



# Torriano Junior School

Inspection report

Unique Reference Number 100023  
 LEA Camden

Inspection number 276237  
 Inspection dates 12 – 13 December 2005  
 Reporting inspector Olson Davis

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

Type of School	Junior	School address	Torriano Avenue
School category	Community		Kentish Town
Age range of pupils	7-11		London
			NW5 2SJ
Gender of pupils	Mixed	Telephone number	020 7424 0202
Number on roll	229	Fax number	020 7424 0202
Appropriate authority	The governing body	Chair of governors	Mr Luca Salice
Date of previous inspection	27-29 June 2000	Headteacher	Mrs Bavaani Nanthabalan

<b>Age group</b> 7-11	<b>Published</b> January 2006	<b>Reference no.</b> 276237
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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

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## Overall effectiveness of the school

The school judges its effectiveness to be good. Inspectors consider this to be a modest assessment and judge the school's effectiveness to be outstanding. The school has made rapid improvements in fostering pupils' personal development and improving the quality of teaching and is firmly fixed on improving pupils' achievement and progress. This is as a result of outstanding leadership and management by the headteacher and her senior staff. They make very effective use of the school's self-evaluation process to identify and eliminate weaknesses, such as pupils' previous barely satisfactory attendance and behaviour. Pupils' personal development is now outstanding and their behaviour and attendance are excellent. Pupils enjoy their school very much and are encouraged to work well together and to care well for each other. Parents are right to be confident that their children are making good academic and social progress at school and that they are being very well looked after. The quality of care, guidance and support that pupils receive is outstanding.

Standards are above average and pupils make good progress but results in the mathematics national tests dipped in 2005 for the most able pupils. Teaching is good with examples of outstanding teaching seen during the inspection. Teachers use assessment information very well to follow pupils' progress and to change their teaching approaches to ensure that pupils make good progress. The curriculum is excellent and is considerably enriched by a wide range of clubs, visits, visitors and special events. The school makes very good use of outside agencies to enrich pupils' learning experiences and enjoyment for learning. The school has made good improvement since the previous inspection and has a strong capacity to improve further. It provides good value for money.

**Grade: 1**

### What the school should do to improve further

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

### Achievement and standards

Pupils make good progress and attain above average standards because of good teaching and very effective support. Standards have improved since the previous inspection. Pupils enter the school at Year 3 with generally above average results in reading, writing and mathematics. The school has done well to build on these good standards in light of an increasing number of pupils entering the school with learning difficulties and other additional needs.

Results in the national tests have been particularly high in science and are usually above average in English and mathematics. In the 2004 national assessments pupils did very well, making very good progress according to their starting points and capabilities. In the 2005 national assessments pupils did very well in science and the school exceeded its challenging targets in English but standards in mathematics dipped, particularly for the most able pupils. Measures are already in place to rectify the situation but it is too early to judge their impact on the school's results. Nonetheless, the school's detailed records of pupils' progress, expertly analysed by the deputy headteacher, provide convincing evidence of pupils' good achievement and progress throughout the school. This recent improvement in pupils' progress is the result of firm action taken by school leaders to ensure that the school meets the learning needs of all pupils. The good support provided for vulnerable children, pupils with learning difficulties and for pupils for whom English is an additional language ensure that these pupils make the same progress as their classmates.

**Grade: 2**

## **Personal development and well-being**

Pupils' personal development is outstanding and reflects the excellent care, guidance and support that the school gives. Torriano pupils enjoy school; their attendance and punctuality are excellent. Pupils learn how to lead a healthy lifestyle and how to keep safe. The school has a Healthy Schools Award. Pupils are involved in their education through discussion and collaboration in lessons. Older pupils can make judgements and justify them. All ages elect representatives to make important decisions on their behalf in the excellent School Council. Classrooms are vibrant places where pupils are proud to show the displays to visitors, for example designs based on 'Narnia' after reading the book and a film visit as a Christmas treat. Pupils' spiritual, moral, social and cultural development is outstanding. Their cultural development is greatly enhanced by the school's use of the many multi-cultural organisations within central London. Torriano is a harmonious multi-ethnic community. Pupils have a strong moral sense. They learn to be sensitive to the needs of others by being 'learning partners' in lessons and 'buddies' in the playground and when new pupils arrive in school. The pupils contribute to the wider community by supporting charities, and celebrate a wide range of religious festivals and secular events such as Refugee Week. Pupils have chances in daily assemblies for quiet reflection. Torriano produces well-rounded pupils with a strong sense of community.

**Grade: 1**

## **Quality of provision**

### **Teaching and learning**

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.

### **Grade: 2**

### **Curriculum and other activities**

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.

**Grade: 1**

## **Care, guidance and support**

The school evaluates this aspect of its provision as good. Inspectors disagree; it is outstanding. Procedures for child protection and health & 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.

**Grade: 1**

## **Leadership and management**

Leadership and management of the school are outstanding. The headteacher is an inspirational leader. She provides clear direction for the school, ensuring that it has a strong focus on raising standards and that it maintains an unwavering drive towards improvement. The headteacher has developed a very strong sense of teamwork in the school based on a shared vision in which 'Every Child Matters'. As a result, pupils' personal development is outstanding and pupils flourish within the strong ethos of care, challenge, and support.

The headteacher is ably supported by her deputy headteacher and other members of the senior leadership team. Other managers play their full part in raising standards by monitoring and improving the quality of provision in their areas of responsibility. The school's self-evaluation process is very strong. School leaders have an accurate understanding of the school's strengths and areas for development and take effective action to bring about improvement. Everyone, including pupils, their parents, and governors is involved in the school improvement process.

Governors are effective. They are well informed about the strategic development of the school. They are supportive and provide good challenge to the school to improve its performance. They have been particularly effective in helping the school to improve its accommodation and to provide healthy meals at lunchtime. They keep a careful watch on spending to ensure that resources are used well.

**Grade: 1**



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## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>	
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>1</b>	
How well does the school work in partnership with others to promote learners' well-being?	<b>1</b>	
The quality and standards in the Foundation Stage	<b>n/a</b>	
The effectiveness of the school's self-evaluation	<b>1</b>	
The capacity to make any necessary improvements	<b>Yes</b>	
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>	

**Achievement and standards**

<b>How well do learners achieve?</b>	<b>2</b>	
The standards <sup>1</sup> reached by learners	<b>2</b>	
How well learners' make progress, taking account of any significant variations between groups of learners	<b>2</b>	
How well learners with learning difficulties and disabilities make progress	<b>2</b>	

**Personal development and well-being**

<b>How good is the overall personal development and well-being of the learners?</b>	<b>1</b>	
The extent of learners' spiritual, moral, social and cultural development	<b>1</b>	
The behaviour of learners	<b>1</b>	
The attendance of learners	<b>1</b>	
How well learners enjoy their education	<b>1</b>	
The extent to which learners adopt safe practices	<b>1</b>	
The extent to which learners adopt healthy lifestyles	<b>1</b>	
The extent to which learners make a positive contribution to the community.	<b>1</b>	
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>1</b>	

**The quality of provision**

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>	
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>1</b>	
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>	

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>1</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>1</b>	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>1</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>1</b>	
How effectively and efficiently resources are deployed to achieve value for money	<b>2</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>	
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>	
Does this school require special measures?	<b>No</b>	
Does this school require a notice to improve?	<b>No</b>	

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily.	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise.	<b>Yes</b>
Learners are discouraged from smoking and substance abuse.	<b>Yes</b>
Learners are educated about sexual health.	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe.</b>	
Procedures for safeguarding learners meet current government requirements.	<b>Yes</b>
Risk assessment procedures and related staff training are in place.	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism.	<b>Yes</b>
Learners are taught about key risks and how to deal with them.	<b>Yes</b>
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships.	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them.	<b>Yes</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills.	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams.	<b>Yes</b>
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	<b>NA</b>
Education for all learners aged 14–19 provides an understanding of employment and the economy.	<b>NA</b>

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Torriano Junior School  
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14 December 2005

Dear Pupils

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 "Every Child Matters". 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.

Yours sincerely

Olson Davis and Ann Sydney  
Additional Inspectors