

Torridon Infant School

Inspection report

Unique Reference Number	100708
Local Authority	Lewisham
Inspection number	335585
Inspection dates	27–28 April 2010
Reporting inspector	Joanna Toulson

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	The governing body
Chair	Simon Allen
Headteacher	Lisa Pearson
Date of previous school inspection	14 March 2007
School address	Torridon Road London SE6 1TG
Telephone number	020 86985822
Fax number	020 86985822
Email address	headteacher@torridoninfants.lewisham.sch.uk

Age group	3–7
Inspection dates	27–28 April 2010
Inspection number	335585

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, observed 13 teachers and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, governing body minutes, a variety of policies and risk assessments, documentation relating to pupils' progress and safeguarding, lesson plans and pupils' work. The questionnaires returned by 37 parents and carers and 16 members of staff were also scrutinised.

The inspection team looked in detail at the following:

- how much progress the school has made in addressing the issues for improvement in the last inspection
- whether teaching is providing the right opportunities for more able pupils to make the progress they should
- how effectively the school is narrowing the attainment gap between boys and girls.

Information about the school

This school is a larger than average infant school with a nursery. A large majority of pupils come from minority ethnic groups, with the largest groups being Black Caribbean and Asian. Only a few pupils are at the early stage of learning English. The proportion of pupils with special educational needs and/or disabilities has increased steadily since 2006 and is now well above average. There is a breakfast club which is provided jointly by the infant and junior schools. At the end of Year 2, almost all pupils transfer to the adjoining junior school. The school has achieved an Active Mark and the Healthy Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Torridon Infant School provides a good education for all its pupils. Pupils feel safe in the well cared for, bright and welcoming environment. The imaginative curriculum, taught by committed teachers and effective support staff, creates a broad range of experiences that pupils enjoy. Parents and carers are overwhelmingly supportive of the school and receive excellent information about school life and how well their child is doing.

Parents say that staff provide good care and take the time to deal with any issues that arise. Very strong relationships across the school, with adults acting as good role models, support good personal development. The development of cultural understanding is good, with many opportunities for pupils to learn about each other's beliefs and traditions. Reflection time in assemblies was used well, when pupils were encouraged to consider ways of dealing with difficult emotions.

Children join the Nursery with skills and understanding that are generally below the levels expected for their age, particularly in their early literacy skills and their personal and social development. They make good progress as they move through the Early Years Foundation Stage and in Years 1 and 2 so that by the time they leave the school, their attainment in reading, writing and mathematics is broadly average. However, the school has rightly identified that more could be done to improve the attainment of more able pupils.

The systems for monitoring how well individuals and groups of pupils are doing are very good and action is taken very quickly if potential underachievement is identified. Parents of pupils needing extra help say how effective this support is, one saying, 'I'm very impressed with how Torridon has handled my son's additional needs and identified them at such a young age. My son loves coming to school—he sees school as a wonderful and positive place to be.' This good support is why pupils with special educational needs and/or disabilities and those who speak English as an additional language make as much progress as their peers.

All leaders are involved in monitoring the quality of teaching and learning, and good practice has been shared to bring about a steady improvement since the last inspection so that teaching is now good. The pace of lessons is usually good and children are encouraged to work hard and produce their best work. Where teaching is less effective, teachers do not always plan activities so that the more able are consistently challenged.

The school has an accurate picture of its strengths and a clear vision of how it will continue to improve. Strategies to engage parents and carers in their child's education have proved very successful and have resulted in highly positive relationships with all groups. Outstanding safeguarding procedures, including rigorous evaluation by

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

governors, excellent risk assessment systems and a comprehensive awareness of safeguarding by all staff ensure pupils are very safe in school. The school actively promotes community cohesion but plans are not yet agreed within the school and actions taken so far have not been thoroughly evaluated. The headteacher, together with her deputy, lead a strong team who, together with very committed and effective governors, lead and manage the school well. The improvements since the last inspection, particularly in the quality of teaching and learning and in behaviour, together with the successful strategies to narrow the attainment gap between boys and girls, provide evidence that the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment for the more able pupils by ensuring that:
 - activities are well matched to their needs
 - ensuring that pupils are effectively challenged in all lessons.
- Improve community cohesion by:
 - evaluating the impact of actions taken on pupils' learning and well-being

Outcomes for individuals and groups of pupils**2**

Pupils are keen to learn. Pupils who need additional help with mathematics or literacy benefit from good support from well-trained teaching assistants. Consequently, all groups of pupils are able to succeed and make good progress. Due to the determination of the headteacher and the consistency of the approach to behaviour management, behaviour is good. Pupils understand how to keep themselves safe. During the inspection, pupils in Reception were writing about the visit by the police and could say how the police helped to keep everyone safe. For their age, pupils have a good understanding about how to keep healthy. The wide range of opportunities to promote pupils' personal development, including, for example, 'Carnival Day', are key to pupils' good spiritual, moral, social and cultural development. Pupils contribute well to the community and enjoy taking responsibilities such as being a member of the school council, or raising money for charity, including the recent cake sale in response to the earthquake in Haiti. The school council is proud of its part in encouraging the local council to put in speed restrictions around the school. Despite the good work that the school has done to improve the attendance of most pupils, there still remain a few parents and carers who do not yet understand the need for regular attendance.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Senior leaders support teachers to teach well. Teachers have good subject knowledge. They adapt their plans according to how well the pupils are doing, although not all teaching consistently challenges pupils, particularly the more able. Pupils benefit from opportunities to talk about their learning with their ?talk partner? and to use drama to inspire their writing. The pace of lessons is usually good but where pupils sit for too long on the carpet, they can become restless and fidgety. Marking is mostly good and teachers give good verbal guidance to pupils while they are working in order to move their learning on.

The curriculum is designed to make learning fun while promoting good achievement. Basic skills are developed well and information technology is used effectively to enhance learning. An exciting range of visits, including an art gallery, museums and a field centre, help to bring learning to life. Other special events, such as Maths Week, Book Week and the walk to school treasure hunt, enrich pupils' experiences, as do the good range of after-school clubs, which have a high take-up. Pupils are very well cared for in school. Good support for pupils with special educational needs and/or disabilities supports their emotional well-being and encourages self-confidence as well as their academic progress. Transition arrangements, for example, from Year 2 into the junior school, are carefully planned to ensure pupils are well prepared for the next part of their school life.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and her deputy make a very effective team and have been instrumental in driving school improvement since the last inspection. This has been despite some staff turnover. Staff are motivated and professional development is supporting the growth of new leaders. There is a shared commitment for improvement. For example, the school identified that girls outperform boys in all areas and has put in place strategies to engage boys even more in their learning. As a result, the attainment gap is closing, especially in Reception and Year 2. This is an example of the school's good progress towards ensuring that all pupils have equal opportunity to do their best and that no pupil is subject to any form of discrimination.

Excellent links with parents and carers contribute a great deal to the good outcomes for pupils. This has been a key area of improvement for the school. Strategies such as a course for parents prior to their child beginning Nursery and another when their child is in Reception are resulting in parents and carers being strongly engaged in their child's learning. The breakfasts for male carers have been very well attended and have encouraged male family members to become even more involved in school life. Parents and carers are also supported by excellent guidance showing ways they can help children learn at home. Governors are very supportive of the school but also ensure they hold leaders to account for its work. They are rigorous, for example, in ensuring that outstanding safeguarding procedures are in place. Effective partnerships with outside specialists support the needs of vulnerable pupils, including those with special educational needs and/or disabilities. While the school realises it promotes community cohesion, plans have not yet been shared with all the school and the impact of actions on the well-being and progress of the pupils has not been clearly identified.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision in the Nursery is outstanding. Home visits by staff before children start school help children to settle quickly. In addition, children and their parents and carers have settling in sessions. As one parent said, 'We attended three outstanding settling sessions. I was struck by the welcome and the care and attention. I have nothing but praise for it.' Highly skilled staff extend children's language by good quality questioning and modelling good speaking. A carefully planned curriculum with lots of practical activities captures children's imagination and supports their growing confidence and independence. For example, during the inspection, staff encouraged children to make boxes to return animals to the zoo, following a story they had shared. A teacher played well with a small group, modelling turn-taking, counting to five and recording scores on a board, to the evident enjoyment of the children. Children's behaviour is exemplary and they show very good levels of curiosity and independence while they explore the activities on offer in both the inside and outside areas.

Provision in the Reception classes is good and although the classrooms are small, good use is made of the available space. Teaching is good, although sometimes the carpet sessions are too long and teachers dominate the discussion so that opportunities are sometimes lost to engage all children in the learning. Assessment procedures throughout Nursery and Reception are strong and inform the activities provided. The Early Years Foundation Stage is well led and managed, with the result that all children make good progress and enter Year 1 with good attitudes to learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The overwhelming majority of parents and carers say they are happy with the school and that their child enjoys being there. A few expressed concern about the behaviour of some children. Inspectors found that staff have good behaviour management skills and that behaviour is generally good. Another concern for a few parents and carers was the amount of progress their children are making and the information they receive about this. The inspection found, however, that there is good information available to parents and that most children make good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Torridon Infant School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 320 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	49	17	46	1	3	1	3
The school keeps my child safe	14	38	22	59	0	0	0	0
The school informs me about my child's progress	13	35	20	54	4	11	0	0
My child is making enough progress at this school	10	27	23	62	4	11	0	0
The teaching is good at this school	11	30	23	62	3	8	0	0
The school helps me to support my child's learning	14	38	19	51	3	8	1	3
The school helps my child to have a healthy lifestyle	8	22	27	73	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	24	26	70	1	3	0	0
The school meets my child's particular needs	9	24	26	70	1	3	0	0
The school deals effectively with unacceptable behaviour	9	24	21	57	4	11	1	3
The school takes account of my suggestions and concerns	6	16	24	65	4	11	0	0
The school is led and managed effectively	15	41	20	54	1	3	0	0
Overall, I am happy with my child's experience at this school	16	43	19	51	1	3	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 April 2010

Dear Children

Inspection of Torridon Infant School, London SE6 1TG

Thank you for your very friendly welcome when I visited your school recently. The other inspectors and I really enjoyed meeting you and seeing you working so well in your lessons. We were impressed with how polite you are and how well you work together. It is clear that you enjoy school. We can see why. Yours is a good school. There are lots of good things about your school and here are some of the things that really stood out:

- You behave well and are keen to learn.
- Staff have worked hard to make sure you are safe and well cared for in school.
- Your headteacher and her staff have worked well to make sure your parents or carers know about what you are learning and how they can help.
- Your teachers make learning fun.

There are some things that your school could do even better:

- Find ways to make sure that those of you who sometimes find work easy are challenged to do even better.
- Find out what a difference your links with the community make to your learning and well-being.

You can help by continuing to work hard and doing your best. You can also let your teacher know if your work is too easy (or too hard!) for you. You can also make sure that you attend school every day, unless you are too ill. Thank you again for welcoming us into Torridon Infants. Enjoy the rest of the summer term.

Yours sincerely

Joanna Toulson

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.