that all teachers consistently:
 - explain clearly to pupils at different levels of ability what they are to learn in lessons
 - correct mistakes being made by pupils who are working independently during lessons
 - indicate to pupils through marking what they need to learn next and provide them with opportunities to respond to guidance included in marking.
- Improve provision by the rigorous monitoring and evaluation of the recently introduced curriculum that links different subjects together and assess its impact on the achievement and learning of all pupils.

Main report

Achievement of pupils

Pupils' achievement is satisfactory overall. It is good in the Early Years Foundation Stage and in Key Stage 1. This is because of the priority given to this area by the senior and middle leaders of these key stages. Children start school with skills that are below those normally expected. They make good progress and reach standards in all areas of learning that are slightly below average by the end of the Early Years Foundation Stage. By the end of Year 2, pupils continue to make good progress and their attainment in reading, writing and mathematics is broadly average. Progress in Key Stage 2 is satisfactory, and attainment in English and mathematics at the end of Year 6 is broadly average. This has been the pattern over the past three years as evidenced by test results and school data, as well as by standards seen by inspectors in lessons and books.

Attainment in reading at the end of Years 2 and 6 is the strongest aspect of pupils' learning, and is above expected levels. This is because teachers provide pupils with good opportunities to practise reading and help them to sound out letters and sections of words well. Pupils of different ages were keen to read to inspectors and talk about the books and authors they like to read. In discussions with pupils, many felt that the school helps them develop their reading skills well. Most written work is presented neatly and is easy to read, but occasionally this is not the case. The majority of parents and carers are positive about how well the school develops their children's skills in reading and writing.

Boys and girls achieve at similar levels to their peers in other schools nationally as do pupils known to be eligible for free school meals. Pupils who speak English as an additional language reach higher levels than their counterparts in other schools. Pupils with physical disabilities and special educational needs and those who speak English as an additional language make satisfactory progress overall. The school

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addresses quickly any area of identified underachievement and provides appropriate additional support for those who need it.

Quality of teaching

Technology is used well by staff as a valuable aid to make teaching clear to pupils. Teachers have high expectations of pupils' attitudes to learning and their behaviour, and this teaches pupils effectively how to act responsibly and work together in pairs or larger groups. The learning environment of the school is calm and purposeful.

Pupils enjoy their work and settle down to it quickly. For example, pupils in Year 6 applied themselves eagerly to writing a journalistic article about Howard Carter discovering the tomb of Tutankhamun in 1922. They really enjoyed working both individually and, at the end of the lesson, in pairs to identify ways in which their writing might be improved. They listened carefully to their teacher, who reminded them during their work what they should include in their writing. This helped to raise the standard of writing. Pupils in Year 1 enjoyed saying the sounds pairs of letters make as different examples were shown to them in quick succession.

Evidence from pupils' questionnaires and discussions with pupils indicate that they feel teaching is good at the school. However, parents and carers are not so positive about the quality of teaching. Inspectors found evidence of good teaching, but that it was not consistently good in all classes, especially in Key Stage 2. This is because, although teachers' planning indicates the main focus of lessons, it does not always show what pupils at different levels of ability are expected to learn. As a result, work is not always tailored to meet individual needs and this slows down some pupils' progress. Teachers and teaching assistants work well together and provide good guidance to pupils in their groups. However, on occasions, not enough support is given to pupils working independently, and their mistakes are sometimes not corrected quickly enough to enable them to make faster progress. Marking is encouraging but, on occasions, does not provide enough guidance about how to improve and not enough opportunities are given for pupils to respond to suggestions made.

The teaching of different cultures, beliefs and ways of life is a strength of the curriculum. Pupils have good opportunities to learn about the major world religions and visit different places of worship. Teaching also includes studies of ancient civilizations in Egypt and Greece. Links with the British Council have introduced pupils to three schools in Ghana and three in Kenya. The impact of the International Schools award can be seen by the school's emphasis on pupils' cultural development.

Behaviour and safety of pupils

Good relationships promote pupils' positive attitudes to school and their willingness to make positive contributions around the school. Pupils respond promptly to their teachers in lessons and little time is wasted between and during lessons. Discussions

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with pupils indicate that they, including those with identified behavioural difficulties, are aware of the school's strategies for managing and improving behaviour and think they are appropriate and carried out fairly by staff. They try hard to conform to them.

In their replies to the inspection questionnaires, a few pupils and their parents and carers indicated that behaviour is not always good. In written responses to their questionnaire, a few parents and carers mentioned that instances of bad behaviour in lessons, physical bullying and racism have occurred and may not have been dealt with effectively by the school. Inspectors discussed some of these instances with senior leaders and judged the school procedures for dealing with behaviour, bullying and racism to be rigorous, with appropriate recording of such incidents. In conversations, pupils say that inappropriate behaviour, bullying and racism are dealt with effectively.

Pupils have a good understanding of the risks they face and how to keep safe. For example, pupils of different ages told inspectors how they keep safe on roads, rail, water and with fire. They also have a growing understanding of internet safety. They understand the need to keep away from bad behaviour on the streets and in the town centre. Attendance is average.

Leadership and management

The headteacher, ably supported by senior staff and middle leaders, is relentless in her pursuit for improvement and has successfully instilled a sense of ambition and drive to improve the work of the school. The senior team and middle leaders incorporate areas for improvement into detailed plans of action. Monitoring and evaluation by senior and middle leaders of pupils' achievement are leading to improvements in teaching and achievement over time, especially in the Early Years Foundation Stage and Key Stage 1. There are some improvements in teaching in Key Stage 2, but these have yet to fully impact on test results at the end of Year 6. An extensive programme of professional development of staff has contributed effectively to the improvements that are evident. These factors, together with the support of the governing body, contribute to the school's satisfactory capacity to improve further.

The school has recently developed and implemented a curriculum that links subjects together. The planning of this curriculum, which involved consultations with pupils, includes good provision for pupils' spiritual, moral, social and cultural development. However, it has not been taught for long enough to identify whether it is having a positive impact on pupils' progress. The curriculum is enriched by a wide range of visits to places of interest and visitors to school. Out-of-school clubs also enrich the curriculum considerably. This is appreciated by parents and carers, as expressed by the parent who wrote, 'There are so many activities and opportunities for children. My children are getting a good education and are happy.' Overall, the curriculum is satisfactory.

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The governing body is keen, enthusiastic and shows high levels of commitment to the school. It provides a satisfactory level of challenge to the school. Safeguarding procedures comply with statutory requirements. Both pupils and their parents and carers indicate that the school provides a secure environment for learning. The school promotes equality for the different groups and tackles discrimination satisfactorily. This enables all groups of pupils to achieve satisfactorily.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development, taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 January 2012

Dear Pupils

Inspection of William Torbitt Primary School, Ilford IG2 7SS

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a satisfactory school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school and get on well with each other.
- You feel extremely safe and work in a calm, colourful and stimulating environment.
- You like your teachers and teaching assistants and try your best to please them.
- You are well mannered and courteous to each other and adults.
- You are enthusiastic about all the different activities provided for you, including music lessons, visits out of school and extra clubs out of school hours.
- You enjoy reading and talking about books and stories you have read.

We have asked your headteacher, teachers and the governing body to do three things to make your school even better.

- Provide more opportunities to practise writing in different subjects.
- Let you know what you are expected to learn in lessons, check on your work during lessons and give you time to carry out the improvements suggested in marking.
- Make sure that the plans that the school has to help you learn in topic work are working.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd
Lead inspector

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