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Mr G Pike
The Headteacher
Turlin Moor Community School
Turlin Road
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Dear Mr Pike

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:
monitoring inspection of Turlin Moor Community School**

Thank you for the help which you, your staff and members of the governing body gave when I visited your school on 13 December 2011. I would be grateful if you would pass on my thanks to the pupils for their friendly reception and to the time the local authority representative gave.

Since the previous inspection, there have been a range of contextual changes. An interim headteacher was appointed for the autumn term of 2011 whilst the process to appoint a permanent full-time headteacher for January 2012 was successfully completed. Staff changes have also included the appointment of four newly qualified teachers.

As a result of the inspection on 29 and 30 June 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement and that the effectiveness of the school in improving pupils' behaviour is good.

Results from Key Stage 2 assessment tests indicate that pupils' attainment at the end of Year 6 has improved, especially in mathematics. A higher proportion of pupils attained levels in line with those expected nationally. The work seen, from lessons and the school's analysis of assessment information, suggests that pupils' attainment continues to rise overall and that their progress is increasing in pace. This is not a consistent picture across the school because pupils, particularly in Years 3 and 4,

have yet to make up for the legacy of underachievement. By the time they leave, pupils' attainment at the end of Year 7 is in line with most pupils of their age in reading and mathematics, but slightly below in writing. Pupils in Years 1 and 2 generally make expected progress. Their attainment is broadly in line with most schools. From very low starting points, children in the Early Years Foundation Stage are making better progress than is typically expected. Pupils with special educational needs and/or disabilities make satisfactory progress.

The school has effective systems for tracking individual pupils' attainment and progress across all the year groups. This is beginning to be analysed well by senior managers. An increasing number of teachers are using this information to inform their planning more precisely. Although the information is collected and analysed termly, this is not frequent enough. Consequently, there are missed opportunities to implement support strategies early enough for those pupils whose progress may be slowing down or has stalled.

As a result of more effective and rigorous strategies, pupils' attendance is improving and is broadly in line with those levels expected nationally.

Pupils' behaviour has improved since the previous inspection. In lessons and around the school during break times pupils behave well. The small number of exclusions continues to decrease and hardly any lessons are disrupted. The school has a calm and purposeful atmosphere which is conducive for learning. In lessons, pupils are absorbed in their activities and are able to work collaboratively. Pupils and parents spoken to during the visit commented very favourably on how the school has improved and how pupils enjoy their learning more. One grandparent told the inspector that her grandchild 'starts school with a smile and comes home with a smile'.

Teaching and learning have improved since the last inspection. Lessons still vary in quality, but are never less than satisfactory and an increasing number of lessons are well taught. Senior leaders have ensured consistency of lesson planning, use of learning objectives, effective assessment strategies and successful behaviour management. Teachers mark books regularly and conscientiously, providing pupils with opportunities to correct errors and practice misconceptions. An increasing number of lessons ensure pupils, particularly those who are more-able, are able to apply their learning through practical and hands-on scenarios including a strong focus on role play and designing and building. A strength of the teaching and learning is the rapidly growing number of pupils who are able to assess their work and that of their peers based on good knowledge of their targets. One pupil told the inspector that he found his classmate's comments helpful in improving his spelling.

The curriculum is improving. There are now clear, well-planned topics and subjects across all year groups. The curriculum is supplemented and enriched with visits and visitors to motivate and interest pupils and develop their knowledge and understanding of others' differing backgrounds and beliefs. Other activities help develop their literacy work well. For example, Year 6 pupils had recently been

involved in learning about working in the media to improve their writing and speaking skills. A 'studio' was created for them and they met with a TV journalist. There are robust plans to ensure that there are no gaps or overlaps in the development of pupils' skills from one year to the next which are now being well monitored by senior leaders.

Senior leaders and managers have ensured there is a strong desire for improvement. Staff at all levels are aware of what the school needs to do to improve further. As the school's capacity to improve increases, middle managers are becoming more involved in raising standards and improving the quality of teaching. Professional development and induction for newly qualified teachers are effective. There are clear plans for improvement which identify the school's priorities and next steps. However, there are no milestones or targets from which senior leaders and managers, including the governing body, are able to evaluate accurately whether or not the school has met or exceeded its goals. The quality of teaching and learning is beginning to be monitored more rigorously. Teachers receive appropriate feedback on how to improve further. Although the information regarding the quality of individual lessons is recorded, it is not systematically analysed or evaluated to gauge the overall quality of teaching in different subjects or phases of the school.

The governing body has been instrumental in providing continuity, challenge and vision throughout the previously turbulent period of the school's history. Its determination and commitment to working in an effective partnership with the previous executive headteacher, current interim headteacher and the local authority have secured a platform from which the school can continue to develop its capacity to improve. This can be seen in the sound plans in place to support the newly appointed headteacher.

Support provided by the local authority is effective. Regular monitoring visits to the school, specialist advice and a strategic monitoring group, which oversees the school's continuing improvement, have maintained the school's upward trajectory of improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

John Seal
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in June 2010

- Improve the quality of teaching, so that a higher proportion of pupils leave the school with average or higher attainment by:
 - injecting more pace and challenge into lessons, particularly to meet the interests and needs of more-able pupils
 - having higher expectations of what pupils can achieve.
- Give pupils a better understanding of how they can further improve their work, by:
 - improving marking so that pupils clearly understand how well they have done and how they can make their work better
 - using pupils' targets more effectively in the classroom as a way of raising their awareness of what they can achieve.
- Further develop the curriculum in order that :
 - there is more excitement and challenge in the topics and other tasks
 - there is more opportunity for pupils to progress in their development of writing and other skills as they move up through the school
 - pupils have a greater awareness of people's lives and beliefs in the wider world.