

Turnditch CofE (Aided) Primary School

Inspection report

Unique reference number	112894
Local authority	Derbyshire
Inspection number	378599
Inspection dates	7–8 February 2012
Lead inspector	Andrew Stafford

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair	Ian Phillips
Headteacher	Mark Mallender
Date of previous school inspection	16 October 2006
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Introduction

Inspection team

Andrew Stafford

Additional inspector

This inspection was carried out with two days notice. The inspector observed 11 lessons taught by seven teachers. He held meetings with parents and carers, groups of pupils, members of the governing body and staff. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He observed the school's work, heard a sample of pupils read, and looked at the school's tracking of pupils' progress, teacher's planning, records of classroom observations, the minutes of meetings of the governing body, the school's self-evaluation and reports from the local authority. The inspector scrutinised 63 parent and carer questionnaires together with those completed by staff and pupils.

Information about the school

This school is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is much lower than average. There are no pupils from minority ethnic backgrounds. The proportions of disabled pupils and of those with special educational needs are below average. The government's current floor standards are met. The school has achieved several awards including Healthy Schools status, Sing Up gold award and the Basic Skills Quality Mark. Four members of the teaching staff have been appointed since the previous inspection.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school. Exceptionally strong leadership and management have successfully built upon previous good provision and outcomes. Parents and carers speak exceptionally highly of the school and praise its 'family atmosphere'. One parent wrote, summing up the views of many others: 'Turnditch Primary offers a superb all-round education to all pupils. Every pupil is nurtured individually to achieve their potential.'
- All groups of pupils achieve exceptionally well and, by the end of Key Stage 2, pupils' attainment is well-above average in reading, writing and mathematics. Rigorous monitoring of pupils' progress and a wide range of intervention strategies enable the school to identify those pupils who are not on course to meet their challenging targets and to provide support to accelerate their progress.
- Teaching is consistently good and much is outstanding. Teachers have high expectations of all pupils and motivate them to learn through well-planned and highly stimulating activities. Pupils' spiritual, moral and social development is strong. However, pupils' cultural development is less well developed because the school provides them with few first-hand experiences of the diverse range of cultures and faiths in the United Kingdom and globally.
- Pupils are punctual, behave exceptionally well and work and play together in a mature and sensible manner. Attendance is high. Pupils have a very clear understanding of how to keep themselves safe. Pupils say that bullying is rare and are confident that any incidents would be dealt with promptly and effectively by the school.
- The governing body is well-organised and very effectively uses the information provided by the headteacher to hold the school to account for pupils' achievement.

What does the school need to do to improve further?

- Improve pupils' cultural development by providing them with first-hand

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Main report

Achievement of pupils

Inspirational leadership and a pursuit of excellence explain rising achievement, which is now outstanding. Children's attainment when they start in the Reception class is within the expected band for their age. They make consistently good progress in all areas of learning to well exceed average attainment by the end of the Reception year. The provision in the Early Years Foundation Stage has improved since the last inspection, especially for learning in the well-resourced outside area. A very well-planned curriculum, a good balance between teacher-led and child-initiated activities and careful monitoring of children's progress help children make rapid progress and achieve exceptionally well. In Key Stages 1 and 2 teaching has improved, extra help is provided where necessary and there are opportunities to apply literacy and numeracy skills across the curriculum. A variety of stimulating experiences have had a marked impact on improving pupils' progress. In a Year 5/6 lesson, pupils were developing the powerful use of emotive language to describe the impact of horrifying experiences in the Second World War. Pupils watched a DVD that stimulated pair discussions about the messages that it contained. The following display of a wide range of adjectives helped pupils to describe how they imagined the characters were feeling which led to outstanding learning and powerful creative writing.

Attainment is above average in all years and all groups of pupils make rapid progress. Highly skilled teaching assistants provide excellent support for disabled pupils and those with special educational needs, including those with emotional and social difficulties. Individual attainment records show that these pupils make good progress in lessons and over time.

Pupils' attainment in reading is above average by the time pupils reach the age of six and well-above average by the end of Year 6. In the Early Years Foundation Stage and Key Stage 1, pupils learn the basics of reading through a highly structured and regular programme which is focused on pupils learning letters and sounds. Sessions are brief and the pace of learning is brisk. Pupils' learning is monitored and teachers move pupils between groups according to their developing skills. In Key Stage 2, continued careful monitoring of pupils' progress and regular guided reading sessions build carefully on pupils' prior skills and give additional support for those pupils who are having difficulties. This helps ensure that the strong progress in reading is maintained. A well-structured mathematics curriculum, challenging tasks and an emphasis on pupils thinking logically through mathematical tasks have resulted in rapid improvements in progress in mathematics over recent years. Nearly all parents and carers who returned the questionnaire agreed that their children are making good or excellent progress. The inspection findings reflect the views of parents, carers and pupils.

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Quality of teaching

Almost all pupils, and parents and carers who completed the questionnaires, rightly say that teaching in school is good or better. Pupils enjoy their learning and take pride in the presentation of their work. Teachers know pupils exceptionally well and relationships are strong. Pupils work productively in groups, sharing ideas and discussing their work. The school's assessment information is used carefully by teachers to ensure that all groups receive the correct degree of challenge. Teachers and teaching assistants use questioning very effectively to encourage pupils to think deeply and consider responses. Year 3/4 pupils showed a mature and highly responsible approach to considering the most important qualities of friendship. They reflected on how facial expressions communicate feelings and expressed this clearly and coherently in words. In all lessons, teachers build strongly upon pupils' prior knowledge, skills and understanding and give detailed and accurate feedback. Marking gives pupils clear information about how to improve and often pupils are given the opportunity to reflect on it and comment on how they intend to improve.

The excellent curriculum provides a wide variety of stimulating, first-hand and memorable experiences for pupils throughout the school. The day usually begins with an assembly that reinforces the school's strong sense of belonging. Pupils sing heartily, enjoying being members of the school community. This prepares them emotionally for their lessons. Residential visits, arts productions, strong links with the church and inputs from specialist teachers of science, French and music play a significant in promoting pupils' spiritual, moral and social development. In the weekly awards assemblies, pupils celebrate the achievements of those who have produced good work or done something memorable. Pupils show a high degree of respect for those who have gained awards and in all assemblies pupils are encouraged to reflect thoughtfully on many spiritual, moral and social issues. However, pupils' cultural knowledge and awareness are less well developed. Although there are some links with schools in Derby, Nottingham and Botswana, they are relatively new and not fully established, and do not provide pupils with enough first-hand experiences of the diverse range of cultures and faiths in the United Kingdom and globally. Information and communication technology is used effectively for a variety of tasks including researching topics, communicating with other schools and giving a range of information to parents and carers and members of the governing body.

Behaviour and safety of pupils

Pupils' safety and welfare are of paramount importance. Pupils show they enjoy school because their attendance is well above that of primary schools nationally. Pupils know they are valued. The caring ethos of the school is typified through older pupils acting as buddies to younger ones and through the enthusiasm with which pupils view the sticker charts that celebrate good work and reward pupils for showing qualities such as respect, kindness and friendship. Parents and carers speak exceptionally highly of the school and praise its 'family atmosphere'. Nearly all parents and carers say that their children feel safe in school and that there is a good

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standard of behaviour. Pupils get on well together and one boy said, "I can't think of any disagreements in our age group." Pupils say that behaviour is usually exceptionally good and only on very rare occasions do incidents of anti-social behaviour or bullying occur. Pupils have taken part in anti-bullying activities; no instances of cyber-bullying have occurred. However, pupils are quick to add that, if incidents do occur, teachers respond quickly and successfully, ensuring that pupils feel totally safe and secure. They demonstrate the values of cooperation, responsibility and care acquired through being part of the school's very positive ethos of supporting each other. This makes a significant contribution to pupils' behaviour and well-being. Instances of pupils being distracted during teacher led activities are rare.

Pupils enjoy coming to school and are willing to help out in the classrooms and assemblies and serve as monitors supervising queues at lunchtime. They contribute suggestions through the school council and are rightly proud of their energy-saving activities and the improvements to the sensory garden that they have initiated.

Leadership and management

The high rigour with which pupils' progress is monitored and the number of effective initiatives, notably the focused professional development programme which has secured improvements in teaching and led to the steady rise in pupils' achievement, show that the school has a strong capacity for continuous improvement. The headteacher's regular meetings with teachers and teaching assistants is an outstanding example of one way in which the quality of provision and outcomes are monitored, and how staff are held to account for every pupil's performance. Parents and carers, the governing body, pupils and staff express a very high degree of confidence in the leadership of the headteacher. His powerful vision for the development of the school has the fullest support and all work together to effect improvement. All leaders make a major contribution to school improvement through monitoring their designated aspects of the school's work, reporting to the governing body and playing key roles in the school's strategic development. The governing body receives detailed information about all aspects of the school and is not afraid to question and challenge when necessary. They are particularly assiduous in all matters of effective safeguarding and their procedures fully meet statutory requirements. The school's excellent curriculum has established strong links between subjects that, for example, give a wealth of opportunities for pupils to extend their writing skills. Overall, the school promotes spiritual, moral, social and cultural development very strongly. Many parents and carers appreciate the way in which they are encouraged to feel part of the school community, for example through sharing their skills and knowledge with pupils in lessons and assemblies. The school's high commitment to promoting equality and tackling discrimination is shown through the determination and commitment of all staff to ensure that all pupils, including disabled pupils, those with special educational needs and the more able, achieve their full academic potential and attain a high level of personal development.

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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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



9 February 2012

Dear Pupils

Inspection of Turnditch CoE (Aided) Primary School, Belper, DE56 2LH

Thank you for being so polite and friendly when I visited your school recently. I was very pleased to see the very sensible way you behave around school, and I liked the way you play happily together and work hard in lessons. Special thanks to those who talked to me and to those who filled in questionnaires. You told me that you feel very safe in school and nearly all pupils behave exceptionally well. I especially liked your 'sticker charts' and was impressed with the way you showed your pleasure for those who received awards in assembly.

You go to a school which has improved since the last inspection and is now outstanding. I was very pleased to find that you are making rapid progress in your reading, writing and mathematics. The headteacher and teachers have worked hard to make sure that your lessons are as interesting as possible. Those of you who went on a residential to Whitehall told me all about the exciting time you had and how, during the night hike you ambushed groups of your friends and also played hide-and-seek and were able to find your teachers who were hiding. Some of your parents and carers told us that all the adults in the school do their best to look after you all, especially those who are find learning more difficult.

To make the school even better, I have asked the headteacher to promote more first-hand experiences of people from a variety of cultures and faiths from different parts of this country and the world.

You can help too by continuing to work hard and helping each other all you can.

I shall take away many good memories of your school. Thank you again for being so helpful and courteous.

Yours sincerely

Andrew Stafford
Lead inspector

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