

Inspection of Torrison Primary School

Hazelbank Road, London SE6 1TG

Inspection dates: 2 and 3 February 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected eight years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

This is a welcoming, happy and diverse school community. Pupils are proud members of this school. They are friendly, polite and considerate towards others.

Pupils behave well in lessons and when moving around the school. This is because staff have high expectations of them. Lessons are not interrupted by poor behaviour. Pupils are not worried about bullying because it rarely happens, and if it does, it is dealt with quickly so it stops. Pupils feel happy and safe here because adults listen to them if they have any worries.

Leaders and teachers encourage pupils to do their best. Pupils focus well in lessons and are enthusiastic about learning. Pupils value the support available to help their well-being. For example, well-being champions are available to help pupils regulate their emotions and understand their own feelings.

Leaders provide opportunities for pupils to take on positions of leadership. Leaders listen to pupils and value their opinions. For example, school council representatives recently reviewed the anti-bullying policy and presented their suggestions to governors.

Leaders provide a range of clubs, including for yoga, steel pans and choir. The school has a string ensemble and a rock band. These activities support pupils to develop their talents and pursue their interests.

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

Leaders want every pupil to learn to read fluently and without delay. Staff are well trained in the teaching of phonics. This means that they are consistent in their teaching. In the early stages of reading, teachers check the sounds that pupils know regularly and systematically. This means that pupils who may find reading difficult are given help to catch up. Pupils are given books to practise reading that are matched to the sounds that they know. This helps to improve pupils' confidence and fluency.

Pupils know that reading is important. They read widely and often. For example, pupils in Year 5 enjoy reading about Floella Benjamin through her book, 'Coming to England'. They discuss important themes such as discrimination and difference with understanding.

Leaders have put a well-structured curriculum in place that meets the requirements of the national curriculum. They have identified what they want pupils to learn and have broken this down into logical steps. For example, in Year 3, pupils can compare two different lengths because they have previously been taught how to measure in centimetres and metres. Teachers teach subject content clearly and are quick to identify those pupils who need extra support.

In some subjects, the curriculum is not consistently delivered in the way in which leaders intend. This means that sometimes, learning does not build on what pupils already know. In these cases, pupils do not deepen their learning and remember key information over time.

Children get off to a positive start in early years. Staff listen carefully to children and develop their language skills. For example, when working with an adult, children are encouraged to use words such as 'fabric', 'secure', 'fasten' and 'windshield' when discussing how to attach material to their toy car. Children learn and play happily both indoors and outdoors because their needs are met.

Leaders, teachers, and other adults work together to identify the needs of pupils with special educational needs and/or disabilities (SEND). Leaders seek advice and support from a range of external professionals, such as therapists and psychologists. These experts provide training for teachers and teaching assistants. However, sometimes pupils with SEND do not progress successfully through the curriculum. This is because leaders do not consistently check what pupils are learning and that teaching methods and resources are adapted to meet their needs. This includes pupils in the resource base as well as pupils with SEND.

Leaders invite visitors to the school to speak to pupils about keeping themselves safe. Leaders provide opportunities for pupils to understand and regulate their feelings. Pupils manage their emotions well. Leaders and teachers have high expectations for pupils' behaviour. Pupils show positive attitudes when learning and know what is expected of them. This means that the curriculum can be taught without interruption.

Pupils learn about positive relationships and differences, both in school and beyond. For example, in early years, children learn about how differences make them special, and in Year 2, pupils are taught about stereotyping.

Governors are committed to, and ambitious for the school. They understand what the school does well and what it needs to do to be even better. Governors work with leaders to check on the well-being of staff. Teachers who are relatively new to their roles are particularly well supported.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the school. Staff are well trained. Regular updates ensure that staff are aware of the risks pupils may face in the local community. Staff understand and follow procedures for reporting any concerns. Leaders respond quickly to concerns raised. Leaders engage with outside agencies and safeguarding partners. They invite visiting speakers to talk to pupils about the importance of keeping safe when online. Governors understand their statutory duties. They carry out robust checks on staff before they appoint them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the curriculum is not taught in the order in which leaders intend. This means that sometimes, pupils' learning does not build on what they already know. As a result, pupils do not deepen their learning and remember key information over time. Leaders need to ensure that the curriculum in all subjects is delivered as intended.
- Sometimes, pupils with SEND do not progress successfully through the curriculum. This is because leaders do not consistently check what pupils are learning, and that teaching methods and resources are adapted to meet their needs. This includes pupils in the resource base as well as pupils with SEND. Leaders should check what pupils are learning and ensure that teachers have the training and information they need to adapt their teaching successfully to meet the needs of pupils with SEND.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100708
Local authority	Lewisham
Inspection number	10255276
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	642
Appropriate authority	The governing body
Chair of governing body	Margaret Brightman
Headteacher	Manda George
Website	www.torridon.primary.lewisham.sch.uk
Date of previous inspection	8 and 9 July 2015, under section 5 of the Education Act 2005

Information about this school

- Torridon Infant School and Torridon Junior School amalgamated in September 2018, forming Torridon Primary School. When the infant school was last inspected in July 2015, it was judged by Ofsted to be outstanding. When the junior school was last inspected in January 2014, it was judged to be good.
- The school runs a breakfast club.
- The school makes use of one registered alternative provider.
- The school has a resource provision for pupils with autism spectrum disorder. There are currently 16 pupils enrolled in this provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and members of the senior leadership team to discuss school development.
- Inspectors met with representatives of the governing body. They also met with a representative of the local authority.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding, and pupils' personal development, attendance and behaviour.
- Inspectors carried out deep dives in early reading, mathematics, physical education, history, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders and looked at samples of pupils' work in design and technology, computing and geography.
- The views of parents and carers and staff were also considered, including through Ofsted's surveys.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- Inspectors reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

Inspection team

Deborah Walters, lead inspector	His Majesty's Inspector
Lando Du Plooy	Ofsted Inspector
Raj Mehta	Ofsted Inspector
Seamus Gibbons	Ofsted Inspector

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