

Turnfurlong Infant School

Turnfurlong Lane, Aylesbury, Buckinghamshire, HP21 7PL

Inspection dates 13–14 May 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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 good; teachers know the pupils well and give them work to do which is interesting and which is usually just hard enough for most pupils.
- Pupils make good progress and reach standards which are above average. Progress in reading is more rapid than in other subjects, because teachers are adept at developing pupils' skills, and encourage pupils to enjoy reading.
- Disabled pupils and those who need extra help make good progress because the school makes sure that the support they get is effective. Teaching assistants know a lot about how to help the particular pupils they are with.
- Pupils enjoy the topics they study, and know why it is important to be at school regularly. Their attendance is above average.
- Behaviour is good. Pupils readily get on with their work and are very keen to succeed. During breaks, they play happily and feel safe at school because adults listen to them and help them sort out any disagreements or worries.
- The headteacher and senior leaders have made sure that the quality of teaching is at least good. They give teachers a clear indication of what they need to do for teaching to be even better. This has led to an improvement in achievement across the school.
- Senior leaders have high expectations of pupils and of what they expect teachers to do, and lead by example.
- Members of the governing body know the school well and provide consistent support and challenge to drive improvement. They respond quickly to any concerns that are raised.

It is not yet an outstanding school because

- Some teachers give the most able pupils work to do which is too easy for them.
- A few pupils are not taught to continue to try when they are stuck, and too quickly wait for an adult to help them.
- Teachers' marking often congratulates pupils but does not tell them what they need to do to improve.
- Pupils are not always given sufficient opportunities to improve their work.

Information about this inspection

- The three inspectors visited 22 lessons or parts of lessons, taught by 14 teachers, as well as sessions led by teaching assistants and sports coaches. Senior leaders observed alongside the inspectors for about a third of these sessions.
- Inspectors spoke to senior leaders, teachers who lead particularly aspects of learning, and pupils. They reviewed a wide range of documents provided by the school, including: data about the progress of pupils; teachers’ plans for learning; strategic plans to bring about improvements; and the policies and procedures to keep pupils safe. Inspectors also looked at the work pupils have done over time, as well as the work they were doing during their lessons.
- The lead inspector met with governors and with a representative of the local authority. Inspectors looked at minutes from meetings and feedback from external advisers, and reviewed the school’s plans for spending the funding allocated for supporting particular pupils or aspects of learning.
- Inspectors considered the 49 responses on Parent View, the online survey for Ofsted, giving an indication of what parents think about their children’s experience at the school. They also spoke to parents informally before and after school. Inspectors reviewed the 35 responses to a survey for staff at the school.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Avtar Sherri

Additional Inspector

Sue Cox

Additional Inspector

Full report

Information about this school

- This school is larger than the average size. There are three classes in each year group.
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is above average. These pupils come from a wide range of backgrounds, the largest groups being Pakistani, White and Black Caribbean and any other White background. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs who are supported mainly by the school is below average. The proportion of pupils who need additional external support or have a statement of special educational needs is also below average.
- The proportion of pupils who are known to be eligible for free school meals is below average. The school receives additional funding from the government to promote the achievement of these pupils.
- The school shares a site with a junior school.
- There is a breakfast club at the school. Some pupils also attend a privately-run after-school club at another site; this is subject to separate inspection arrangements.
- The school is designated as a Teaching School and supports a number of other schools.

What does the school need to do to improve further?

- Improve the quality of teaching and of achievement so that both are outstanding, by:
 - consistently giving pupils more challenging work to do, particularly for the most able pupils
 - checking that pupils know how to persevere when they get stuck and that they are encouraged and helped to do so
 - making sure all teachers give pupils a clear indication of what they need to do to improve, including through marking
 - ensuring there is consistently an expectation and opportunity for pupils to focus on making improvements to their work quickly.

Inspection judgements

The achievement of pupils is good

- Since the previous inspection, pupils have continued to reach standards which are above average in writing, and particularly in reading and mathematics. From their starting points when they join the school, they make good progress.
- In reading, pupils make rapid progress because the school's approach to teaching reading is effective and adults have high expectations of what pupils can do.
- Work in pupils' books and discussions with pupils show that this good progress is typical. Most children join the school with skills and knowledge which are in line with those expected for their age. They make an excellent start in the Early Years Foundation Stage because teaching is outstanding. They have wonderful resources available, and teachers make very good use of the outdoor area. Consequently, boys and girls, pupils from minority ethnic groups, and other groups of pupils become confident learners, with a great curiosity about the world around them. This sets them up well for moving into Year 1.
- Progress across Key Stage 1 is good. In Year 1, pupils develop strong reading and writing skills because of the expertise of those teaching them. In the national phonic check, to establish how well pupils can link letters and the sounds they make, fewer pupils than average met the standard in the past. This has improved and is now close to the average. The school's emphasis on reading, and improved strategies to make sure pupils can use their phonics knowledge to help them spell the words they need for their writing, have helped bring about this improvement and pupils' good progress overall.
- Those pupils who need extra support make good progress. The adults who help them balance carefully the amount of input they give with expecting them to work things out for themselves. Sometimes, they work harder than other pupils.
- Those pupils who get support through additional funds make similar progress to other pupils. When compared to those with similar abilities and needs, there is little or no gap in their achievement and standards by the end of Year 2.
- Pupils who are learning English are particularly well supported; as their confidence with the language develops, their progress in other subjects accelerates well.

The quality of teaching is good

- Teaching is never less than good. Some teaching is outstanding. This is particularly so in the Early Years Foundation Stage, and in the teaching of phonics, sports and music. Pupils develop their confidence in using numbers because teachers give them quick-fire questions about mental arithmetic at the start of their lessons, and make learning exciting.
- There has been a focus on developing pupils' writing, and the approach used to teach phonics is now being extended to increase pupils' confidence in spelling words when they are writing. Pupils have lots of opportunities to write and they enjoy doing so.
- School evidence shows that pupils learn well because teachers know a lot about the topics and skills they are teaching. Teachers plan carefully together to make sure that the tasks they give pupils are suitable for most pupils. However, occasionally, the most able pupils have to work through simple questions or tasks before getting on to harder work. This limits the time they have to do work which really challenges them to make better progress.
- Pupils know what they should be learning, and if they have been successful because teachers explain what is expected at the start of each lesson. Pupils like ticking off each step as it is completed, but occasionally this takes the focus away from what they are learning.
- Occasionally a few pupils get stuck on a particular tasks and are not always determined enough to find a way through this, to get on with the task. At times, teachers do not notice this, pupils spend too long waiting for adults to help them and their progress slows.
- Pupils' progress in physical education is a strength of the school. Teachers benefit from working

with exceptional coaches, and have developed their skills and confidence in teaching this subject. Teachers provide lots of extra opportunities for sports and the school has been successful in a number of competitions. Recently, the school took part in a tag-rugby tournament, and the school's teams came first and second.

- Pupils are justifiably proud of the music and artwork around the school; they develop great appreciation and ability because these are also very well taught.
- Teaching assistants are well informed about what learning the pupils should be focused on, and they help those they are with effectively, using a wide range of the resources available.
- Teachers give pupils lots of encouragement through comments they make during lessons and through marking in pupils' books. However, the written comments are not always specific about what pupils need to do to improve. Pupils take only limited notice of these comments, and only rarely make the changes that have been suggested; as a result, some basic errors persist for longer than necessary.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They willingly get on with the tasks teachers give them and feel they learn new things every day. They respect each other's learning and cooperate readily when they are asked to share ideas.
- Pupils' attitudes towards their learning are good. Most pupils stay well focused on the work they should be doing. But, there are times when a few pupils work at too leisurely a pace, and they are not determined to produce as much as they are capable of. Some pupils too readily accept that they are stuck, and wait for an adult to help them rather than grappling with what they are supposed to be doing.
- Pupils say that behaviour is good, and that pupils' names rarely stay on a 'grumpy-peg' for long, which is part of the school's approach for helping pupils take responsibility for their behaviour. Pupils feel that the special activities they can choose on a Friday give them a good incentive for their behaviour.
- Pupils have a good range of opportunities to take on responsibilities, and they do these jobs with pride. The school makes sure that all pupils have equal opportunities for this, and for participating in the popular clubs and activities after school.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe because the adults are always willing to listen. They also say that bullying is very rare, and would be dealt with if it did happen. This was reinforced by an inspiring assembly helping pupils to know that they can, and should, talk to an adult if they are worried about anything.
- Pupils have learnt a lot about how to avoid danger through a talk given by a police officer, and they are well informed about road and fire safety. They also learn about how to stay safe when using the internet, and Year 2 pupils have made posters to promote this.
- Pupils like the homework they are given to do, and say it is usually fun.

The leadership and management are good

- The school has done well to maintain the above-average standards consistently since the previous inspection. The headteacher has continued to develop a strong team of leaders, some of whom are new to their roles.
- Middle leaders share the vision for this to be an even better school. They lead by example, and the headteacher sets very high expectations of all the staff. They help to check on the quality of teaching and of learning and are increasingly confident in bringing about improvements. There are clear links to the well-coordinated arrangements for the management of staff performance. Leaders have ensured that there is a good match between how well teachers are paid and how well pupils achieve.
- Leadership, including governance, is not outstanding because the school has focused more strongly on the attainment of pupils, the levels they reach, rather than the progress they make

from the time they join the school. Plans to bring about improvements are focused on appropriate priorities, but are not always detailed enough to have a rapid impact.

- The subjects and topics around which the teachers plan the work for pupils to do are carefully chosen to develop the key skills pupils need to learn. Trips and visits, and particularly the 'annual initiative', provide extra experiences for the pupils which make their learning memorable. For example, pupils wrote excellent pieces about their trip to the Royal Albert Hall in London. The current focus on 'Strings and Things' means that all pupils in Year 2 are learning to play a stringed instrument, including violin, viola or cello. The curriculum ensures that the spiritual, moral, social and cultural development of pupils is a strength of the school, and promotes good behaviour.
- Parents are very positive about the school and feel that they get a good quantity of helpful information about how well their children are learning. They said that the teachers are approachable if parents have any concerns. The school provides useful support for parents so they can help their own children's learning more effectively. Examples of this are in how reading develops and how the school teaches calculating with numbers.
- The local authority provides the school with only light support, checking that the school's views of the levels of pupils' work and the quality of teaching are accurate. The school supports other schools to raise standards because of their track record in maintaining their own high standards. The school is also successful in supporting trainee teachers and provides training for teachers from other schools, including in teaching reading, writing and mathematics, outdoor science, use of teaching assistants, teaching in the Early Years Foundation Stage, and in leadership.
- **The governance of the school:**
 - Governors know the school well and have undertaken training to make sure they can compare the school's data with schools nationally. Many of the governors are new to the role within the past two years. They are given plenty of information about the performance of the school and are increasingly confident in probing what the data mean about pupils' development, asking challenging questions alongside their support. Governance is not outstanding because there have been times when governors have relied too heavily on the information they have been given and have not always verified this by gathering first-hand evidence to clarify their own views.
 - Governors make sure that the policies and procedures to keep pupils safe are reviewed regularly, and that these meet requirements. Senior leaders and governors take into account the quality of teaching when they are making decisions about how to use the funds of the school to promote the best teaching. They also make sure that the finances of the school are used carefully, and that any funding intended for specific purposes has the impact it should. Governors and senior leaders make sure that the required safeguarding is in place and meets requirements.

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	110359
Local authority	Buckinghamshire
Inspection number	443805

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	Infant
School category	Maintained
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair	Louise Jones
Headteacher	Jan Tyson
Date of previous school inspection	7 October 2008
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