

Torriano Junior School

Inspection report

Unique Reference Number	100023
Local Authority	Camden
Inspection number	276237
Inspection dates	12–13 December 2005
Reporting inspector	Olson Davis

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Luca Salice Mrs Bavaani Nanthabalan
Date of previous school inspection	Not previously inspected
School address	Torriano Avenue Kentish Town London NW5 2SJ
Telephone number	02074240202
Fax number	02074240202

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Torriano is an average size junior school serving a culturally diverse population in Kentish Town. The proportion of pupils from a minority ethnic background is much higher than average. The school has a high proportion of pupils whose first language is not English. Pupils come from a wide range of economic backgrounds. The proportion of pupils entitled to free school meals is much higher than average. The school has a significant number of pupils with refugee status. The percentage of pupils with learning difficulties is higher than average. There has been relatively high staff turnover since the previous inspection. The school has had three headteachers since 2002. The present headteacher was appointed in January 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Continue efforts to raise standards in mathematics, particularly for the most able pupils.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The school judges teaching and learning to be good. Whilst inspectors agree with this evaluation many of the lessons seen during the inspection were outstanding. Pupils make good progress because they are involved in their learning. They know the purpose of the lesson and their own individual targets for improvement. Teachers design lessons to have impact on the large number of pupils with English as an additional language by focusing on new words, grouping pupils for the best result, and using technology to make lessons exciting and fun. Teachers and support staff plan and work well together so that pupils with additional needs can learn as well as other children. Pupils work hard and behave very well. Every child has a learning partner and discussion is seen as an important part of learning. In the best lessons pupils are involved in assessing their own work. Teachers mark work well and show pupils how to improve the quality of what they do. They make frequent references to other lessons to show the connections between subjects. The headteacher's and subject leaders' close monitoring of teaching, linked to detailed assessments of pupils' progress, have identified that in the least successful lessons pace can be slow. As a result, the most able pupils are not stretched fully. School leaders make good use of this information to set clear targets for improvement for teachers and to provide effective professional development. This effective action by school leaders is resulting in improvements in the quality of teaching and the progress made by pupils, especially in mathematics.

Curriculum and other activities

Grade:

The school provides a very interesting and varied curriculum. Pupils benefit from the many opportunities given to develop their skills in literacy, numeracy and information and communication technology within other areas of learning. Pupils are gaining skills that will help them in the future. Focus events, such as 'Maths Week' and 'Black History Month' promote effective links between subjects as well as contributing to pupils' cultural and social development. Pupils develop a very good understanding of how to keep safe and live healthy lives through the personal, social, health and citizenship education programme and physical education lessons. The school's imaginative use of outside agencies to supplement pupils' learning experiences has made learning more enjoyable and practical. The curriculum is considerably enriched by activities such as Italian and specialist music lessons. An extensive range of well-attended clubs

and sporting activities, outside visits and visitors adds significantly to the pupils' academic and personal achievement and increases their enjoyment of learning.

Care, guidance and support

Grade:

The school evaluates this aspect of its provision as good. Inspectors disagree; it is outstanding. Procedures for child protection and health andamp; safety are exemplary. Staff work very well as a team to make Torriano a safe, welcoming school in which every child is valued. The school gathers and analyses data about its pupils very well indeed. It uses the results to make changes to teaching and to meet pupils' individual needs. Pupils are set challenging targets and those with additional educational needs have good individual plans. Staff meet frequently to discuss pupils' welfare and there are excellent links with outside agencies. Learning mentors are an effective link between home and school. Provision for pupils with English as an additional language is outstanding. The school has very good support from parents and staff take careful note of what parents and pupils have to say. The behaviour management system is clear to everyone and is applied consistently by all staff. There is a warm atmosphere and any rare incidents of bullying are dealt with promptly and effectively.

Leadership and management

Grade:

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for making us welcome when we visited your school. We enjoyed talking to you and took careful note of what you and your parents had to say about the school. We were impressed with how much you all know about andquot;Every Child Mattersandquot;. We were also impressed with how much you enjoy your school and how well you work in lessons.

Torriano is an excellent school. You help to make it so. Here are a few of the many good things about your school: * The headteacher, staff and governors run the school very well. Also, they are clear about what needs to be done to improve the school so that you can make even better progress. * You have good teachers who know how well you are getting on and give you good advice about how to improve. * You obviously enjoy school because your attendance is very good and you behave well in lessons and around the school. * You are very well cared for by the adults in school. * You are given lots of interesting things to do in school.

Your headteacher and the staff are already very good at knowing what needs to be improved and improving it. However, we have asked them to do one thing in particular: * To make sure that more of you reach the higher levels in the Year 6 mathematics national tests. We hope that you will continue to enjoy your school. We also hope that you will help your teachers as they work hard to make your school even better for you.