

Torridon Infant School

Torridon Road, London, SE6 1TG

Inspection dates 8–9 July 2015

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|--------------------------------|----------------------|--------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Outstanding | 1 |
| Leadership and management | | Outstanding | 1 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Quality of teaching | | Outstanding | 1 |
| Achievement of pupils | | Outstanding | 1 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is an outstanding school.

- Very effective senior leaders are highly focused on improving achievement for all groups of pupils, resulting in consistently outstanding attainment in reading, writing and mathematics by the time pupils leave the school. Pupils are very well prepared for the next stage of their education.
- Governors are highly effective. They are very knowledgeable about the school and rigorously hold the leaders to account for the achievement of all groups of pupils. Governors have very high expectations of the school and of the governing body.
- Teachers have high expectations and they teach the basic skills in reading, writing and mathematics very effectively. This, combined with a rich and stimulating curriculum, ensures that pupils make very good progress over time.
- Teachers and teaching assistants support and teach disabled pupils and those with special educational needs very well. These pupils consistently make at least good progress over time, in the main school and in the resource base for pupils with Autistic Spectrum Disorder.
- Pupils' behaviour and safety are outstanding. Lessons capture pupils' interest and they are very keen to learn. They show considerable care towards each other contributing to the warm and harmonious atmosphere in the school.
- Assemblies and circle times, when pupils explore their thoughts and feelings, make a very good contribution to the outstanding provision for pupils' spiritual, moral, social and cultural development.
- Parents are very happy with the school. They praise the regular communication the school has with them, pupils' behaviour, teaching and the school's leadership.
- The quality of provision in the early years is good. Children make good overall progress. The teaching and focused play opportunities in the Nursery class have a greater impact on children's progress than some of the teaching in Reception classes.
- Leaders check the quality of teaching regularly and provide bespoke training to ensure that teaching is of a consistently high quality. Leaders make their expectations very clear to teachers. Occasionally, they do not follow up on the areas of improvement they identify, to ensure that teaching improves quickly.

Information about this inspection

- The inspection team observed 28 lessons across the whole school, four of which were joint observations with the headteacher and deputy headteacher.
- The inspection team considered 56 responses to Parent View, Ofsted’s online questionnaire, as well as seeking parents’ views informally at the start of the school day.
- The team considered the 34 responses to the staff questionnaire.
- The inspection team held meetings with pupils, senior and other leaders, the chair of governors, six other members of the governing body and a representative of the local authority.
- Inspectors scrutinised a wide range of pupils’ work, listened to pupils read and talked to them about their work. The team also scrutinised a range of documents, including the school’s self-evaluation and development planning, and information relating to pupils’ progress, achievement, attendance and behaviour.
- Inspectors looked at documentation and held discussions relating to the school’s work to keep pupils safe.

Inspection team

Michelle Winter, Lead inspector

Her Majesty’s Inspector

Janet Tomkins

Additional Inspector

David Milligan

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- An additional class of 30 Reception pupils was admitted to the school in September 2014 to provide additional school places for the local area.
- There is one morning and one afternoon Nursery class, which children in the Early Years Foundation Stage attend part-time. Other children in the Early Years Foundation Stage attend the Reception classes full-time.
- There are currently four Reception classes and three in each of Years 1 and 2.
- A resource base for eight pupils aged four to seven who have Autistic Spectrum Disorder was opened in September 2013 and is currently full.
- The proportion of disabled pupils and those with special educational needs is broadly average.
- The proportion of pupils for whom the pupil premium provides support is above average. This additional funding gives extra support to pupils who are known to be eligible for free school meals or looked after by the local authority.
- Approximately 80% of pupils are from minority ethnic groups and this is well above the national average. The proportion of pupils who speak English as an additional language is above average.
- Mobility among pupils (those entering or leaving the school during the year) is lower than average.

What does the school need to do to improve further?

- Improve teaching and learning in the Early Years by ensuring that:
 - the quality of all of the teaching in the Reception Year matches the outstanding practice in the Nursery
 - all the improvements leaders identify in teaching are addressed swiftly.

Inspection judgements

The leadership and management are outstanding

- The headteacher, deputy headteacher and other leaders are highly ambitious for the school. They have secured the overwhelming support of parents and staff, who share their vision.
- Senior leaders and governors use the local authority and other school links to validate the accuracy of teachers' assessments of pupils' work and hold teachers to account for pupils' achievement in regular review meetings.
- Leaders evaluate the school's effectiveness accurately and rigorously. Action plans focus firmly on improving outcomes for all groups of pupils. Leaders recently identified the attainment of the most able pupils supported through the pupil premium funding as an area for improvement; the most recent assessments in Year 2 indicate that the school's actions resulted in much better attainment for these pupils.
- Leaders have identified the need to improve some aspects of the teaching in the Early Years Foundation Stage. Their track record of improvements indicate they are well placed to secure the necessary developments.
- The wider leadership team is equally effective. The mathematics leader has recently introduced a revised curriculum for Year 1 pupils to meet the new National Curriculum requirements. The leader of the provision for disabled pupils and those with special educational needs has a clear vision and ensures that the expertise of staff in the resource base has an impact on the progress of other pupils in the school.
- The broad curriculum meets the needs of pupils extremely well. Lessons are interesting and motivate pupils to try hard. The recent whole-school theme of *Carnival* excited and inspired pupils. It resulted in a captivating performance by pupils in Year 2 as well as a whole-school parade through the streets surrounding the school. This is an example of the school's work to build links with the local community.
- Pupils understand and talk about differences between themselves and others. They talk about their heritage and are interested in the heritage of others. The school uses the pupil premium funding very effectively to promote equality of opportunity. The school celebrates the wide range of ethnicities in the school as part of its excellent work to tackle discrimination. The school prepares pupils for life in modern Britain very well.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils have regular opportunities for reflection. They explore their feelings maturely, for example, about moving to another school. Pupils' outstanding behaviour and their care for each other are testament to their moral and social development.
- Leaders are passionate about ensuring that the school is inclusive. Pupils who attend the resource base integrate very well into the school. They have regular opportunities to work and play with pupils in other classes and this fosters very good relations. Parents say that the school listens and responds to their concerns.
- The school also uses the primary sports funding very effectively. It provides specialist teaching in dance and other aspects of physical education and training for teachers. In addition, the school provides additional sporting activities after school to increase pupils' participation in physical activity. The results of the school's survey of pupils show that they are pleased with the opportunities the school provides and that the large majority of pupils take part in sporting activities.
- The school monitors pupils' attendance carefully and works with families if there are concerns; consequently, attendance is improving.
- Arrangements to keep pupils safe meet requirements. The school responds to concerns regarding pupils' welfare swiftly, sensitively and appropriately.
- Senior leaders have a deep understanding of the quality of teaching and of pupils' achievement. They provide ongoing, effective training to ensure that teaching is of the highest quality. Leaders monitor the progress of all groups of pupils very well and ensure that pupils do not fall behind. Occasionally they do not check that their suggestions for improvements to teaching take place in a timely fashion.
- **The governance of the school:**
 - Governors have an impressive knowledge about the quality of teaching and pupils' achievement. They visit the school regularly to verify the reports they receive from the headteacher and other members of staff. They ask very challenging questions of senior leaders to ensure that the school's actions impact positively on pupils' outcomes.
 - Governors have very high expectations, for instance, of the progress of pupils supported by pupil premium funding. They monitor the impact of this funding rigorously to ensure their expectations are met.

- They are proactive and act strategically, for instance, to ensure that leaders have the necessary plans to meet the expectations of the new National Curriculum.
- Governors ensure that performance management arrangements reward teachers for their effectiveness and they have supported senior leaders to tackle underperformance.
- Governors ensure that the necessary safeguarding checks on new members of staff are completed and recorded by visiting the school to check the documentation.
- They review their own effectiveness and have an action plan to ensure that governance continues to improve.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Lessons run smoothly because pupils are excited about their learning and they are keen to do well. Work in pupils' books is neat and well-presented reflecting pupils' pride in their achievements.
- The school fosters very good relationships between staff and pupils and between pupils themselves. Pupils show empathy and care for each other. They look after each other because the school develops their social skills very well and promotes their moral development through a well thought out programme. The very good care that pupils show for each other is clear in the way pupils encourage each other to behave well.
- Pupils very good care of each other extends to encouraging each other to behave well.
- Pupils are polite, friendly and interested in others. They are confident to talk about their work and are very proud of their school. They celebrate differences and are very positive about the rich cultural diversity in the school.
- Pupils, parents and staff all agree that behaviour at the school is outstanding.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- The school site is very secure and staff supervise pupils carefully.
- Pupils know how to stay safe when using the internet and other forms of technology.
- Pupils know about the different forms of bullying but say that this does not happen in their school. Pupils can name somebody in school they would talk to if they were worried or concerned.
- The school's procedures to keep pupils safe are robust.
- Leaders ensure that staff have the necessary child protection training and regular updates. The school has recently arranged training in the government's Prevent strategy.

The quality of teaching is outstanding

- Teaching develops pupils' basic skills in reading, writing and mathematics very well. Teachers use their assessments of pupils to plan activities that challenge pupils and build on their existing skills.
- Teachers tailor lessons very well to match the needs of pupils. Teachers use their questions to check understanding and adapt lessons accordingly, including to challenge the most able pupils.
- Lessons include a range of activities to capture and maintain pupils' interest.
- The teaching of early reading, including phonics, is very effective across the school so that pupils get off to a good start. Pupils use their phonic knowledge well to read unfamiliar words.
- There is a strong culture of reading, which the school promotes. Pupils have very regular opportunities to read, including to an adult. The school encourages pupils to read regularly at home. The recent *Extreme reading challenge* encouraged pupils to submit photographs of themselves reading in unusual locations.
- Pupils also have very regular opportunities to write, from the Early Years Foundation Stage to Year 2. Teachers provide very good opportunities for pupils to write for a range of purposes and in a range of styles; for instance, they retell familiar stories and write reports, letters and poems.
- Teachers' excellent subject knowledge in mathematics contributes well to pupils' progress. Teachers ensure that pupils have a good grasp of addition and subtraction facts. When this is secure, they go on to challenge pupils to use their knowledge in more complex problems, which include multiplication and division calculations. Teachers appropriately provide practical equipment to support pupils in learning new

concepts.

- Teachers look for ways to make the work in mathematics relevant, for instance, when pupils complete problems relating to their carnival parade. Teachers ensure that pupils understand the methods they use by encouraging them to talk through their answers.
- Teachers' feedback and guidance to pupils is effective in ensuring that common mistakes are not repeated.
- Teaching in the resource base is highly effective. Skilled teachers and teaching assistants work sensitively with pupils being mindful that this does not compromise their high expectations of pupils.
- Teaching assistants make a very good contribution to pupils' progress across the school. They guide pupils and support them well while encouraging them to think for themselves.
- Teachers promote pupils' spiritual, moral, social and cultural development in lessons by encouraging pupils to help and support each other. This also consolidates learning for pupils. Circle time and assemblies promote pupils' confidence and helps them to respect the views of others.

The achievement of pupils

is outstanding

- All groups of pupils make excellent progress from their starting points. This includes the disadvantaged, pupils who speak English as an additional language, disabled pupils and those with special educational needs.
- Pupils' attainment in reading, writing and mathematics at the end of Year 2 has been consistently well above average for the last four years.
- The most able pupils receive the challenging teaching they need to make very good progress. The proportion of pupils who attain the higher Level 3 at the end of Key Stage 1 in reading, writing and mathematics is significantly above average.
- Teaching has successfully closed the gap in attainment for disadvantaged pupils. Their attainment is at least in line with that of other pupils nationally and sometimes above. There are no significant gaps between their attainment and the attainment of other pupils in the school.
- The phonics check in Year 1 shows that the proportion of pupils meeting the expected standard is above average and improving. This is the result of regular and highly effective teaching which begins in the Early Years Foundation Stage.
- The highly effective support that disabled pupils and those with special educational needs receive ensures that they make at least good progress.
- Pupils in the resource base make good and often outstanding progress because of specialised and effective teaching.

The early years provision

is good

- A significant proportion of children enter the Nursery with skills below those expected for their age. They make good progress from their various starting points and the proportion of children who achieve a good level of development is above average and improving.
- Excellent teaching in the Nursery ensures that children get off to a very good start. Stimulating and engaging activities, both inside the classroom and in the small outdoor area, promote children's confidence and their social, language and mathematical skills very effectively. Teachers and other adults promote language very well. They encourage children to extend their learning by asking probing questions about their activities.
- The excellent learning opportunities in the Nursery are replicated in many aspects of the Reception provision. The outdoor environment is equally stimulating. Children are highly motivated there and they persevere at activities. They are encouraged to write as part of their play. Both boys and girls take these opportunities so that writing naturally develops from their purposeful play. Children record their scores when playing games and this helps to develop their knowledge of number.
- The teaching of the sounds letters make (phonics) is very effective in both the Nursery and Reception classes so that children make very good progress in early reading. The focus on developing early skills in reading, writing and mathematics is effective in ensuring that children are well prepared for learning in Year 1.
- Because children are motivated and excited by their learning, behaviour is very good. Adults take care of children and ensure they are safe; adults supervise children carefully. Children follow the example of

adults by showing kindness and care to each other. They work and play together very well.

- Teachers and teaching assistants work well with parents as partners in children's learning. Parents contribute to children's assessments with 'Wow' achievements from home.
- Some of the teaching in Reception is not outstanding; this is the case when it does not build as well on children's skills and interests. Some of the activities teachers plan do not motivate children to the very high levels seen in the outdoor area and in phonics lessons. Leaders are aware of this and have credible plans to ensure consistently excellent teaching in all areas of the Early Years Foundation Stage.
- Leadership of the Early Years Foundation Stage is very effective. The leader has successfully shared good practice to ensure consistency in the outdoor provision and phonics across the phase. She is highly skilled and well placed to make the necessary improvements to some elements of teaching.

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

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| Unique reference number | 100708 |
| Local authority | Lewisham |
| Inspection number | 448190 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 350 |
| Appropriate authority | The governing body |
| Chair | Mrs Sally Edwards |
| Headteacher | Mrs Lisa Pearson |
| Date of previous school inspection | 28 April 2010 |
| Telephone number | 020 86985822 |
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