

Turvey Lower School

May Road, Turvey, Bedford, MK43 8DY

Inspection dates 10–11 July 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		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress during their time in the school. Progress is even more rapid this year.
- High expectations for pupils' achievement and strongly improving teaching are resulting in many pupils making excellent progress this year, especially the very few disabled pupils and those who have special educational needs.
- Attainment has risen over the last two years and is well above the levels expected for pupils' age at the end of Year 2, and above usual standards by the end of Year 4 this year.
- Teaching is consistently good across the school. Some is outstanding.
- Teachers have a good understanding about the progress of pupils in their classes because of the school's rigorous procedures for checking learning.
- Pupils' extremely positive attitudes and outstanding behaviour make a significant contribution to their successful learning.
- Pupils feel safe in school. They say that they get on extremely well together and talk about how this creates the highly positive atmosphere in lessons and friendly playtimes.
- The headteacher's vision is shared by all staff, governors and pupils and so they all constantly look for ways to get even better.
- On appointment, the new leadership team conducted a speedy and accurate evaluation of the school's performance and took immediate, systematic steps to raise attainment, speed up pupils' progress and improve teaching. These improvements have come to fruition this year.

It is not yet an outstanding school because

- Teachers do not always make immediate changes to their teaching and to activities when checks reveal that pupils are finding tasks too easy or too difficult.
- Planning of learning in subjects other than English, mathematics and computer studies is not always varied enough to meet the full range of pupils' interests and abilities in lessons.

Information about this inspection

- The inspector observed 15 lessons taught by seven teachers. Four were observed jointly with the headteacher. In addition, she made a number of short visits to lessons.
- The inspector heard pupils read in lessons and looked at past and current information about pupils' progress and pupils' work in books and on display.
- The inspector looked at documents relating to behaviour and safeguarding, the school's checks on its performance, and school improvement planning.
- The inspector met with small groups of pupils to talk about their learning and to find out what they thought about the school. She also met with staff, with two members of the governing body and with a representative from the local authority.
- The inspector talked to parents informally at the start and end of the day. She took into account 22 responses to the online questionnaire (Parent View), and 53 responses to the most recent parental survey carried out by the school.
- The inspector took note of 12 staff questionnaire returns.

Inspection team

Georgina Beasley, Lead inspector

Additional Inspector

Full report

Information about this school

- Turvey Lower School is much smaller than the average-sized primary school.
- Nearly all pupils are from White British backgrounds.
- A very small proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those in local authority care, and those who have a parent in the armed services. At Turvey, there are no children in local authority care and no children with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well-below average. There are no disabled pupils. No pupil is supported at school action plus and no pupil has a statement of special educational needs.
- The headteacher has been in post for less than two years and the assistant headteacher for less than a year. Most governors are new to their posts since the previous inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that all teachers always:
 - make immediate changes to learning activities in lessons when checks reveal that pupils are finding the work too easy or too difficult
 - plan learning activities that meet the different interests and abilities of all pupils in all subjects.

Inspection judgements

The achievement of pupils is good

- Children make good progress across the school from starting points which are usually at the levels typical for their age when they start in the Reception class. Due to small year groups, ability levels can and do vary considerably. By the end of Reception, most reach the levels they should for their age. For the last two years, a good number have exceeded the average in personal, social and emotional development, and in literacy and numeracy skills.
- Leaders' drive for improvement has led to much more rapid progress this year. Attainment at the end of Year 2 is above national standards. Attainment at the end of Year 4 has risen for the last two years and this year most pupils reach higher than the standards usually found for their age in reading, writing, mathematics and computer studies.
- Pupils across the school have good reading skills. They read for pleasure and to find information to support their learning in a range of subjects. Younger pupils use their knowledge of letters and the sounds that they make (phonics) to read and spell unfamiliar words accurately. The proportion of pupils who reached the expected standards in the Year 1 phonics check is far higher than last year's weaker performance.
- Progress in writing is particularly good. Pupils write for many reasons and so develop the different language needed for different types of writing and for different audiences. They analyse confidently how writers create characters and plot and the language used to set up and resolve dilemmas. Pupils then confidently use the same language and devices in their own writing.
- Pupils use computer and other technologies well to support their learning in other subjects. They use the internet safely and skilfully to find answers to their questions in topics. Tablet computers are used to record sound and moving and still pictures to add interest to learning.
- Pupils use and apply their good knowledge and understanding of numbers to solve real-life problems on their own. This skill also helps them to understand how mathematics is used in everyday life and prepares them well for the future.
- Pupils eligible for pupil premium funding make good progress from their starting points. In 2012, there were not enough pupils at the end of Key Stage 1 known to be eligible for the pupil premium to comment, reliably, on their attainment in English and mathematics. Across the school, eligible pupils achieve well, and very largely in line with others pupils in the school.
- Disabled pupils and those who have special educational needs make excellent progress and many achieve exceptionally well by the end of Year 4 in a range of subjects and, particularly, in reading, writing, mathematics and computer studies.

The quality of teaching is good

- The quality of teaching has improved strongly this year in response to leaders' determination to ensure better teaching and achievement. A greater proportion of outstanding teaching is evident across the school. Teachers have high expectations of pupils' achievement and tasks contain increasing challenge as pupils move up the school.

- Teachers check pupils' work carefully at the end of every lesson and use the information to plan learning that extends and develops pupils' knowledge, understanding and skills well. Tasks are often planned for the range of different abilities and interests in English, mathematics and computer studies resulting in faster progress in many lessons.
- Teachers and adults working alongside them in the classroom use questions well to find out what pupils are thinking and what they have learned so that they can give additional support if necessary. However, in lessons, they do not always subsequently give pupils harder or easier tasks if they find after checking that individuals find them too easy or too difficult.
- Teachers consistently give clear feedback to pupils about their learning and often give additional short tasks for them to complete to extend their learning. As a result of this good practice and their personal targets in English and mathematics, pupils know precisely what they are learning and why and what they need to do to improve.
- Pupils are given good opportunity to plan and guide their own learning in the Reception class and in lessons, when pupils are clear about what they already know and what it is they want to find out. However, learning activities in some lessons in subjects other than English, mathematics and computer studies do not always meet pupils' different interests and abilities because all pupils too often complete identical tasks.
- Teachers use a variety of teaching methods to keep pupils interested throughout lessons. This good practice and highly positive relationships encourage pupils to talk confidently about their learning and to ask questions if they get stuck.
- Adults who work alongside teachers in the classroom give effective support to individuals and groups of pupils they work with in lessons to help them complete the planned tasks. Their work is especially effective for disabled pupils and those who have special educational needs.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is nearly always impeccable. They are always polite and treat each other, adults and the school environment with high levels of respect. They look after their class gardens and the school hens with great care. They talk openly and knowledgeably about the values that they hold saying, 'They are in our heads and so we live them from day-to-day.'
- Pupils feel safe in school. Through numerous events held throughout the year, pupils understand fully the different kinds of bullying, including cyber-bullying, and what to do if they have a concern. They confirm that incidents are extremely rare and are confident that any incidents will be managed effectively by the school.
- Children in the Reception class are taught early on to look out for unsafe situations. They take it in turns to use a checklist to check that the outdoor area is safe for learning. The rest of the class await their decision with great anticipation. This skill is developed and used throughout their life in school.
- Pupils read the teachers' comments on their work carefully and remember to make the improvements without being reminded. This exemplary diligence to learning has been a key contributor to pupils' more rapid progress this year.

- The school council and class discussions involve pupils fully in helping the school make decisions about their learning. Pupils consider what they already know and what they would like to find out at the start of every theme, which helps them and their teachers to plan and guide learning effectively.
- Pupils' attendance has been well above the national average every year since the previous inspection. Parents ensure that their children are in school every day and on time. They say, 'The children enjoy school and want to come.'

The leadership and management are outstanding

- The headteacher, assistant headteacher, whole staff and the governing body have quickly and decisively implemented successful strategies to accelerate progress and raise achievement. Pupils' improved progress has been sustained across every year group this year so that attainment is rising rapidly and strongly.
 - Staff training and support from the school's leadership and each other have been highly successful in improving the quality of teaching across the school. Teachers new to teaching have received highly effective support from teacher mentors and the local authority training programme to enable them to grow quickly into effective practitioners. Consequently, teaching is at least good and a growing proportion is, currently, outstanding.
 - Equal opportunities are promoted well and discrimination not tolerated. The progress of every pupil in reading, writing and mathematics is discussed by teachers at termly meetings and more regularly if necessary. Immediate steps are taken to speed up the progress of any pupil whose progress slows. Pupils with a particular gift or talent are identified early so that learning is enriched extremely well from additional opportunities.
 - The pupil premium is spent wisely on providing additional teaching support in the classroom and ensuring that pupils eligible take part in all relevant school events and activities. Outcomes for these pupils are checked regularly to ensure that any extra support is making the difference it should and immediate steps taken if it is found not to do so.
 - Pupils' spiritual, moral, social and cultural development is promoted extremely well. The impressive range of learning opportunities ensure pupils' personal development is excellent. Pupils enjoy learning about a range of subjects through themes and varied events, clubs, visits and visitors. Pupils celebrate each other's accomplishments during assemblies and concerts including the 'Creative Arts Festival' and instrumental recitals. Topics are planned with pupils to correspond to their interests and build well on what they already know. As a result, progress in a range of subjects is consistently good across the school and often outstanding in Year 4.
 - The school values the excellent support it has received from the local authority. Support for the headteacher early in her time in post resulted in a rapid, open, honest and accurate evaluation of the school's work and the successful implementation of actions that initiated immediate improvement.
- **The governance of the school:**
- The effectiveness of the governing body has improved significantly and makes a highly effective contribution to this rapidly improving school. Attendance at training events has improved governors' expertise so that they now support the school and hold it to account in equal measure. Governors ask the school searching questions arising from the detailed

information that they use about pupils' progress and the school's work. They have excellent understanding of the quality of teaching and use all the information available to make decisions about staff pay and promotion based on robust management of staff performance. Rigorous checks ensure that spending decisions are making the planned difference to pupils' progress, including that of disabled pupils and those who have special educational needs and those eligible for the pupil premium. The governing body ensures all safeguarding requirements are met.

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	109489
Local authority	Bedford
Inspection number	413376

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

Type of school	First
School category	Foundation
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Liz Fincham
Headteacher	Sharon Coles
Date of previous school inspection	19 October 2009
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