

Inspection of an outstanding school: Torriano Primary School

Torriano Avenue, Kentish Town, London NW5 2SJ

Inspection dates:

10 and 11 July 2024

Outcome

Torriano Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils are delighted to be a part of this school and the positive culture it nurtures. They thrive on the many opportunities provided for them to learn and play together. They also particularly enjoy choosing from numerous before- and after-school clubs, which range from music to pottery to sports.

Pupils said that they feel safe at school because they are in the company of adults who 'genuinely care for us'. They are confident that they will be listened to if they have any concerns or worries.

The school wants its pupils to become 'knowledgeable learners'. This high aspiration is fully and consistently realised. Pupils achieve exceptionally well across subjects. In most instances, pupils achieve significantly better than national figures in reading, writing and mathematics.

Pupils in this school are expected to be 'caring, respectful, and curious'. Across the school pupils show kindness towards each other. Pupils like that the school encourages them to express themselves and is inclusive of everyone. They behave impeccably, both in and out of lessons. Pupils attend school regularly. If their attendance declines, the school does all it reasonably can to help them improve it.

The school provides pupils with rich opportunities to understand the world around them. This includes getting involved in projects with the local community. For example, pupils take part in local initiatives to campaign for clean air and community rewilding. They engage with employers to understand the world of work.

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

The school has put in place an ambitious curriculum. It is well considered and carefully arranged. New concepts build seamlessly on previous learning. For example, children in early years learn about kings and queens as they read traditional tales. This supports their

readiness for learning about monarchy in Year 1. As pupils progress through the school, the curriculum consolidates and extends their understanding effectively. For example, in Years 3 to 6, pupils connect what they have learned previously about monarchy to explore and understand the concepts of empires, dynasties, and kingdoms.

The curriculum is delivered exceptionally well. Teaching is enhanced by staff's strong subject knowledge. They receive regular high-quality training on how to teach a subject. Pupils are supported with effective models and examples to help them learn new concepts. They are given plenty of opportunities to practice and consolidate their learning. Staff ensure that pupils learn important subject-specific vocabulary to deepen their understanding. In history for example, pupils can accurately define 'monarchy,' 'colony,' and 'democracy,' linking this to the historical periods and events that they are learning about. As a result of the school's highly effective approaches, pupils are learning the curriculum deeply and securely.

Assessment is used effectively. Pupils with special educational needs and/or disabilities (SEND) are identified promptly. These pupils, including those that attend the resourced provision, are supported with effective adaptations. They receive the high-quality support that they need and are learning the curriculum well.

Pupils actively participate in lessons. The school aims for them to be 'confident communicators'. Pupils answer questions clearly and collaborate well on their learning. In mathematics for example, pupils articulate their answers confidently, supporting them with examples and detailed explanations. Disruptions to learning are rare.

The teaching of early reading is a priority in this school. The early reading curriculum is taught as soon as children join in the early years. For example, children in the Nursery are taught to distinguish different sounds in the environment. This helps them in the Reception Year, when they begin to learn the sounds that letters make. Staff deliver the phonics curriculum expertly. They use effective strategies which enable pupils to learn and apply their phonics skills when reading books. Pupils practise these skills often, reading books which contain sounds that they already know. Those who are lagging behind the school's high expectations for reading are identified at the earliest opportunity. They receive effective support and catch up quickly. As a result, the vast majority of pupils are reading fluently by the end of Year 2.

The curriculum is complemented by a wide range of educational visits. In geography, for example, pupils go on a camping trip to Epping Forest. They also explore the rich environment of the Cambridgeshire Fens in Year 5. By Year 6, pupils enthusiastically embark on a study of a European city, which includes a four-day visit to Paris.

Pupils take pride in the many opportunities the school provides for them to develop and demonstrate their sporting excellence. They participate in a wide variety of competitive sports events all year round. Pupils do well in these competitions. Leaders actively ensure that disadvantaged pupils and those with SEND can take part in these sporting events.

The school makes a great effort to support staff with their workload. Leaders have streamlined processes to enable staff to focus on the delivery of the curriculum. Staff

appreciate that leaders are approachable and that they are provided with exceptional opportunities to develop professionally.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in September 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100023
Local authority	Camden
Inspection number	10323217
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair of governing body	Richard Harrison
Headteacher	Helen Bruckdorfer (Executive Headteacher) Holly Churchill (Head of School)
Website	www.torriano.camden.sch.uk
Dates of previous inspection	18 and 19 September 2018, under section 5 of the Education Act 2005

Information about this school

- The school is in a hard federation with another primary school in the local authority.
- The school uses one alternative provision.
- The school has an additional resourced provision for up to 14 pupils with additional speech, language and communication needs.
- The school is part of a network of schools that support the use of research and evidence to improve teaching practice.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the executive headteacher, the head of school and other members of the senior leadership team.

- The inspector also met with members of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, history, and mathematics. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work. Other subjects were considered as part of this inspection.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first. The inspector also considered the views of parents through their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

Ofsted Inspector

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