

Turnfurlong Junior School

Turnfurlong Lane, Aylesbury, Buckinghamshire, HP21 7PL

Inspection dates 29–30 April 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	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.

- Teaching is typically good, especially in English and mathematics. In the vast majority of lessons, pupils learn at a swift pace and make good progress.
- Teaching assistants make a valuable contribution to pupils' achievement.
- Pupils behave well and treat everyone politely and with respect. They are taught to stay safe, including online.
- Pupils eligible for the pupil premium achieve as well as, or better than, other pupils.
- Teaching has improved rapidly because of the effective and urgent actions of school leaders. The potential for further improvement is good.
- Governors know the school well and provide strong support and challenge for school leaders.
- There is a wide range of extra-curricular activities which most pupils participate in. The school has particular strengths in music and sport.

It is not yet an outstanding school because

- The most able pupils do not yet achieve as highly in writing as they do in reading and mathematics.
- There are not enough opportunities for pupils to develop their mathematical skills fully in all classes.
- Pupils do not always make the improvements to their work that teachers suggest.
- Occasionally, disabled pupils and those with special educational needs are not stretched enough by the tasks they are set.
- While teaching is improving rapidly, not enough is yet outstanding.

Information about this inspection

- Inspectors observed 16 lessons, eight of which were conducted jointly with senior leaders.
- Meetings were held with a variety of people, including school leaders, teachers, members of the governing body and a representative of the local authority.
- Inspectors met with a group of pupils and talked to pupils in lessons and around the school.
- Inspectors scrutinised pupils' work and heard some pupils read.
- Inspectors talked to a number of parents at the start of the school day. There were not enough responses to the online questionnaire (Parent View) for inspectors to analyse.
- Inspectors scrutinised the school's documentation, including information about pupils' achievement, checks on teachers' performance and how well the school is doing, minutes of governing body meetings, attendance records and logs of behavioural incidents and the school development plan.
- Safeguarding procedures were checked.
- Evidence from Ofsted's previous monitoring visits was also taken into consideration.

Inspection team

Matthew Haynes, Lead inspector

Her Majesty's Inspector

Cliff Mainey

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is a larger-than-average-sized junior school.
- The proportion of pupils known to be eligible for the pupil premium funding (additional government funding for pupils known to be eligible for free school meals, those who are looked after by the local authority and the children of services families) is well below the national average.
- The proportion of pupils from minority ethnic backgrounds, including those who speak English as an additional language, is average.
- The proportion of disabled pupils or those with special educational needs supported at school action is average, but the proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Raise pupils' achievement further, including that of disabled pupils and those with special educational needs, so that the pupils make rapid and sustained progress from the start of Key Stage 2 by:
 - increasing the proportion of outstanding teaching
 - making sure that the tasks set for disabled pupils and those with special educational needs are always challenging and explained clearly
 - stretching the most able pupils further in their writing
 - providing more opportunities for pupils to develop and apply their mathematical skills
 - ensuring that pupils always act on teachers' advice about what to improve in their work.

Inspection judgements

The achievement of pupils is good

- Historically, not enough pupils have made expected progress from their starting points, particularly in writing and mathematics. However, pupils' achievement has risen significantly since September 2013 in reading, writing and mathematics because the quality of teaching has improved. Pupils typically make good progress in lessons.
- Pupils' achievement is strongest in reading. This is because of the regular and specific teaching of reading skills, extra help for those pupils who need it, a well-used library and a strong culture of reading for pleasure. Pupils told inspectors that they love reading.
- In a few classes, there are not enough opportunities for pupils to fully extend and apply their mathematical knowledge. As a result, pupils' progress in mathematics is not always as fast as it could be.
- The progress of disabled pupils and those with special educational needs has accelerated since September 2013 because of more effective support in lessons and carefully planned interventions. However, occasionally they are not stretched by the tasks they are set.
- The most able pupils do not achieve as highly in writing as they do in reading and mathematics. The proportion of these pupils reaching the higher levels in reading and mathematics is rising.
- Pupils known to be eligible for the pupil premium achieve as well as other pupils and often better. The extra funding is spent appropriately to support their learning, for example by providing extra tuition, and they are challenged effectively in lessons. On average, their attainment is one term in advance of other pupils in reading, writing and mathematics.
- Pupils from minority ethnic groups, including those for whom English is an additional language, generally achieve as well as other pupils. Any gaps in their achievement are closing rapidly.
- All pupils have equal opportunities to achieve well because of the effective action taken by teachers, teaching assistants and leaders.

The quality of teaching is good

- Teaching is typically good and some is outstanding. Lessons move at a swift pace and are never too slow. This is particularly true in English and mathematics lessons.
- In the vast majority of lessons, pupils are set challenging tasks which build effectively on their previous learning. Teachers provide clear instructions and explanations so that pupils know what they have got to do to be successful in their learning. Consequently, pupils make good progress.
- Teachers check pupils' understanding throughout lessons through effective questioning, addressing any misconceptions as they arise. In the best lessons, teachers' questioning extends and deepens pupils' learning which helps the pupils make rapid progress.
- Teachers mark pupils' work regularly, and in detail, providing pupils with clear advice about how to improve. Often pupils are required to make the necessary improvements to their work by acting on this advice, but this is not always the case.
- The most able pupils are challenged effectively in mathematics and reading, and increasingly well in their writing, for example during 'writing master-classes'.
- Occasionally, disabled pupils and those with special educational needs are given work that is too easy or that has not been explained clearly enough.
- Teaching assistants make a consistently positive contribution to pupils' achievement during lessons. They question and support pupils effectively and provide good feedback. They also provide good quality extra support outside of lessons in reading, writing and mathematics for those pupils who need it.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils are polite, friendly and respectful towards each other and towards adults. They behave well in lessons and around the school, including at lunchtime. They take pride in their appearance and make sure that there is no litter around the school.
- Teachers and other adults have high expectations for pupils' behaviour and communicate these clearly and consistently.
- Pupils are enthusiastic and eager to learn in lessons. They work very well with each other. Pupils concentrate hard in lessons, although a minority sometimes loses this high level of concentration towards the end of lessons.
- While pupils know about the different types of bullying, bullying is very rare, as are incidents of poor behaviour. When they do occur they are dealt with quickly and effectively. As a result, no pupils have been excluded from school.
- There are no racist incidents. Discrimination in all its forms is not tolerated.
- A number of pupils act as 'peer mediators', helping other pupils resolve any issues before they escalate.
- Pupils like coming to school. Attendance levels are improving and are above average.
- The school's work to keep pupils safe and secure is good.
- Pupils know how to stay safe and they understand the risks associated with using the internet.
- Pupils say that they feel safe at school and the parents whom inspectors spoke to during the inspection agree. Teachers and other adults care for, and value, all pupils.
- Some Year 6 pupils are trained as Junior Road Safety Officers and they help make sure that other pupils arrive at school safely.

The leadership and management are good

- Senior leaders, under the resilient leadership of the headteacher, have rapidly improved teaching. They lead by example, setting high expectations by modelling good practice through their own teaching.
- Checks on teachers' performance are regular, rigorous and accurate. Teachers receive high quality feedback about what to improve and the right training and support to make these improvements. Leaders ensure that improvements are made swiftly and that only good performance is rewarded. Teachers are held strongly to account for pupils' progress.
- Pupils' achievement is tracked very effectively and regularly. Pupils at risk of underachievement are identified promptly and the right actions are taken to accelerate their progress.
- Year leaders contribute well to the improvement of teaching and pupils' achievement. They check teachers' planning and pupils' work frequently and they observe teaching. They provide effective support and challenge to teachers to ensure all pupils make good progress. They liaise closely with parents to resolve any specific issues pupils might have.
- Leaders have a sharply accurate view of the school's effectiveness, which they base on a wide range of evidence. While the school development plan mostly outlines the right actions to get the school to good, there is insufficient focus on raising the proportion of outstanding teaching in order to ensure that pupils make rapid progress in more lessons.
- The curriculum offers all pupils appropriate opportunities to succeed and prepares them for the next stage in their education. Pupils' social, moral, spiritual and cultural development is good. Pupils understand and respect the differences between people from different backgrounds.
- The curriculum is enhanced by a wide range of extra-curricular activities that the majority of pupils participate in. In particular, music is a thriving strength of the school.
- The primary sport funding is used effectively. Pupils receive specialist coaching in a wide range of sports and teachers are trained to deliver high quality physical education. As a result, pupils are hugely enthusiastic about sport and understand how it contributes to a healthy lifestyle.

Pupils' participation in competitive sports has risen and the school has been successful in a number of local tournaments. The school has achieved the Bronze School Games Award.

- Leaders ensure that all statutory safeguarding requirements are met.

- **The governance of the school:**

- Governors hold the headteacher robustly to account. They have a good knowledge of the school, including the quality of teaching, and a clear view about how the school needs to improve further. They monitor leaders' checks on teachers' performance, ensuring that any areas for improvement are dealt with urgently. They challenge school leaders regularly and effectively based on accurate information about pupils' progress. Governors know how the pupil premium funding is spent and the significantly positive impact this has on the achievement of these pupils. They manage the school's budget well.

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	110351
Local authority	Buckinghamshire
Inspection number	432510

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	The governing body
Chair	Melonie Hussey
Headteacher	Joanne Erasmus
Date of previous school inspection	3–4 May 2012
Telephone number	01296 489264
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