

INSPECTION REPORT

TORRIANO JUNIOR SCHOOL

Kentish Town, London

LEA area: Camden

Unique reference number: 100023

Headteacher: Dilys Brotia

Reporting inspector: Juliet Winstanley
19006

Dates of inspection: 27 –29 June 2000

Inspection number: 190312]

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Torriano Avenue Kentish Town London
Postcode:	NW5 2SJ
Telephone number:	020 7424 0202
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mary Cane
Date of previous inspection:	18 – 21 March 1996

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Pupils achieve good standards in English, mathematics and science by the time they leave the school. Standards in speaking and listening and the creative arts are very good.

Teaching throughout the school is very good, contributing very effectively to pupils' good progress. Targeted support by staff funded by the Ethnic Minority and Traveller Achievement Service (EMTAS) is of a high quality.

The headteacher provides outstanding leadership and sets a clear educational direction for the work of the school. The management of the school is very effective.

Provision for pupils' personal, social, moral, spiritual and cultural development is outstanding.

Pupils' very good attitudes to learning and their exemplary behaviour in lessons and around the school contribute very positively to their learning.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Torriano Junior School is a two-form entry community school for pupils aged between 7 and 11 years old situated in north west London. There are 234 pupils on roll, which is average for schools of this type. The school serves an area of London where there is considerable unemployment and recognised social and economic deprivation. There are 54% of pupils eligible for free school meals, which is well above the national average of 20%. The school serves a mixed community with almost 50% coming from ethnic minority backgrounds. A high percentage of pupils (38%) have a home language other than English. The percentage of pupils with special educational needs (30%) and those with statements of special educational need (3%) is also above average. Attainment on entry fluctuates but is broadly average overall. Most children transfer from the adjoining infant school, although the percentage of pupils who transfer into and out of the school during Key Stage 2 is increasing. Twenty five percent of the present Y6 joined the school within the last three years.

HOW GOOD THE SCHOOL IS

This is a very effective school. Pupils achieve good standards in English, mathematics and science by the time they leave the school at eleven. This is due to the very good quality of teaching and the outstanding leadership of the headteacher, both of which have a positive impact on the good standards achieved and the excellent quality of education provided. The strengths of the school significantly outweigh its weaknesses. The school provides very good value for money.

What the school does well

- Pupils achieve at least average, and often good standards in English, mathematics and science by the time they leave the school. Standards in speaking and listening and the creative arts are very good.
- Teaching throughout the school is very good, contributing very effectively to pupils' very good progress. Targeted support by staff funded by the Ethnic Minority and Traveller Achievement Service (EMTAS) is of a high quality.
- The headteacher provides outstanding leadership and sets a clear educational direction for the work of the school. The management of the school is very effective.
- Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding.
- Pupils' very good attitudes to learning and their exemplary behaviour in lessons and around the school contribute very positively to their learning.

What could be improved

- The use of information and communication technology (ICT) within the classroom to support other areas of the curriculum
- The newly formed Governing Body has yet to make an impact on the strategic planning of the school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in March 1996 judged Torriano to be an effective school that achieved good academic standards. This quality has been maintained and improved upon, and standards are now well above average when compared to those in similar schools. The very good quality of teaching and the excellent provision for pupils' personal development is now better than at the time of the last inspection. The new governing body, in place since January 2000, has the capacity to contribute to the effectiveness of the school but has yet to make an impact on its strategic development.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	C	C	A	well above average A above average B average C below average D well below average E
Mathematics	D	A	C	A	
Science	E	B	C	A	

These are good results. The standards achieved in English, mathematics and science are average when compared to the results in all schools. However, when compared to schools with similar intakes, standards are well above average in all three subjects. They also broadly show sustained levels of good standards over recent years. Evidence from this inspection confirms this improving picture; indeed the work seen in lessons, and in pupils' books, indicates that standards are continuing to improve in these subjects with a significant number of pupils achieving above average standards. By the age of eleven pupils have made very good progress in developing their literacy and numeracy skills. The quality and range of pupils' writing is particularly good. Standards in speaking and listening and the creative arts, such as poetry, art, singing, creative writing and dance are also very good. Standards in other subjects are at least satisfactory and pupils make good progress, particularly in history. Standards in information communication technology (ICT) are sound and pupils make good progress in specific ICT lessons. However, opportunities for pupils to use ICT to support other aspects of the curriculum within the classroom are limited. The school has set realistic but insufficiently challenging targets which do not take account of the very good progress that pupils are making.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are highly motivated and interested in learning. They enjoy lessons and take great pride in their work. Pupils show very responsible attitudes to school through the School Council.
Behaviour, in and out of classrooms	Excellent in and around the school at all times.
Personal development and relationships	Outstanding; a strength of the school. Pupils develop a growing maturity in their way of working and their ability to take on personal responsibility. Relationships between pupils and between pupils and teachers are very good.
Attendance	Procedures for monitoring attendance have been improved. As a result attendance is now broadly in line with the national average.

Pupils' attitudes and behaviour, their personal development and very good relationships with each other and staff of the school contribute very significantly to their effective learning. They are a strength of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Very Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The school has maintained and improved the good quality of teaching seen in the last inspection. In this inspection, the overall quality of teaching was judged to be very good and this has a positive impact on the standards achieved because it ensures that pupils make very good progress by the time they are ready to leave the school. During the inspection, teaching was satisfactory or better in all lessons; good or better in 87% and very good or better in 40%. The quality of teaching in English and mathematics is very good and the basic skills of numeracy and, in particular, literacy are taught extremely well across all the subjects of the curriculum.

In the best lessons, planning is effective with clear learning objectives that, when shared with pupils, ensure that they are fully aware of what is to be learned. Teachers' very effective questioning skills build on the work that pupils have previously learned and challenge pupils' thinking. This, along with their secure subject knowledge and understanding and successful application of the methods and strategies used to teach literacy and numeracy, ensures that all pupils are attentive and on task throughout the whole of their lessons. As a result, all pupils, including those for whom English is an additional language and those with special educational needs, make very good progress. Those lessons where teaching was shared between the class teacher and the teacher funded by EMTAS, are particularly effective in promoting pupils' learning. The teaching of ICT is of a good standard when whole class lessons are taught in the ICT suite. However ICT is not used sufficiently by teachers to support pupils' learning within the classroom.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, balanced and enriched by cultural visits and by inviting visitors and artists in residence to share their expertise. The emphasis on developing literacy across the curriculum contributes to the good provision. The school provides an appropriate range of extra-curricular activities. Statutory requirements are met.
Provision for pupils with special educational needs	Good. Pupils are given good support to help them make progress. There is a strong emphasis on literacy and numeracy which ensures that pupils with special educational needs have full access to the curriculum.
Provision for pupils with English as an additional language	This is outstanding. Staff funded by EMTAS plan and work in partnership with class teachers to ensure that pupils whose home language is not English receive access to the full curriculum and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, excellent. Singing, poetry, drama, dance and art make a positive contribution to pupils' social, cultural and spiritual development; religious education contributes effectively to their cultural development. The School Council and circle time support pupils' moral development very effectively.
How well the school cares for its pupils	Outstanding. This is an exceptionally caring school. Teachers know, support and encourage their pupils well, which promotes positive attitudes and helps to raise standards.

The school provides a very effective curriculum that is broad and well balanced, meeting all statutory requirements fully. It places a strong emphasis on developing the speaking and listening, literacy and numeracy skills of all pupils. There is a wide range of learning opportunities for pupils across all subjects. The provision for pupils to develop their skills in the creative arts, such as art, singing and poetry is excellent. Provision for ICT is good. The new computer suite is used effectively to develop pupils' ICT skills. However ICT is not used consistently to support pupils' learning within the classroom. The school knows its pupils well and offers exceptionally high levels of care.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has a clear vision <i>to achieve each day a step towards excellence in teaching and learning</i> and, strongly supported by the staff "team", provides outstanding leadership and management in achieving this. There is a strong commitment to improving provision and raising standards constantly. The headteacher, deputy headteacher and senior staff form a strong effective team that promotes an ethos that fosters learning.
How well the governors fulfil their responsibilities	The newly formed governing body are supportive and fulfil their statutory duties appropriately. They are interested in the work of the school and are committed to developing their expertise.
The school's evaluation of its performance	This is very good. The school plans well and is beginning to set targets based on an analysis of previous performance. However, these targets are insufficiently challenging and do not reflect the very good progress that pupils make in literacy and numeracy. Pupils' academic and personal development is closely monitored. Senior staff regularly monitor the quality of teaching.
The strategic use of resources	Good. The school's educational priorities are well supported through very good financial planning. All grants received by the school are used effectively to improve the quality of education provided by the school.

The headteacher, deputy headteacher and senior staff provide a very clear educational direction for the work of the school. The governing body, newly appointed six months ago, are in the early stages of establishing their role. Their willingness and enthusiasm to support the school in continuing its success are apparent. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards pupils achieve • Children like school • Staff are approachable and friendly • Behaviour is good • Full attendance is encouraged • The amount of homework given is sufficient • The school responds to parents' concerns • The school is well led and managed • Teaching is exceptional 	<ul style="list-style-type: none"> • The amount of homework

Parents strongly support the school. Inspectors' judgements support the positive comments of the 10 parents who attended the meeting and the views expressed in the 48 responses to the parents' questionnaire which were returned. A small minority of parents indicated on the questionnaire that they were not satisfied with the amount of homework given to pupils. The school has recently consulted parents on a new homework policy, which clearly outlines the homework that pupils in each year group will receive on a weekly and half-termly basis which should address these parental anxieties effectively. A few parents expressed concerns of an individual nature but these did not reflect the views held by almost all the parents at both the parents' meeting and in the returned questionnaires.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve at least average and often good standards in English, mathematics and science by the time they leave the school. Standards in speaking and listening and the creative arts are very good.

1. In the 1999 National Curriculum tests pupils achieved standards in line with the national average in English mathematics and science. These results, when compared to those of schools with pupils from similar backgrounds, are well above average in all three subjects. They show that the school has sustained standards that are well above average in relation to those of similar schools over the past two years, after a dip three years ago. The school has set realistic but insufficiently challenging targets in English and mathematics which do not take account of the very good progress that pupils are making.
2. Inspection findings confirm these good results. The work seen in lessons and in pupils' books indicates that standards are continuing to improve, with a significant number of pupils achieving standards that are above the national average at the end of Key Stage 2. This is due to the very good standard of teaching, and to the positive attitudes and disposition of the pupils in response to this teaching. Standards in speaking and listening are very good. Pupils benefit from the frequent opportunities provided during lessons for them to practise these skills. A good feature of many lessons are the opportunities given to pupils to discuss aspects of what they are learning in pairs. For example, in literacy lessons in Y3 and Y4, pupils were asked to explore the main dilemmas faced by the characters in the stories they were reading with their "hot seat partners" before they discussed their ideas as a whole class. Throughout the school there is a strong emphasis on literacy, which supports progress effectively in other subjects, such as history and geography. Reading skills are good. Most pupils read with confidence and real enjoyment, discussing their favourite authors articulately. In a literacy lesson, pupils in Year 6 compared critically how two different authors wrote in very different styles about the life of an evacuee in World War Two. Standards in writing are very good overall, and on occasion are exceptional. In Year 6, pupils write in a variety of styles and for a range of purposes using language to vividly describe a setting in a story. A pupil in Y6 wrote knowledgeably about the refugee issue in Sudan by referring to stories of refugees living in a camp in Kenya. Vocabulary and use of grammar is very good. Pupils enjoy writing poetry and many of their poems have been published in local anthologies. Pupils are encouraged to take a pride in the work they do. Consequently the presentation of their written work in all subjects is neat and tidy.
3. There is an appropriate emphasis on numeracy; the school was part of a pilot project for the National Numeracy Strategy which, as a result, has been in place and taught successfully for almost two years. Many pupils are working at above average levels in all aspects of mathematics, in particular numeracy. For example, in number and algebra, pupils confidently use their understanding of place value, multiplying and dividing whole numbers and decimals by 10, 100 and 1000. In shape, space and measures, they measure angles to the nearest degree and know the approximate metric equivalents of commonly used imperial units, for example when converting inches and feet into centimetres and metres. When handling data, pupils understand and interpret simple charts and graphs. There is a great emphasis placed on solving real life problems using mathematical knowledge. In a lesson in Y5, pupils used a grid effectively to identify the key facts needed to solve a complex problem that involved decisions about whether to multiply, divide, add and/or subtract. Pupils in general show very good knowledge and understanding of multiplication and general mental recall. The work is challenging, but they work hard and enjoy persevering, supporting each other in finding solutions.

4. In science, by the time they leave school, pupils have a very secure knowledge of the science curriculum. They know the properties of solids, liquids and gases and examine the changes in the state of various materials, for example by dissolving powders and observing and recording the results. They understand and use scientific terms such as condensation, evaporation, solidify and vapour confidently and in context. Pupils understand that variables need to be controlled to make a “fair test” and that their results and observations need to be evaluated to verify their findings. For example, to test the elasticity of an elastic band, Y6 added different weights and then plotted their results on a graph showing how the band had stretched when each weight was added. This was then interpreted, evaluated and conclusions drawn. They make relevant hypotheses and set about testing them effectively. Pupils respond well to good teaching. They are very articulate and tackle their work with care and attention. In science there are some very good cross-curricular links with other subjects such as English, history and geography. For example, aspects of science, English and history were discussed during a Y6 lesson on life as an evacuee in the Second World War.
5. Very good opportunities are provided for pupils to develop their skills in the creative arts. These include a wide range of activities and lessons that develop pupils’ understanding of art, poetry, literature, singing, drama and dance. Pupils are encouraged to write poetry for local anthologies and perform dance sequences they have choreographed in local festivals. They work with visiting artists to design and make complex mosaics to enhance the playground and discuss the art of story writing with visiting children’s authors. In music, pupils’ singing skills are well developed. Display around the school highlights pupils’ good art skills and illustrates how pupils use their imagination to good effect through the wide range of art experiences offered to them. Although the school quite rightly places considerable emphasis on literacy and numeracy, it attaches much importance to providing a rich and varied curriculum that is broad and balanced, ensuring equal opportunities for all pupils within the school. As a result, those pupils with a particular talent in the creative or expressive arts are provided with opportunities to develop their skills fully.
6. Pupils make good progress in all other subjects, including religious education, history, geography, design and technology and physical education. Pupils who have special educational needs make very good progress, particularly in literacy and numeracy due to the very good support provided by specialist staff. The programme of reading recovery and the peer tutoring scheme impact very well on the standards they achieve. Pupils who are gifted, particularly in English and mathematics, engage in activities that provide a good level of challenge as part of their lessons. Teachers’ planning ensures that their needs are met and this has a positive impact on their learning.
7. Standards in information technology are sound. Pupils are developing their skills appropriately in class lessons in the new ICT suite. However, opportunities for them to use ICT to support other aspects of the curriculum within the classroom are limited.

Teaching throughout the school is very good, contributing very effectively to pupils’ good progress. Targeted support by staff funded by the Ethnic Minority and Traveller Achievement Service (EMTAS) is of a very high quality.

8. Teaching throughout the school is very good and promotes the very good quality of learning. It is based on the very good relationships between teachers and pupils and the respect and value that teachers show for pupils’ views and contributions in lessons. The school has maintained and improved the good quality of teaching seen in the last inspection, and this has a positive impact on the standards achieved because it ensures that pupils make very good progress by the time they are ready to leave the school. During this inspection, teaching was satisfactory or better in all lessons seen; good or better in 87% very good or better in 40%. The quality of teaching in English and mathematics is very good and the basic skills of numeracy and, in particular, literacy are taught extremely well across all the subjects of the

curriculum. The expertise of teachers within the school is acknowledged by the wider educational community. The mathematics co-ordinator is a leading mathematics teacher for the local education authority and has taught demonstration lessons that have been observed by teachers from other schools. The science co-ordinator has also been involved in training teachers to teach science more effectively.

9. Overall, teachers' planning is thorough and effective with clear learning objectives that, when shared with pupils, ensure that they are fully aware of what is to be learned. In the best lessons, teachers' very effective questioning skills build upon the work that pupils have previously learned and challenge pupils' thinking. This, along with their secure subject knowledge and their understanding and successful application of the methods and strategies used to teach literacy and numeracy, ensures that all pupils are attentive and on task throughout the whole of their lessons. For example, in a Y4 literacy lesson, the teachers' good use of open questions prompted an in depth discussion on sentence construction that involved the whole class. As a result, all pupils, including those with English as an additional language and those with special educational needs, make very good progress.
10. Those lessons observed where teaching was shared between the class teacher and the teacher funded by EMTAS are particularly effective in promoting pupils' learning. This partnership teaching ensures that all pupils, including those for whom English is not their home language, are involved in the lesson, contributing and responding very enthusiastically. Joint planning along with sharing and alternating roles ensures that pupils receive a stimulating lesson that challenges their thinking and promotes learning. For example in a Y6 literacy lesson, while the class teacher led the introduction to a lesson on comparing texts about evacuees written by two different authors, the EMTAS teacher sat with pupils prompting and encouraging them to contribute. She then led the plenary session at the end of the lesson with the class teacher in a supportive role.
11. Teachers have high expectations of the content and presentation of the work they expect pupils to complete. As a result lessons are well paced and challenging. Pupils are managed well and teachers provide effective learning experiences. They achieve and maintain good levels of behaviour in their lessons. Pupils' contributions and answers are valued. Incorrect answers are discussed and pupils are encouraged to realise that they can learn from their mistakes. Marking throughout the school is good and exceptional in some classes where comments are informative and clearly identify to the pupils what needs to be done to improve their work. This helps pupils to understand how well they are learning and promotes positive self-esteem. Homework is used appropriately to reinforce and support the learning that takes place in lessons.
12. The teaching of ICT is of a good standard when whole class lessons are taught in the ICT suite. However little use of ICT to support pupils' learning within the classroom was observed during the inspection. As a result the ICT resources within the classrooms are underused and the opportunities for pupils to practise and apply the skills they have learned in ICT lessons are limited.

The headteacher provides outstanding leadership and sets a clear educational direction for the work of the school. The management of the school is very effective.

13. The headteacher, very effectively supported by the deputy head and senior staff, provides outstanding leadership and management and is clearly committed to achieving high standards. She has a clear vision for the school that is shared with and clearly communicated to all members of the school community. The headteacher knows the strengths and weaknesses of the school well. Her drive for the highest possible achievement, by providing a wide range of learning experiences and putting pupils' personal

development at the forefront of the curriculum, provides a very good basis for all aspects of the schools' work.

14. The school development plan is an effective document that clearly identifies the priorities of the school. It is appropriately costed and has clear and relevant success criteria against which progress can be measured. It is regularly reviewed and updated during the year as new national initiatives, such as performance management are introduced. This ensures that the development plan is a working document that reflects the school's priorities and achievements accurately.
15. The governing body was newly formed six months ago when it was set up to oversee the junior school separately from the infant school. Governors are very supportive and keen to fulfil their statutory responsibilities to the best of their ability. There are committees for the main areas of responsibility and training sessions are planned to develop their expertise fully. Governors are fully committed to the principles of best value. Their role as a critical friend to the school and their involvement in the strategic development of the school has yet to have an impact.
16. The headteacher, deputy headteacher and staff with management responsibilities work well together to monitor and develop the educational provision for all pupils. The headteacher is totally committed to the professional development of all staff in the school to ensure that the good quality of education is maintained. To this end she has produced a comprehensive staff training plan linked to the priorities in the school development plan. The line management system in place ensures that all teaching and support staff have a voice in the decision-making process. Regular management meetings take place with teaching staff to discuss all aspects of planning, development and strategies to further improvement. These are subsequently evaluated to determine their effectiveness. The headteacher delegates well but also understands the need to be regularly briefed by those with delegated authority such as members of the senior management team, the special educational needs co-ordinator and the EMTAS co-ordinator.
17. Torriano Junior School is always looking to improve further. The headteacher monitors the quality of teaching regularly and uses the information to ensure that pupils receive the best quality of teaching possible. Teaching in the core subjects is monitored regularly by senior staff. The National Curriculum test results and the results of non-statutory tests are analysed and individual pupil's progress is now beginning to be tracked effectively. The outcomes of this are used to improve teaching and the quality of the curriculum provided.
18. Finances within the school are well managed and all funds and grants are used effectively to improve the quality of education provided for the pupils. The school has a relatively large underspend that has been accumulated over several years to fund playground developments that were to have taken place last year. Plans are in place to ensure that these developments take priority and that the designated money is used to improve the playground facilities within this academic year.
19. Staff respond well to this high quality of leadership and morale is high. They present themselves as good role models for pupils and are held in high regard by parents and governors. The school has a good relationship with parents who think highly of the school, and the way it is led and managed.

Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding.

20. Pupils' personal development is promoted very effectively, especially through the school's provision for their spiritual, moral, social and cultural development. The school has a

welcoming atmosphere and an excellent ethos. The school's mission statement is to *"create a happy, purposeful and stimulating environment, in which all members can grow in self-esteem, develop their full potential and respect each other's worth"*. This underpins everything that takes place within the school. The school has a clear moral code and sets high standards of behaviour to which all pupils respond accordingly. Staff treat pupils in a consistent manner and assemblies are used to give moral messages about issues such as sharing and appreciating each other's talents. There is a strong sense of community in the school and relationships on all levels are very positive and supportive.

21. The provision for pupils' personal development is a strength of the school. Throughout their time at Torriano, pupils develop a growing maturity in their ability to take on individual and group responsibility. They enthusiastically contribute their ideas to the development of the school. One of the school's aims is for pupils to *"develop respect for themselves and others and develop personal and social skills including the capacity to communicate, co-operate and take responsible initiative"*. The school achieves this aim very successfully through the well-developed School Council and circle time which is a regular feature in every classroom. Every autumn term, the School Council is given due importance through the delivery of manifestos in school assemblies by pupils seeking election to the School Council. Ideas put forward by the Council are taken seriously and pupils voicing concerns about the traffic problems outside the school gate were instrumental in securing a safe crossing directly outside the school. Some pupils took part in a radio programme for the BBC talking about the success of their School Council. Pupils are empowered by their participation and value its impact on their daily lives. Other initiatives that promote pupils' social development very effectively include playground buddies, a residential school journey for Y6 pupils and the training of peer tutors to work with individual children who need additional support in reading.
22. The school's impact on personal development through its emphasis on fostering pupils' spirituality is also very good, especially through assemblies, and aspects of the creative arts such as singing, literature and poetry. Quiet, suitable moments are provided for personal reflection at the end of assemblies. Spirituality is also developed for example, in lessons where pupils reflect on the beauty of a piece of poetry or the work of a famous artist such as Vincent van Gogh. Pupils' social development is enhanced by raising their awareness that the community exists beyond the school. The work done by Y6, on what it means to be a refugee was very informed, empathetic and thought provoking. Pupils show a sense of being fully aware of others, listening respectfully to each other in lessons and welcoming visitors to the school with a smile and consideration. Pupils' moral development is enhanced through discussion in circle time about the right and wrong way to behave in certain situations. Pupils are encouraged to act in a fair and respectful way to each other. They know the difference between right and wrong and in role play situations they are encouraged to listen to different arguments and make informed decisions and choices.
23. The school's promotion of pupils' cultural development permeates the school. Pupils are taught to appreciate their own cultural traditions as well as the diversity and richness of other cultures through visits to local museums and galleries,. The strong emphasis on other faiths in the teaching of religious education has a very positive influence, giving pupils an insight into the customs, practices and symbolism of other religions. The different cultural and ethnic backgrounds of the pupils within the school are also used positively to promote learning. Visiting authors, storytellers, artists in residence, dancers, actors and musicians contribute greatly to pupils' development in this area. Displays represent this wide range of cultural opportunities that the pupils experience. The school also arranges visits to many places of interest and recently two pupils visited the Prime Minister in Downing Street to talk about the School Council and how it works.

Pupils' very good attitudes to learning and their exemplary behaviour in lessons and around the school contribute very positively to their learning.

24. Pupils respond very well to the very good teaching. They concentrate well and become completely involved in their lessons trying their best at all times. Pupils are eager and enjoy learning. They show respect for the feelings, values and beliefs of each other, listening attentively and discussing issues confidently and articulately. Their learning is well focused and this contributes enormously to the very good progress the majority of pupils make. Throughout the school there is a strong ethos for hard work and co-operation. Pupils respond well to the learning challenges offered by teachers and work with enjoyment and diligence. They work well together, sharing equipment patiently, such as the computers in the ICT suite. As they progress through the school, pupils take on more responsibility and are increasingly involved in the daily routines of the school. For example, some pupils were seen at lunchtimes helping teachers with tasks in the classrooms. Pupils with special educational needs and those learning English are very well integrated into the lessons, reflecting the strong ethos of equal opportunities in the school.
25. Pupils' behaviour in classrooms, in and around the school, including the playground is excellent. There have been no permanent exclusions in the school. They are clear about the school's rules for behaviour and know what to do if they experience bullying and are confident that any bullying issues will be dealt with. Pupils are given strategies to deal with situations that they may meet in the playground. For example, pupils in Y5 acted out the role of a mediator in a role play scenario depicting an argument between two children in the playground. They discussed what they might do to solve the problem using words such as compromise. At the meeting held for parents, and in response to the questionnaire, parents were very impressed with pupils' behaviour. This confidence is fully justified.

WHAT COULD BE IMPROVED

The use of information and communication technology (ICT) within the classroom to support other areas of the curriculum

26. The school has recently opened a new ICT suite, which is used to teach class lessons to develop pupils' skills in ICT. During the inspection, a class of Y4 pupils were observed using the internet to find out about animals for a science topic. Y6 pupils were able to cut, copy and paste between programs when developing a multi-media presentation. Pupils in a Y5 class were seen developing confidence when entering data onto a spreadsheet program. A programme of staff training and development has taken place to improve staff skills and confidence in this area.
27. However, apart from these sessions, few planned opportunities were observed for pupils to consolidate and develop their skills within the classroom and there is insufficient use of ICT to support other subjects, including literacy and numeracy throughout the school. ICT generally is taught as a subject rather than as a tool to be used to access ideas and experiences across the broader curriculum. At least one computer is available in every classroom but, during the inspection, they were rarely in use.

The newly formed governing body has yet to make an impact on the strategic planning of the school.

28. The newly formed governing body is supportive and fulfils its statutory duties to the best of its ability. Governors are interested in the work of the school and are committed to developing their expertise. They have set up committees for the main areas of responsibility and have

planned joint training sessions with staff on educational issues. At this stage their involvement in strategic planning is developing and they have yet to set up effective systems with regard to monitoring and evaluating initiatives and priorities. Their role as a critical friend to the school and their involvement in the strategic development of the school has yet to have an impact.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29.

- (1) extend the use of ICT to enable pupils to support their work in other subjects, especially literacy and numeracy throughout the school;
- (2) set up systems to enable the new governors to:
 - become more involved in the strategic development of the school
 - monitor and evaluate initiatives fully.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	30	48	13	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	234
Number of full-time pupils eligible for free school meals	127
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	64
English as an additional language	No of pupils
Number of pupils with English as an additional language	89
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	27	31	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	21	22
	Girls	24	23	25
	Total	40	44	47
Percentage of pupils at NC level 4 or above	School	69 (68) 75	76 (71) 82	81 (75) 88
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	19
	Girls	23	21	25
	Total	40	37	22
Percentage of pupils at NC level 4 or above	School	69 (57)	64 (59)	71 (64)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	27
Black – other	21
Indian	0
Pakistani	2
Bangladeshi	42
Chinese	1
White	119
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	20.3
Average class size	29.25

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	94

Financial information

Financial year	1999/2000
	£
Total income	589,740
Total expenditure	567,380
Expenditure per pupil	2,446
Balance brought forward from previous year	104,156
Balance carried forward to next year	126,516

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	234
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	25	6	2	2
My child is making good progress in school.	48	40	4	2	6
Behaviour in the school is good.	40	50	4	2	4
My child gets the right amount of work to do at home.	34	36	15	9	6
The teaching is good.	71	27	2	0	0
I am kept well informed about how my child is getting on.	52	35	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	65	19	6	6	4
The school expects my child to work hard and achieve his or her best.	85	12	2	0	0
The school works closely with parents.	56	33	4	2	4
The school is well led and managed.	67	27	0	4	2
The school is helping my child become mature and responsible.	58	31	4	2	4
The school provides an interesting range of activities outside lessons.	44	40	8	6	2

Summary of parents' and carers' responses

Only 10 parents attended the meeting and the number of responses to the questionnaire was very low. Of those parents who did respond, the majority were very positive about most aspects of the school and inspectors strongly support these views. The one minor area of concern, homework, inspectors found was being addressed through the school's new homework policy that has recently been the subject of consultation with parents.