

# Torridon Junior School

Hazelbank Road, London, SE6 1TG

**Inspection dates** 21–22 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school

- Pupils make good progress and achieve well. By the end of Year 6, they reach above average standards in reading, writing and mathematics.
- Teaching is good and an increasing proportion is outstanding. Teachers plan activities that interest and challenge most pupils. They give good written and spoken advice on how to improve further.
- Pupils from different groups, including disabled pupils, those who have special educational needs and those who receive the pupil premium funding, make good progress because skilled staff understand their needs and support them very well.
- Pupils' behaviour is outstanding. Pupils feel very safe and show exceptionally positive attitudes to learning. They use their initiative to help others and are excellent role models for the infants in the neighbouring school.
- There is a powerful culture of mutual respect and success for all. Pupils enjoy a varied and stimulating learning experience, inspired by an interesting range of topics and themes. This helps to motivate them and contributes strongly to their spiritual, moral, social and cultural development.
- Leadership is outstanding. School leaders work very closely together as a team to improve the quality of teaching and learning continually. Their regular checks on learning prompt swift actions to coach and support staff, driving up the proportion of outstanding teaching in the school. Staff and parental support for the acting headteacher is unanimously positive and praiseworthy.
- Governors are knowledgeable and know the school extremely well. They provide high levels of support and challenge, ensuring that the school continues to improve rapidly.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure that all pupils make rapid progress.
- Teachers do not always make sure that the most able pupils are suitably stretched and challenged in every lesson.

## Information about this inspection

- Inspectors observed 23 lessons, four jointly with school leaders. They also observed support for pupils at risk of falling behind.
- Inspectors attended two school assemblies , visited the school’s breakfast club and a mathematics workshop for parents
- Inspectors listened to pupils read in class, and spoke to two groups of pupils and several others informally throughout the inspection. They spoke with the Chair of the Governing Body and two other governors, the school improvement adviser and school staff, including senior and subject leaders.
- Inspectors noted the views of 20 parents and carers who responded to the online Parent View survey and spoke to parents and carers who were bringing their children to school.
- The inspection team reviewed the responses to 24 staff questionnaires completed during the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s information on pupils’ current progress, planning documents, checks carried out by leaders on the school’s effectiveness, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Aune Turkson-Jones, Lead inspector	Additional Inspector
Angela Podmore	Additional Inspector
Samuel Ofori Kyereh	Additional Inspector

## Full report

### Information about this school

- Torridon is a large junior school, situated next to the infant school, and shares some of its facilities, such as the newly opened canteen. The headteacher left the school in December 2013 and the long serving deputy is currently the acting headteacher.
- The school recently opened a specialist resource base, known as 'lighthouse', for pupils with autistic spectrum disorder, which has a class for its own pupils and one for pupils from the infant school. There are currently eight pupils in total enrolled in this base.
- The majority of the pupils are from minority ethnic groups with a quarter being of Caribbean heritage. The proportion who speaks English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is slightly above the national average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children, those known to be eligible for free school meals and pupils with a parent in the armed forces, is above the national average.
- The breakfast club is shared with the infant school and numbers attending it are high.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching from good to outstanding and accelerate achievement by making sure that teachers consistently provide work and tasks which are challenging for the most able pupils.

## Inspection judgements

### The achievement of pupils

is good

- Pupils' skills and abilities when they join the school are usually in line with the national average. Pupils make good progress through the school and, by the end of Year 6, are reaching standards that are above average. School information and current work indicate that pupils are on track to continue to improve further in 2014 with an increased number set to achieve the highest Level 6, particularly in mathematics.
- Pupils known to be eligible for the pupil premium achieve well and gaps in attainment between these pupils and their classmates are closing. Their attainment in English is similar to that of other pupils, and in mathematics they are approximately half a term behind. Gaps are closing because the extra funding is used effectively to provide targeted support, including support from the learning mentor and highly skilled play and art therapists. It is also used to allow eligible pupils to access clubs and a range of trips.
- Pupils' standard of reading has risen consistently over recent years and remains above average. All pupils have very positive attitudes and high levels of enthusiasm about their enjoyment of reading and the enormous range of books available to choose from around the school.
- Writing standards have remained high since the previous inspection. Writing is closely linked to themes, class visits and visitors. Pupils write for a range of purposes, with high levels of competence and confidence. They re-draft and edit their own work so that they are constantly improving and present their work with exceptional neatness.
- In numeracy, pupils have excellent opportunities to explain and talk about their understanding of mathematics principles, so that they can then confidently apply their skills to problem solving. Daily mathematics sessions have a very positive impact on raising achievement across the school.
- Additional sports funding is used to great effect and a specialist teacher within the school is leading others to raise their own levels of expertise. Sports have a high profile in school and higher numbers of pupils are engaging in competitions with other schools.
- Disabled pupils and those who have special educational needs receive very good quality support and achieve well as a result. Additional funding to provide specialised adult support for smaller groups daily has been highly effective in promoting these pupils' success. This has had a positive impact on the four pupils in the 'lighthouse' class, who have made a good start in the school and are progressing well.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those who speak English as an additional language also make good progress because the school identifies their language needs early on and provides good support.
- Although pupils' progress is good overall, and improving for most groups, the most able pupils are not always challenged and stretched to develop their knowledge and thinking and so do not yet achieve their full potential.

### The quality of teaching

is good

- Teachers and teaching assistants work very closely in lessons to make sure that activities are interesting, motivating and suitably demanding for most pupils.
- All disabled pupils and those who have special educational needs receive high-quality support from teachers and specialist teaching assistants at the right level for them within lessons and in one-to-one or small-group activities. Pupils appreciate this and in the relaxed and friendly environment are encouraged to do their best.
- The best teaching plays to pupils' skills as exceptionally keen learners who willingly rise to the challenges set for them. Pupils regularly use the 'word walls' to search for the right words to add to their work and enjoy mathematics sessions each morning across the school.

- Pupils learn exceptionally well in some lessons because they know what is expected of them and teachers use a range of different resources well. For example, pupils use colourful two-dimensional squares to help them create their own nets for three-dimensional cubes and go on to solve tricky mathematics problems. They work with confidence, help others without being asked to, and frequently check their work through discussion with others in the class, requiring minimal help from the teacher.
- Teachers are very effective in linking activities with pupils' targets so that the pupils understand exactly how they can achieve greater success. This good practice is consistently widespread across the school.
- Marking is good in most lessons and subjects. Pupils regularly speak with their teachers about what they have done well and how a piece of work can be improved. Teachers' marking offers a careful balance between praise and suggesting how to improve.
- Pupils in the new resource base have settled well and have a suitable balance of time in the base and in whole-class sessions. They are fully included in the life of the school and are achieving well.
- Occasionally, the most able pupils are not stretched as much as they could be, and say that work can be a little too easy for them. This prevents them from reaching the levels that they are capable of.

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

- Behaviour is outstanding. Pupils are exceptionally positive in their attitudes to learning and take great responsibility for their own and others' behaviour in the school, playing a very active part in maintaining the positive, friendly atmosphere. 'Playground pals' are deliberately selected and trained to help others manage their behaviour, often having learned to manage their own first.
- The school's work to keep pupils safe and secure is outstanding. Pupils have an excellent awareness of how to keep themselves safe in school and on the roads outside, and they are insightful about e-safety and the perils of misusing the internet.
- The parents, carers, and staff agree that pupils' behaviour in lessons and around school is excellent and pupils' attendance levels have remained high.
- School councillors represent pupils well and pupils have a powerful voice in the school. The school council and the 'able and talented group', who run the healthy tuck shop, manage their own budgets, and profits are channelled back into the school. Many act as very positive role models for others in the school.
- Many pupils take on roles as monitors and are visible around the school. There is even a rota for toilet monitors, who are positioned where pupils must sign in and sign back out of the buildings at lunch time. 'Just in case there is a fire, so that we know they are safe,' as one explained. This shows the high level of mutual care and concern which runs through every area of the school. Year 5 pupils 'buddy' with Year 2 infants in the neighbouring school, helping them to move smoothly up into the juniors for the start of Year 3.
- Bullying is rare and dealt with effectively when it occurs. Pupils understand that if they cannot resolve conflicts themselves, they can rely on staff to intervene quickly. There are very few racist incidents and discrimination in any form is not tolerated.
- Pupils are very proud of their school. The grounds are impressively litter free and different size playgrounds are shared so that all years can use the larger areas for games and playtime activities. Pupils all speak positively about how much they enjoy and value being a part of the school.

### **The leadership and management** are outstanding

- Leadership and management are outstanding because the leadership team works exceptionally

well together to maintain a focus on continually improving the school.

- School leaders have been highly successful in creating the new resource base within the school grounds and managing the construction of the new Year 6 building, without disturbing the learning and achievement of its pupils. School leaders work together with a clear vision and commitment to continuous improvement. Their high expectations are reflected throughout the school.
  - School leaders are aware of the greater potential of the most able pupils and used the tracking system to identify them. This is helping teachers and support staff to raise the achievement of these pupils.
  - Leadership roles have evolved and strengthened at all levels, and the seamless way in which the established deputy has taken over from the outgoing headteacher, without unsettling the running of the school, is highly credible. Staff responses to the questionnaire were unanimously positive and praising of the leadership team.
  - The school reviews all aspects of its work thoroughly and acts very quickly to address any gaps so that the pace of improvement remains high. School development plans are realistic and sharply focused. Plans to raise standards are linked to close checks on the quality of teaching, learning and progress.
  - High-quality staff, training and the very effective use and appointment of key support staff, such as the learning mentor and specialist literacy teaching assistant, have led to marked improvements across the school since the previous inspection; this means that the staff are more skilful in supporting individual pupils and early gaps in learning are swiftly addressed and dealt with.
  - Leaders make sure that teachers' pay and performance link directly to whole-school priorities and pupils' progress. Every member of the leadership team is an 'appraiser' of teaching and actively supports staff across the school. This has helped to improve the quality of teaching so that all is now consistently good and an increasing proportion is outstanding.
  - Activities in lessons are supplemented by a vast number of extra-curricular clubs and activities, enhanced by the sports and music specialists who work with the school. The promotion of health through sport is greatly enhanced by the work of the Charlton Athletic coaches and the numbers of pupils attending sports clubs have soared.
  - Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer. The school promotes pupils' spiritual, moral, social and cultural development well, and a strong pastoral programme ensures the all-round development of each pupil.
  - The local authority has supported the school very well. It has contributed to improvements in the quality of teaching and learning over time and continues to offer light touch support to the school at all levels.
  - **The governance of the school:**
    - Governors are highly skilled. Their work with school leaders is exceptional and has been essential in the drive to continue to make improvements in the school. They have an excellent understanding of information on pupils' progress and use the most recent data to make comparisons with other schools, locally and nationally. Governors are committed to enhancing their own skills and make regular visits to check directly on key areas of the school's work, and meet up with their link member of staff. Governors ensure that financial resources are efficiently managed, including pupil premium and sports funding, and check on how these impact on pupils' achievement. They have noted the increased numbers participating in sports, clubs and activities, and the success of strategies to promote boys' reading. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They are highly motivated and visible in the school and check that safeguarding meets statutory requirements and that the breakfast club and new resource base are well run.
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## 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>	100707
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	431301

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	393
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Keith Percival
<b>Acting Headteacher</b>	Mrs Elizabeth Coston
<b>Date of previous school inspection</b>	23 March 2009
<b>Telephone number</b>	020 8697 2762
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