

## PROTECT-INSPECTION

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5323  
**Direct email:** suzy.smith@tribalgroup.com



13 June 2013

Miss Joanne Erasmus  
Headteacher  
Turnfurlong Junior School  
Turnfurlong Lane  
Aylesbury  
HP21 7PL

Dear Miss Erasmus

### **Special measures monitoring inspection of Turnfurlong Junior School**

Following my visit (with Matthew Haynes, Her Majesty's Inspector) to your school on 11 and 12 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in May 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time the school is making reasonable progress towards the removal of special measures.

Newly qualified teachers may be appointed in any subject.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Buckinghamshire..

Yours sincerely

Peter Limm  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in May 2012**

- Ensure that all pupils make at least good progress, especially in writing and mathematics, by:
  - providing more opportunities for them to write at length and to consolidate their writing skills in other lessons
  - improving their skills when undertaking mathematical investigations.
  
- By Easter 2013, improve the quality of teaching and learning to at least good by:
  - ensuring teachers use assessment information effectively to raise expectations and to challenge all groups of pupils, particularly the more able
  - eliminating inadequate teaching and ensuring all pupils make more rapid progress in lessons and over time
  - improving the quality of marking so that pupils consistently receive regular guidance to improve their work
  - making certain that all lessons proceed at an appropriate pace, engaging pupils in learning
  - making sure teachers use questioning strategies effectively.
  
- As a matter of urgency, strengthen the capacity for sustaining school improvement by:
  - improving the skills of senior and middle leaders in monitoring and evaluating the quality of teaching and in taking action to address weaknesses
  - ensuring that school development plans clearly identify the desired outcomes so that success can be evaluated
  - developing the skills of the governing body in holding senior leaders to account for pupils' achievements and the pace of school improvement.

## **Report on the third monitoring inspection on 11–12 June 2013**

### **Evidence**

Inspectors observed the school's work and scrutinised documents. They observed 12 parts of lessons taught by 12 teachers and listened to some pupils reading. The inspectors had detailed discussions with the headteacher, the Chair of the Interim Executive Board, the headteacher of the link infant school, the teacher with responsibility for pupils with special educational needs (SENCO), and a representative from the local authority.

### **Context**

A deputy headteacher has been appointed and will start in September 2013. One teacher remains on long-term sick leave and is being covered by a supply teacher. One class has a maternity cover supply teacher. All other classes are now taught by permanent teachers.

### **Achievement of pupils at the school**

More pupils make at least good progress and many make good progress. The gap in achievement between those with special educational needs and other pupils is closing. Pupils' writing and mathematical skills continue to improve. Pupils spoke confidently about their reading scheme, and how this was helping them to read more books, and with greater accuracy of comprehension and understanding. More rigour is required in reviewing and tracking the progress made in reading for pupils with special educational needs to ensure that individual reading targets are sufficiently challenging. In all lessons observed, there was good challenge for the more-able pupils.

### **The quality of teaching**

Teachers are building well on the previous support provided by the Teaching School Partnership and, as with the last monitoring visit, teaching is consistently good or better in all lessons. Teachers now develop their own skills and ideas well, and good ideas are shared enthusiastically. This good teaching is helping to drive the better progress in lessons seen by inspectors since the last inspection. Despite inconsistency in some marking in mathematics, teachers' marking continues to improve, and there is greater consistency of high-quality marking across the school since the last visit. Assessment information continues to be used well to create lessons that appropriately challenge most pupils. This added rigour does not yet result in better than expected progress in reading skills for some pupils with special educational needs. The curriculum continues to provide good opportunities for pupils to develop their writing and numeracy skills.

### **Behaviour and safety of pupils**

Pupils behaved well during the monitoring visit. They were especially polite and welcoming for pupils visiting from a French school. In all lessons observed, behaviour was good, and pupils demonstrated a real desire to do their best and be engaged fully in activities. This demonstrates how well behaviour is managed in the school. Pupils continue to feel safe and attendance remains above average.

### **The quality of leadership in and management of the school**

The headteacher and her senior team continue to grow in confidence in building their leadership skills. They are increasingly effective in managing school improvement and look forward to welcoming a new deputy headteacher in September. This appointment was made to increase the capacity of leaders at all levels in the school by providing them with more flexibility and time to ensure the improvement initiatives now being embedded actually do secure good achievement over time and are evaluated fully. This also demonstrates the continued effectiveness of the Interim Executive Board in enabling the school to improve rapidly since the previous inspection. The Board and the link primary school headteacher have also ably supported the school's headteacher and other leaders to address effectively all the key areas for improvement left by the previous inspection. The staff changes made since the previous visit have also strengthened further the quality of teaching and the coordination of literacy and numeracy. Equal opportunities are promoted well.

### **External support**

While the local authority and the Teaching School have reduced their support for the school as improvements have been made, they still sensibly keep a watching brief on developments. In conjunction with the Interim Executive Board, the local authority has helped to secure the appointment of a deputy headteacher with a view to increasing the capacity of the school to improve further in a self-sustaining way.