

Turners Hill CofE Primary School

Inspection report

Unique Reference Number	126010
Local Authority	West Sussex
Inspection number	359988
Inspection dates	13–14 July 2011
Reporting inspector	Janet Sinclair

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	131
Appropriate authority	The governing body
Chair	Martin Robinson
Headteacher	Oliver Burcombe
Date of previous school inspection	12 June 2008
School address	Church Road Crawley West Sussex RH10 4PA
Telephone number	01342715412
Fax number	01342715412
Email address	head@turnershill.w-sussex.sch.uk

Age group	4–11
Inspection dates	13–14 July 2011
Inspection number	359988

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	4–11
Inspection dates	13–14 July 2011
Inspection number	359988

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 assesses 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 0300 123 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 14 lessons, observing seven teachers and several teaching assistants. Inspectors also held meetings with members of the governing body, senior staff and groups of pupils. They scrutinised samples of pupils' work, and looked at a wide range of documentation, including policies, the school development plan and records of pupils' progress. They considered the 44 responses from questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Attainment and rates of progress for all groups of pupils, but particularly those in Key Stage 1 and those with special educational needs and/or disabilities.
- The extent to which changes in the curriculum meet the needs of the pupils, particularly as all classes are mixed age.
- The impact of leaders and managers at all levels on ensuring the school's improvement since its previous inspection.

Information about the school

Turners Hill is smaller than the average-sized primary school. Most pupils have White British heritage. A below average proportion of pupils are from minority ethnic groups; none of these are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average; their needs are mainly moderate learning difficulties and autism spectrum conditions. All pupils are taught in mixed-age classes.

The school has the Sportsmark Gold award, the Eco-Schools Green Flag award and the Total Green School awards.

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

This is a good school. Attainment is rising and progress is accelerating. There is excellent enrichment of the curriculum and a highly successful drive on behalf of staff, the governing body and pupils to use energy in a sustainable way. This is seen in the use of wind to generate electricity, the use of solar panels and the pupils' involvement in recycling and composting that have resulted in the Total Green School awards and Eco-Schools Green Flag status. Strong leadership from the headteacher, effective teamwork and a strong whole-school commitment to improvement have enabled this. The school's positive ethos permeates its work, helping to create a warm and supportive environment in which the pupils thrive. There is good part-time pre-school provision.

Children get off to a good start in Reception due to warm and caring relationships and an effective learning environment. Progress across Years 1 to 6 is good overall, Pupils make at least satisfactory progress across Key Stage 1 to attain broadly average standards. Writing is the weaker area this year, but most pupils had low starting points. Although teaching at Key Stage 1 has some strengths, work is not always matched well enough to pupils' needs and questioning is not always challenging enough to enable good gains in pupils' learning. Attainment is above average in Key Stage 2, and pupils make good progress. This is due to effective teaching, good match of work to pupils' abilities and interesting tasks that engage them in their learning. Very careful tracking of pupils' progress ensures any pupils falling behind are quickly identified and supported. Consequently, pupils with special educational needs and/or disabilities are progressing well, given their varying needs.

Pupils enjoy school and say that learning is fun, and this is reflected in their above-average attendance. They feel very safe in school, say that there is no bullying and that even minor disagreements are handled firmly, but well, by the headteacher. Their behaviour is consistently good and, occasionally, exemplary, as seen in a Year 5/6 lesson where it made a strong contribution to effective learning. Pupils make an excellent contribution to the community through their work as school councillors. They are proud of the fact that they changed sports day to include a long-distance race and raised money to buy a friendship bench for the school field. Pupils are actively involved in the wider community. For example, they wrote to the council about local traffic congestion. Pupils are kind and courteous to each other and work really well together.

The curriculum provides well-organised and imaginative learning experiences for the pupils, such as the Second World War work that involved an interview with Marguerite Patten, a talk from senior citizens and a joint lunch. Excellent curricular enrichment, such as links with a Spanish school, visits and special events, is enhanced further by outstanding partnerships. These include the very successful sports partnership that has led to the award of Sportsmark Gold. The school takes good care of its pupils, especially those

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

who are potentially vulnerable, ensuring they and their families feel well supported. The governing body meets all statutory requirements and is fully supportive of the school. Members know, in general, the school's strengths and weaknesses, but are not yet fully involved in closely and systematically evaluating its work.

The senior leadership team have a clear and accurate view of the school. They have made good improvements in attainment, progress and the curriculum since the previous inspection, when they were found to be satisfactory. They know what needs to be done to secure further improvement. On the evidence of the progress made, the school's capacity to sustain improvement is good.

What does the school need to do to improve further?

- Raise attainment and accelerate progress at Key Stage 1 by:
 - ensuring a better match of work to pupils' needs
 - using questioning that challenges pupils fully and develops their understanding.
- Increase the governing body's involvement in fully and systematically evaluating the work of the school.

Outcomes for individuals and groups of pupils

2

Attainment on entry to the school varies considerably, but is mainly typical of children of this age. Pupils with special educational needs and/or disabilities make good progress due to effective small group work that meets their particular needs well. Pupils with autistic spectrum disorder receive individual support from teaching assistants so that they behave well and enjoy their learning. Pupils say that learning is fun and this was obvious in a lesson when they were playing a game called, 'Shall I risk it?' There was a good buzz of discussion, proficient use of addition skills and excitement in learning, which engaged them fully. This enjoyment of mathematics was also seen in a lesson as pupils calculated the cost of their purchases or worked out the minimum number of coins needed to make a specific amount. Pupils work extremely well together, sharing ideas and cooperating on joint tasks. This was seen in a lesson when pupils were working on Old Testament stories and became totally absorbed in finding out about Abraham's family tree. There was a real buzz of concentration as they discussed what they had discovered. Their engagement in their learning is also obvious, for example through the diaries that they wrote of Shackleton's trip to Antarctica. They were beautifully and sensitively written, starting with such excitement and then expressing concerns as food began to run out and they lost their way. Pupils are clear that they know what they are expected to learn and that teachers' marking, targets and opportunities for assessing how well they are doing help with this. Occasionally, untidy presentation of work and a lack of attention to correcting spelling errors detract from overall outcomes.

Pupils are kind and helpful to each other and work well together on a range of activities. They have a good understanding of a healthy lifestyle as they grow and cook their own produce. They know about the importance of exercise and healthy school meals and were involved in designing a healthy breakfast. They are proud of their work to support the environment, including the planting of trees 'to provide for the future'.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers organise and manage lessons well so that pupils are interested and engaged in their learning. Good attention to learning intentions means that pupils are clear about what they are expected to learn. Clear explanations and effective questioning ensure that pupils develop the skills that promote good learning. This was seen in a lesson where the teacher's clear explanations and effective assessment of their learning ensured that pupils developed a good understanding of different angles of turn and the degrees within them. Teachers make effective use of a range of resources to engage pupils in their learning, such as the interactive whiteboards, mathematical games and working with local residents. Support staff are well deployed, particularly to help pupils with special educational needs and/or disabilities, and their effective interactions with their groups ensure pupils make good progress in their learning. Lessons for younger pupils involve interesting activities for them to do and enjoy, but they do not always extend their learning sufficiently through a good match of work or effective interactions that develop understanding.

The curriculum is well planned on a two-year cycle to ensure it meets the needs of the pupils in the mixed-age classes. The use of topics enables good cross-curricular links, such as the Year 5/6 Horrible Histories work that provides a helpful connection between history and English. A very good range of after-school clubs enrich the curriculum and strongly promote pupils' personal development.

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 school takes good care of its pupils. There is good transition across the phases, especially for potentially vulnerable pupils who are supported well by a learning mentor on the visits to their new schools. The school has put much effort into improving attendance and has been very successful.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	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 has a strong vision for the school which is shared with the senior leadership team who are keen to continue the upward trajectory of improvement. Much has already been done; for example, the fortnightly mathematics investigations and the use of a published scheme, the development of reading and phonics (letters and the sounds they make) and a much more rigorous approach to assessment have contributed to improved progress and attainment. A detailed school improvement plan is the key driver in setting targets for improvement. However, occasionally outcomes are not specific enough for their success to be measured accurately.

Teaching is monitored regularly and carefully through a variety of methods, with clear guidance for improvement, and this is mainly ensuring good teaching. Rigorous tracking, careful assessments and regular analysis of data ensure a good understanding of the next steps in pupils' learning. Close monitoring also identifies those not doing well enough so that the school can put suitable interventions in place. These interventions, together with the work done to meet the needs of the pupils in circumstances that make them more vulnerable and the strong and successful efforts to improve attendance, demonstrate the school's good commitment to, and effective promotion of, equality of opportunity.

There is a good partnership with parents and carers that ensures they are well informed and involved in the work of the school. Outstanding partnerships and very effective links with local schools, such as the Worth School, which pupils attend for drama and sporting activities, provide excellent extended services that fully benefit pupils' learning and well-being.

The school is a strong, cohesive community. Pupils of all ages get on well together and enjoy each other's company. There are effective links with the local community, for example the strong links with local churches and pupils' participation in the village fair. There is a good link with a school in Spain and exchange visits take place. There is also a link with an inner-city school, but the school acknowledges that this is not yet fully developed. Systems for safeguarding pupils are good and all policies and procedures are securely in place. Pupils are made very aware of staying safe through visits from police officers and talks on internet safety. Parents and carers fully endorse the school's work in

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

keeping their children safe. The governing body works effectively through its committees to ensure all statutory requirements are met and has done a great deal to improve the school building. However, it is not yet systematically monitoring the school's effectiveness.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

There is good pre-school provision that is managed by the governing body. Staff are caring and support the children's learning well through effective but sensitive interactions that promote good understanding. The accommodation is spacious, including a good outdoor area where children can ride their wheeled vehicles and play in the sand. The children develop good levels of independence and engage well in a range of well-chosen activities. They particularly enjoy story time, where they listen attentively. There is good transition from the pre-school to the Reception class, as well as ongoing joint activities that promote effective links.

Good relationships and a welcoming environment ensure that children in Reception become confident, happy learners who engage well with all that is on offer. Children know how to stay healthy by eating fruit at break, and learn through physical activity that exercise is good for their hearts. They make good progress, particularly in communication, language and literacy, because of the strong emphasis on teaching letters and sounds. Children are excited by their learning, for example when observing the pond creatures. The staff make regular assessments of the children's learning, which they use to group them for work that is teacher-led. Well-organised learning journals provide a good record of children's achievements.

Children willingly take part in independent activities, behave well and freely share resources with each other. They enjoy using the outdoor area where they role play, use the sand and water and enjoy physical activity. However, the area does not always yield

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

stimulating learning experiences for the children that promote all aspects of learning. Good leadership ensures effective relationships with parents and carers, well-planned learning experiences and a good working atmosphere for children that help them to make good progress.

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

The response to the questionnaire shows that most parents and carers who responded are happy with the school and what it provides. They consider that their children enjoy all that the school has to offer and are safe and well looked after; inspectors endorse this view. The main concerns expressed were about how the school helps them to support their children's learning and the extent to which it takes account of their suggestions and concerns. The inspection team found that there are open days, parents' and carers' meetings and workshops to help support their children's learning. The school has an open-door policy for parents and carers to discuss concerns and there is a parents' and carers' questionnaire to canvass their views, which are then used as part of whole-school improvement planning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Turners Hill C of E Primary 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 131 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	64	14	32	1	2	0	0
The school keeps my child safe	32	73	12	27	0	0	0	0
My school informs me about my child's progress	15	34	26	59	3	7	0	0
My child is making enough progress at this school	15	34	25	57	4	9	0	0
The teaching is good at this school	11	25	29	66	4	9	0	0
The school helps me to support my child's learning	13	30	21	48	9	20	0	0
The school helps my child to have a healthy lifestyle	26	59	15	34	3	7	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)	22	50	19	43	1	2	0	0
The school meets my child's particular needs	14	32	26	59	3	7	0	0
The school deals effectively with unacceptable behaviour	14	32	27	61	1	2	0	0
The school takes account of my suggestions and concerns	13	30	25	57	6	14	0	0
The school is led and managed effectively	18	41	23	52	3	7	0	0
Overall, I am happy with my child's experience at this school	24	55	19	43	1	2	0	0

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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



15 July 2011

Dear Pupils

Inspection of Turners Hill Primary School, Crawley RH10 4PA

We judged that your school is a good school where your headteacher and all the staff work hard to help you achieve well and take good care of you. We were particularly impressed with all the work you do to be an Eco-School.

Here are some other things we particularly liked about your school.

- You make good progress, particularly in Reception and at Key Stage 2.
- You are very kind and considerate of each other, work well together and behave well.
- You make an outstanding contribution to the school and wider community through the many things that you do.
- You enjoy the many clubs, visits, visitors and events that you have.
- There are excellent links, such as the sports partnership that has enabled you to get the Sportsmark Gold award.

These are the things we have asked your school to do to make it even better.

- Ensure that teachers' questioning in Key Stage 1 always challenges you and makes you think and lessons are always well matched to your needs.
- Make sure that the governing body is more involved in helping your school to get even better.

You can help by continuing to work hard in your lessons.

We enjoyed talking to you and wish you every success for the future.

Yours sincerely

Janet Sinclair

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 0300 123 4234, or email enquiries@ofsted.gov.uk.