

Turnham Primary School

Turnham Road, London, SE4 2HH

Inspection dates

7–8 March 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- This is a harmonious school which serves its local community very well. Pupils develop highly positive attitudes to learning and make good progress.
- Children in the Early Years Foundation Stage progress rapidly because teachers plan exciting activities which capture their interest and accurately meet their needs.
- Pupils reach high standards in reading and mathematics by the end of Year 6.
- Teaching is good and an increasing amount is outstanding. Typically, the work set for pupils is carefully matched to their needs.
- Pupils' spiritual, moral, social and cultural development is excellent because of the increasingly creative curriculum and highly positive relationships at all levels.
- Behaviour is managed consistently well. Pupils are polite and respectful. Pupils feel safe and their attendance is above average.
- The headteacher and members of the governing body have developed a highly dedicated staff team over many years and leaders evaluate the school's work accurately.
- Leaders have driven well-planned improvements in the Early Years Foundation Stage, reading and mathematics, which have raised outcomes for pupils.

It is not yet an outstanding school because

- Not enough teaching is outstanding and the standards in writing are not as high as they are in reading and mathematics.
- There are too few opportunities for pupils to respond to marking and improve their learning.
- Pupils do not write at length often enough or apply their writing skills in other subjects.
- Not all teachers use methods which result in the higher levels of participation by pupils that are seen in the best teaching.

Information about this inspection

- Inspectors visited 28 lessons and observed 20 teachers, including nine joint observations with school leaders. They listened to pupils reading, attended assemblies and spoke to pupils in lessons.
- Inspectors scrutinised records of pupils' attainment and progress, the rates of progress of different classes and groups of pupils, records of behaviour incidents, attendance records, the school's own monitoring of the quality of teaching, performance management records, safeguarding procedures and several other school policies.
- Inspectors completed a joint scrutiny with senior leaders of the quality of work in pupils' exercise books from Reception Year to Year 6.
- Meetings and discussions were held with a representative of the local authority, the Chair of the Governing Body, school leaders, the school council and other pupils.
- Inspectors analysed 49 responses to Parent View, Ofsted's online questionnaire for parents and carers, alongside the school's own annual parent survey.

Inspection team

Raymond Prentice, Lead inspector	Additional inspector
Jane Richmond	Additional inspector
Patricia Underwood	Additional inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, children in local authority care and children of service families, is well above the national average.
- Over 90% of pupils are from minority ethnic groups and a significant proportion are of Black Caribbean or Black African heritage.
- Just over a quarter of pupils speak English as an additional language.
- The proportion of pupils who are disabled or who have been identified with special educational needs and are supported through school action is below average. The proportion of pupils supported through school action plus and who have statements of special educational needs is above average.
- The school meets the government's floor targets, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher is retiring this term and a carefully planned handover to the newly appointed headteacher has begun.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - creating more opportunities for pupils to respond to the next steps in marking so that they make faster progress and reach higher levels, especially in writing
 - ensuring consistent use of teaching strategies which result in maximised levels of participation and accelerate pupils' progress
 - developing the use of writing at length and across other subjects
 - creating opportunities to share the expertise of the teaching which is outstanding.
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Inspection judgements

The achievement of pupils

is good

- Most children start the school with skills which are below or broadly average for their age. They leave the Reception class with above-average skills in most of the areas of learning. This includes pupils from minority ethnic groups and those who speak English as an additional language.
- Pupils make good, and sometimes outstanding, progress by the end of the Reception Year and display high levels of interest, confidence and enjoyment of learning. Progress is strong because learners are given tasks which are well matched to their needs.
- Pupils build on their successes throughout Key Stage 1 and reach average standards. The progress they make in Key Stage 2 is accelerated so that by the time they leave Year 6, all pupils make at least good progress and overall, standards are above average.
- An increasing proportion of pupils make outstanding progress in reading and mathematics by the end of Year 6. This is a result of meticulous tracking in the teaching of reading and the work in mathematics being expertly matched to pupils' needs, especially those of the more able.
- The levels reached in writing by the end of Year 6 are not as high as they are in reading and mathematics. Work in pupils' books showed that they have the potential to reach higher levels in writing.
- Pupils supported by the pupil premium attain at least the level expected for their age in English and mathematics at the end of Key Stage 2. They are making consistently good or better progress by the end of Year 6. Their average points score in national testing is lower than that of other pupils because in general they do not achieve the higher levels. However, in 2012, the gap between them and other pupils at the higher levels was reduced. School data show that this gap is being reduced further.
- Pupils of Black Caribbean and Black African heritage perform significantly better in all subjects than those groups nationally and are very well prepared for the next stage in their education.
- All pupils with disabilities and/or special educational needs make very good progress because of the effective and carefully matched support they are given.

The quality of teaching

is good

- Teaching is good across the school and some is outstanding. There is a pervading culture of high expectations and pupils are highly motivated to succeed.
- Pupils greatly enjoy the more-creative aspects of the curriculum and are able to say clearly what their learning targets are in English and mathematics. Practical activities and challenges in mathematics give pupils opportunities to collaborate and solve problems together and make good progress. This was seen in displays of pupils' work, where detailed graphs had been created based on data collected in a bird-watching project. Such carefully planned opportunities to apply their skills ensure that pupils' interests are captured and their use and application of new knowledge are well developed.
- Over 400 pupils attend a very wide range of after-school clubs each week. A large focus is placed on practical learning across the school. In the Nursery class, language-rich opportunities were taken. There was much talking and a sense of awe was developed through tasks which children found exciting, such as growing beans. These broad opportunities result in very high levels of social, moral, cultural and spiritual development. Pupils are given too few opportunities to reflect and respond to the next steps in learning, indicated by the marking in their books, particularly in writing. Gaps in their knowledge are not addressed regularly enough.
- Opportunities to develop pupils' writing skills through writing at length and in other subjects are not yet fully developed and this reduces the proportion of children reaching higher levels by the end of Year 6.

- In the Nursery and Reception classes, staff plan exciting indoor and outdoor activities which capture the interests of pupils and enable them to make rapid progress. Activities are carefully prepared to match the needs of pupils and their curiosity is captured, which results in rapid gains in their learning and development.
- Pupils are set tasks which are well matched to their needs, particularly in mathematics, and this results in high levels of achievement.
- Just occasionally, teaching strategies in lessons seen did not maximise pupils' participation in learning and progress and was not as rapid as when teaching was outstanding. In the best teaching, there were high levels of collaboration and problem solving, pupils' participation was maximised and their progress was accelerated.

The behaviour and safety of pupils are good

- Pupils are taught to behave well and very high standards are seen across the school. Pupils are polite and well mannered, and they display positive attitudes to each other and to the staff. Pupils are proud of their school.
- The school is highly inclusive and works tirelessly to include pupils who have come from other schools or had problems with their behaviour in other schools. There have been no exclusions for several years as a result of the school's determination to find solutions when behavioural problems arise.
- All staff are consistent in their application of the principles which guide the behaviour policy and pupils are eager to win their merit awards from the headteacher. Learning is consistently good or better when teaching strategies demand the highest levels of participation by pupils. In lessons where collaboration between pupils was high, very good behaviour resulted in very good learning.
- Pupils report that they feel safe and they define bullying and types of bullying with clarity. They know how to respond to inappropriate behaviour and have confidence in the school.

The leadership and management are good

- The headteacher and members of the governing body have developed a dedicated staff team who are highly committed to the aims of the school. Leaders have raised standards over the last three years in reading, mathematics and the Early Years Foundation Stage. They have also worked successfully to raise pupils' attendance above the national average.
- The school's evaluation of its work is highly accurate.
- Development plans are focused and linked to raising outcomes for pupils.
- Tracking of pupils' progress is used to focus support on particular staff and the proportion of teachers exceeding targets for their pupils' progress is increasing.
- Plans to improve the school and the successes of the leadership team demonstrate good capacity to address the key areas to improve the school further.
- Leaders provide useful feedback to teachers on how to improve their work. This has raised the proportion of good and outstanding teaching. Monitoring of the work in pupils' books is regular and leaders are using this to drive further improvements. Teachers' planning is evaluated and where this has been improved significantly, as in the Early Years Foundation Stage, it ensures that teaching is well matched to the needs of learners. Teachers do not yet have enough opportunities to share the best practice in teaching to improve pupils' progress even further.
- Equality is championed at all levels and senior staff ensure there is no discrimination. The pupil premium has been used to ensure that the pupils it is intended to support make at least good progress.
- Parents and carers are supportive of the school. Questionnaires from staff, and parents and

carers, are largely positive.

- Safeguarding meets all statutory requirements and is managed meticulously, including through regular checks by the school improvement adviser from the local authority and a governor.
- The local authority provides highly effective support for the school. Work with professionals to support the Early Years Foundation Stage and mathematics has had a positive impact on pupils' outcomes. Work with the school's improvement partners is matched to the findings of the inspection, such as focusing on the methods of teaching which result in accelerated progress for pupils. It has supported the improvements seen since the last inspection and helped raise the quality of teaching.

■ The governance of the school:

– Members of the governing body have high expectations and hold the leadership team to account by challenging the school's work against the outcomes for pupils. They have a clear understanding of what the school does well through their use of pupil performance data. They base financial decisions on strategies to improve outcomes for pupils. They monitor the school's performance and are careful to appoint high-quality staff. They are in the process of adopting a new performance management policy. They are aware of the quality of teaching and link this to pay progression, only rewarding teachers when their teaching performance meets the high standards expected by the school. Governors evaluate the use of the pupil premium and have successfully supported work to increase the rates of attainment for those it is intended to support. Plans to improve the school clearly identify the next steps and are based on rigorous evaluation of the progress pupils are making.

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	100753
Local authority	Lewisham
Inspection number	402834

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	528
Appropriate authority	The governing body
Chair	Cliff Pearce
Headteacher	Denise Dance
Date of previous school inspection	17–18 September 2007
Telephone number	020 7639 0440
Fax number	020 7635 8034
Email address	headteacher@turnham.lewisham.sch.uk

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