

Turlin Moor Community School

Turlin Road, Poole, BH16 5AH

Inspection dates 11–12 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has improved since its last inspection, and is currently improving rapidly as a consequence of good leadership and management.
- The large majority of pupils learn well and make good progress. This includes disabled pupils and those with special educational needs. Pupils who find school difficult are well included and supported.
- Attainment levels by the end of Year 6 are broadly average. By the end of Year 7, when pupils leave the school, they reach the levels expected for their age.
- In the Early Years Foundation Stage children have outstanding opportunities to work in a practical fashion. Induction and parental involvement is excellent.
- Teaching and learning are good with some outstanding lessons being seen. Attention to ensuring pupils have a range of activities, many of them practical, helps to meet their individual needs. The curriculum provides very good support for the delivery of basic skills across the school.
- Pupils behave well, feel safe and have good attitudes to their work. Attendance is above average.
- Strong, skilled leadership by the headteacher and other senior leaders has helped ensure that the quality of teaching has improved with a resulting, positive impact on pupil outcomes.
- Senior leaders, including governors, provide a very clear strategic direction for school improvement, which is effectively shared with all stakeholders.

It is not yet an outstanding school because

- The consolidation of learning requires improvement, particularly at the end of lessons. As a result pupils do not always have a clear picture of the next steps in their learning .
- Inconsistencies exist in how teachers support and reinforce pupils' knowledge of linking sounds and letters (phonics) across the school.

Information about this inspection

- Inspectors observed 14 lessons, and visited a further four phonics sessions.
- Inspectors heard pupils of different abilities read in Years 1 to 3.
- The team ascertained the views of five parents and carers through consulting the Parent View website as well as examining the most recent school parental questionnaires. Staff questionnaires were also considered.
- Discussions were held with school staff, governors, a representative of the local authority and pupils.
- Inspectors observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, curriculum plans, governing body documentation and school policies and procedures, particularly those relating to the health, safety and safeguarding of pupils, were scrutinised.

Inspection team

Michael Pye, Lead inspector	Additional inspector
Juliet Ward	Additional inspector
Marcia Headon	Additional inspector

Full report

Information about this school

- Following a period of considerable change in headteachers, the current headteacher was appointed in January 2012.
- The school is larger than the average primary school.
- It has well above the expected number of pupils known to be eligible for free school meals.
- Pupils come from a predominantly White British background.
- The proportions of pupils at school action and school action plus are both above average. The number of pupils with a statement of special educational needs is also above average. The main needs of these pupils relate to specific learning difficulties.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The school provides for children in the Early Years Foundation Stage in two full-time Reception classes.
- The breakfast club run by the Senior Leadership Team is situated on the school site.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress, are exceeded by the school.

What does the school need to do to improve further?

- Remove the inconsistencies in teaching by making sure that plenaries, whether delivered at the end of the lesson or at another time, are effective:
 - in consolidating the pupils' learning and checking pupils' understanding
 - in guiding pupils as to the next steps in their learning.
- Improve the teaching of phonics through ensuring the delivery of a consistent and systematic approach across the whole school.

Inspection judgements

The achievement of pupils is good.

- Children enter Reception with low levels of skills and knowledge. Particularly weak are boys' literacy and communication levels. Children make good progress and the 2012 cohort left Reception with attainment close to expected levels. However, boys remain weaker than girls in literacy and the outdoor area is being developed further to meet their communication needs.
- Unvalidated results for the Year 6 2012 national tests show pupils' attainment in English and mathematics to be broadly average. In mathematics and in English, most pupils made or exceeded the expected levels of progress. This constitutes good progress for pupils from their starting points, including those known to be eligible for free school meals.
- Girls did better than boys in English, although the gap is closing. Minority ethnic pupils progress in line with their peers.
- Good tracking of disabled pupils and those with special educational needs leads to appropriate interventions being put in place. Skilled teaching assistants conduct effective individual or small group work. Consequently, these pupils make similar progress to their peers.
- Reading standards in 2012 are below average at the end of Year 2. Low attaining readers are not always able to segment and blend the sounds so as to correctly pronounce the word. One reader sounded out 'pl', 'an' and 'ts' correctly while others struggled with sounds such as 'ou' and 'gh'. One able reader was reminded to use the segmenting method to correctly identify a word. These aspects reflect an inconsistency in the delivery of phonics across the school.
- The engagement of pupils in their learning is particularly encouraged through the involvement of parents. They share the learning of their children through specific tasks such as building a waterproof shelter or in home-learning tasks.

The quality of teaching is good.

- A focus on improving teaching has been effective in improving pupils' attainment and progress. In particular assessment and marking have been very well developed. Pupils' knowledge of how to improve their work benefits extremely well from teachers' marking.
- The consistent use of TIN (To Improve Now) and TINT (To Improve Next Time) helps challenge pupils' learning and gives them good guidance when they conduct their own or peer assessment.
- At the core of the good and better teaching are teachers' high expectations.
- Through various planned activities and good focused questioning the pupils are challenged well. In a Year 3/4 English lesson, pupils enthusiastically settled to annotating and evaluating different texts with their partners. The good gains in their knowledge were demonstrated by their conversations about the variety of language and verbs being used, the differing detail and clarity of the language.
- Teachers consistently check the understanding of pupils through focused and challenging questioning.
- Lessons have good pace. The skilful use of information and communication technology aids this. A Year 3/4 lesson based on instructional text saw pupils being well motivated by the use of smartboard illustrations. These enabled them to quickly follow instructions about how to draw a 'Baby Sponge Bob'.
- The teaching is not yet outstanding because not all teachers maximise the opportunity to regularly consolidate the pupils' learning and link the learning to future work. Also, on occasions opportunities are missed to model and reinforce the correct sounds associated with words, and to check that all pupils understand their phonics.

The behaviour and safety of pupils are good.

- Over time, whether in lessons or outside, behaviour is good. This helps ensure that pupils are able to settle to and concentrate on their work. They are keen to be involved in lessons and show enjoyment in their learning.
- Pupils say they feel safe. Parents confirm this. Pupils have a good awareness of what constitutes bullying, and say that whenever an incident happens the school moves quickly to address any issues. In a safe and secure learning environment, where an outstanding induction programme and parental involvement exists, reception children settle quickly and thrive. They are prepared to 'have a go' whether as part of a group or independently.
- The positive behaviour of the pupils results from the consistency with which adults apply the behaviour policy. This contributes to the positive quality of relationships and the mutual respect shown around the school.
- Pupils are eager to accept responsibility; Year 7 pupils help in supporting the reading for younger pupils, working to meet targets set by the teachers. The elected school council created the tuck shop and researched the water fountains for the school.
- Behaviour is not outstanding because not all of the pupils are yet at the stage of fully taking responsibility for their own actions or encouraging others to do so.
- The nurture group provides very appropriate personal and social support for pupils who are facing difficulties in school. The breakfast club helps to ensure a good start to the school day in a positive social setting, while projects such as the '999 project' also benefited the social and personal skills of pupils.

The leadership and management are good.

- The headteacher has a challenging and clear vision for school development based around improving the quality of teaching, learning and standards. This has been well shared and developed with staff.
- The school improvement plan was drawn up after consultation with all stakeholders. It emanates from an established programme of monitoring which is both rigorous and accurate; leaders know the school well. For example, the mathematics coordinator identified the need for more emphasis upon applying theory to practical real-life issues. Careful monitoring has helped ensure that this target has been met and pupils are making better progress as a result.
- The management of teaching has led to an improvement since the last inspection. The quality of mentoring and guidance is demonstrated by the good progress made by a number of newly qualified teachers last year. These teachers are now developing their experience of managing subjects. The quality of subject analysis by some leaders varies but this is being addressed.
- Very strong links are made between the priorities of the development plan, for example, assessment, performance management and professional development.
- The accurate and rigorous tracking of pupils' progress enables the school to quickly identify those pupils at risk of falling behind and take appropriate action.
- In Reception very good use is made of short and long observations of children and one-to-one work which then inform the next steps in learning. Consequently, leadership here has a particularly good overview of the children's progress and judgements.
- The good curriculum has a number of strengths including the wide range of topics which give regular opportunities for pupils to reinforce their basic skills. The emphasis on practical learning engages pupils well. For example, pupils were taken to a restaurant for a meal, before then planning and preparing a meal for staff. They served and hosted the meal prior to a 'thank you' session while parents had tea.
- Parental involvement is strong. Pupils also effectively access the local area for their learning,

visiting nearby beaches and using the playground to develop their mathematical knowledge of angles and measurement.

- Other partnerships benefit pupils well. Links with other schools encourage more choice of sports, while such events as the 'Jubilee Walk' around the estate developed links with the local community. The local authority has provided a good level of support to the school, including professional development for staff. This was particularly required during the period of changing leadership.
- Appropriate attention is paid to inclusion and equal opportunity. The school ensures that pupils eligible for the pupil premium access the full curriculum including visits.
- Leadership and management are not yet outstanding because although many commendable and successful actions have been taken, including improvements to teaching, attainment in reading is not yet average at the end of Key Stage 1. This is related to inconsistencies in the delivery of phonics, in particular the size of some phonics groups, which make ongoing assessment of pupils difficult. However, improving teaching and outcomes for pupils, alongside an effective curriculum, reflects a good capacity to improve the school.

■ **The governance of the school:**

- Governors fully participate in evaluating the school through visits, written reports and talking to pupils, staff and parents. Consequently they have an accurate understanding of the school's strengths and areas for development.
 - The very knowledgeable Chair of the Governing body, working with school leaders, has overseen school development during the period of staff changes. A core of experienced governors was established to identify and track the school's strategic development. This undoubtedly contributed to their secure knowledge of the school and their role in contributing to the school development plan. Each governor is now linked with one of the five development priorities.
 - The governors challenge the school well over issues such as the quality of teaching and the progress of disabled pupils and those with special educational needs. This challenge also includes the setting of demanding targets as part of performance management. These are regularly monitored to ensure progress.
 - Statutory duties are met, including safeguarding. Discussions with pupils help governors to ensure that safeguarding is being adhered to. Equality of opportunity is addressed well with the governors overseeing the drawing up of the pupil premium budget with a heavy emphasis on staffing to ensure that these pupils continue to progress in line with their peers.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	153340
Local authority	Poole
Inspection number	402689

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

Type of school	Middle deemed primary
School category	Community
Age range of pupils	5–12
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	Karen Mason
Headteacher	Jim Williams
Date of previous school inspection	29–30 June 2010
Telephone number	01202 685459
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