



Inspection report

William Torbitt Primary School

Unique Reference Number 102820
LEA Redbridge

Inspection number 269331
Inspection dates 24 - 25 November 2004
Reporting inspector Michael Chisnall HMI

Inspection carried out under section 3 of the School Inspections Act 1996 and was deemed section 10 under the same act.

Type of School	Primary	School address	Eastern Avenue
School category	Community		Newbury Park
Age range of pupils	3 - 11		Ilford
			Essex IG2 7SS
Gender of pupils	Mixed	Telephone number	020 8599 1209
Number on roll	660	Fax number	020 8599 6227
Appropriate authority	The governing body	Chair of governors	Mr A Ogilwy
Date of previous inspection	Not applicable	Headteacher	Mrs J Hill

Age group	Published	Reference no.
3 - 11	December 2004	269331

Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of William Torbitt Primary School and of the local education authority.

The inspection was carried out by one of Her Majesty's Inspectors, two contracted inspectors and an independent lay inspector.

Description of the school

Situated in the London borough of Redbridge, William Torbitt Primary was formed in 2000 from the amalgamation of an infant and junior school in the same building. There are 660 pupils aged 3 to 11 years, 46 of whom are in the nursery. This is much larger than average. Pupil mobility is high, especially in Key Stage 2. The proportions of pupils eligible for free school meals, and those with special educational needs (SEN) are both around average. Around three-quarters of pupils are from minority ethnic heritages, many of whom have English as an additional language; this is well above average. Pupils' attainment on entry to compulsory schooling represents the full ability range, but is below average overall, especially in language and literacy. The school gained the Investors in People award in September 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Overall effectiveness of the school

The school provides a good education for its pupils. Standards are average and pupils make good progress. The school ensures that pupils who need extra help are identified and supported effectively. Teaching is good overall, although, occasionally, there are missed opportunities to extend children's language in the foundation stage. Pupils are well cared for in a safe environment and are fully included in school life. They enjoy school and grow as well behaved, young citizens, learning to be members of a diverse community. Pupils' personal development is a real strength of the school. Leadership is effective in bringing about improvements, and ensures that the school represents good value for money. Not enough emphasis is placed on pupils' learning and achievement in planning and evaluating improvements. Governors, although supportive, are not fully effective in being a critical friend to the school.

Grade: 2

Improvement since the last inspection

This is the first time that the school has been inspected since its creation as a primary school.

Capacity to improve

The school has good capacity to improve. Leadership is active in identifying where improvements are needed, and delegating responsibility for these to the staff. While the school's self-evaluation underestimates the quality of provision, it demonstrates good knowledge of its strengths and weaknesses. Staff work well together and are committed to improving what they do.

Grade: 2

What the school should do to improve further

- Improve provision for language and literacy in the foundation stage.
- Ensure that there is a consistent focus on pupils' achievement when planning and evaluating improvements to learning.
- Strengthen the role of governors as critical friends of the school.

Achievement and standards

The standard of pupils' work is about that expected for their ages. Most pupils, including those with special educational needs (SEN) and for whom English is an additional language, make good progress and achieve well. The school ensures that pupils who are at risk of underachieving do as well as other pupils. For example, senior managers have made good use of the records that staff keep to identify that low attaining pupils without special educational needs were underperforming. As a result, these pupils receive extra support and their achievement is improving.

Standards in the nursery and reception classes are at expected levels in most areas of learning but many children are behind in the area of language and literacy. However, as these pupils move through the school, they soon become confident and catch up with others, and achieve well. Pupils in the nursery and reception classes make satisfactory progress overall. Pupils who join the school in later years do not always achieve the same standards as others because of interruptions to their schooling, but they do make satisfactory progress during their time at the school.

There are three factors that significantly influence pupils' good achievements: pupils are generally taught well, they have very good attitudes to work, and pupils who need extra help are given well-focused support.

Grade: 2

Personal development and wellbeing

Pupils' personal development is very good. They enjoy coming to school and have positive attitudes to learning. They work hard, show interest in lessons and persevere even when faced with demanding tasks. For instance, in one literacy lesson, pupils were asked to analyse a poem against a set of criteria, and to justify why they liked it. Their sheer enthusiasm enabled them to rise to the challenge and to explain their choices very clearly.

Pupils behave well and there have been no exclusions in the last year. They feel very safe in school and are not worried about bullying. They are confident that they are treated fairly, and relationships are harmonious. They are extremely polite and are courteous to staff and visitors. A particular strength is the contribution pupils make to the school and local community. For instance, the school council has brought about improvements to school life, such as revised playground rules, and pupils are actively engaged in raising funds for local and national charities.

Pupils have a good understanding of how to live healthy lives, supported by good opportunities for exercise and sport. They know about healthy diets, although this is not always evident in the snacks eaten at break-time. Their spiritual, moral,

social and cultural development is good overall, with major strengths in the way they relate to each other, and their understanding of right and wrong. Attendance has improved and is now around average.

Grade: 1

Quality of provision

Teaching and learning

Teaching and learning are good overall. Strengths include: good subject knowledge; clear explanations; good relationships with pupils; and well-focused reminders about learning points. Staff expect children to succeed and as a result, the children do well. Those with special educational needs and those learning English as an additional language are also well taught.

The best lessons are lively and purposeful. Teachers ask questions that make pupils think carefully in order to solve problems, or carry out investigations. They give them time to reflect and to construct answers. Teachers plan the right sort of work, and include activities such as discussions and investigations. In most lessons, assessment information is used effectively to plan the next steps of learning.

The quality of teaching in the nursery and reception classes is satisfactory overall with some good features, particularly in providing activities that children can explore on their own. Children's progress is tracked systematically. However, some opportunities are missed to help children extend their language skills, particularly in play situations.

Grade: 2

Curriculum and other activities

The curriculum is good overall, with a very good range of extra-curricular activities in Key Stage 2. The school makes sure that all pupils have full access to learning tasks and other activities. The gifted, talented, and higher achievers are challenged in their work, especially in Key Stage 2. Curriculum policies and schemes of work are clear, comprehensive and regularly reviewed. The curriculum is enriched by visits to places of interest, such as the Redbridge museum, and themed activities such as "Black History Month". Good use is made of the skills of support staff, especially in computing and sport.

Grade: 2

Care, guidance and support

Pupils are cared for well in an environment that is safe. Supervision at break and lunchtimes is organised well and staff are vigilant. This contributes to pupils' feelings of wellbeing. Good support is given to pupils with special educational needs; their needs are carefully identified, well-focused help is provided, and their progress is carefully tracked. As a result, they make good progress towards their targets. Pupils with English as an additional language are also well supported, and extra help in lessons ensures that they are fully included in school life. Arrangements for Child Protection are robust, and fully meet requirements.

Pupils' work is generally well marked, and, in the best examples pupils are given clear advice about how to improve. There is inconsistency in the quality of marking in some classes. Targets in English and mathematics help pupils to understand what they need to do to make further progress.

Grade: 2

Leadership and management

Leadership and management are good overall. The senior management team provides clear direction for the work of the school. It has identified how to improve pupil achievement, and drawn up school and subject plans to bring about change. These are well structured and focus on the right things to do. However, many of these plans are not focused enough on expected outcomes for pupils' learning and achievement. As a result, it is difficult for senior managers and governors to evaluate the impact of planned improvements. Subject leadership is focused on improving provision, and is successful in addressing areas of weakness, such as in writing.

The governing body is very supportive and several of its members visit the school regularly. It has ensured that the school meets all statutory requirements. Its role as a critical friend to the school is underdeveloped, and it relies too heavily on the staff for information about strengths and weaknesses. There has been recent and significant turnover in its membership that has created a pressing need for training about governance.

The leadership of the school has been very successful in creating a community where every child really does matter, and an environment where pupils can thrive as young citizens and happy learners. There are effective links with the local community that benefit pupils. A good example of this is the computer club provided by a local secondary school.

Staff are well qualified to meet the needs of all pupils and offer good role models to them. There are some deficiencies in the use and range of literature available to the youngest children. However, resources are good overall and used effectively.

Grade: 2

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