

Turners Hill CofE Primary School

Church Road, Crawley, West Sussex RH10 4PA

Inspection dates

9–10 March 2016

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher leads with passion and commitment. Along with other leaders, he has developed a culture where the needs of the pupils are at the heart of everything the school does.
- Senior leaders and governors have a clear vision for the school that promotes the achievement of every pupil within a caring community, based on Christian values.
- Governors and leaders at all levels have led a very successful drive to improve the quality of teaching, learning and assessment, which are now outstanding.
- Outcomes for pupils are outstanding. All groups of pupils make very strong progress in reading, writing and mathematics to reach standards that are above average by the time they leave Key Stage 2.
- Teachers' high expectations of pupils, excellent subject knowledge and skilful questioning have resulted in outstanding pupil progress across a range of subjects.
- Pupils' outstanding behaviour and positive attitudes to learning help them to achieve well. Pupils are confident, resilient and self-motivated.
- Governance is outstanding. Governors are skilled and knowledgeable and have a very good overview of what is happening in the school. They have made decisions that have made a positive impact on pupils' outcomes.
- Pupils' spiritual, moral, social and cultural understanding is developed very well through the rich and balanced curriculum. Pupils are well prepared for life in modern Britain.
- Robust systems are in place to ensure pupils are kept safe.
- Provision for the early years is outstanding. This enables children to acquire new skills, knowledge and understanding very well.

Full report

What does the school need to do to improve further?

- Ensure provision in- and outdoors at the Turners Hill Tots unit is improved, so that children's learning is better supported.
- Develop further adults' skills to teach phonics (letters and the sounds that they make), so that the pace of pupils' progress is maintained.

Inspection judgements

Effectiveness of leadership and management is outstanding

- Leaders and governors have created a culture of ambition and drive. The outstanding leadership and clear vision of the headteacher has ensured the school has improved. Parents, staff and pupils value his commitment to put pupils first, his refusal to accept second best and his open and approachable manner. As one parent explained, 'I feel he understands the needs and views of the children and has a passion for their education.'
- Leaders know the school very well. They identify and address the right priorities for improvement. Their decisions are informed by regular checks on pupils' progress. This work has been crucial to securing and sustaining the school's improvement, particularly in the quality of teaching. Leaders continually look for ways the school can be better. They are not prepared to 'rest on their laurels' and become complacent.
- Leaders provide excellent opportunities for all pupils to achieve and develop into well-rounded young people. Senior leaders communicate this vision and their high expectations very effectively. They are excellent role models for staff and pupils. The school community is clear that the needs and achievement of the pupils is at the centre of everything it does.
- Leaders' checks on the quality of teaching and learning are rigorous. They look carefully at planning, teaching, pupils' work and teachers' assessments of pupils' progress. Leaders ensure that teachers are supported effectively to improve and that strong practice is frequently shared to the benefit of all staff.
- Relationships across the school are exceptionally strong. Teachers say they are proud to work at the school and feel respected and supported. As one member of staff said, 'this is a fabulous place to work, there is so much going on'.
- Pupils benefit from a lively, exciting, broad and well-planned curriculum. There are many opportunities for pupils to practise their basic skills, as well as develop an understanding of national and international themes, such as fair trade and environmental impact. Effective links with schools in Tanzania and Spain enable pupils to appreciate cultures and backgrounds that are similar or different to their own. Pupils have a strong understanding of British values and are well prepared for life in modern Britain. Pupil parliament members are elected after explaining their manifestos and play an active role in developing the school.
- The school's promotion of pupils' spiritual, moral, social and cultural development is outstanding and a strength of the school. Displays around the school visually promote its core values at every opportunity. Pupils know about other faiths through their religious education lessons. Pupils take their responsibilities as 'stewards of the earth' to look after the planet very seriously; maple class are the 'womblers' who keep the school site tidy, while holly class care for the school's brood of chickens. Christian values are woven through every aspect of school life and pupils participate thoughtfully and sensitively in collective worship.
- Sports funding is well spent to increase pupils' skills and participation in a wide range of sports. Leaders have used the money effectively to increase the skills of staff by working alongside specialist coaches. The range of sports available has widened.
- The school has a productive relationship with the local authority, which has provided good support, particularly in improving the teaching of mathematics.
- **The governance of the school**
 - Governors share the vision and expectations of the headteacher. They know the school and the pupils very well. Governors' visits and their links with different areas of the school ensure they check for themselves what senior leaders tell them. Governors challenge senior leaders effectively and set high standards to be reached by the headteacher through his performance management targets. Governors ensure that additional funding is used appropriately so that staff provide the best possible help for pupils.
- The arrangements for safeguarding are effective. There is a thorough system in place to check staff qualifications and their suitability to work with children. Rigorous and robust procedures are in place which are understood by staff. Clear and comprehensive documentation supports work with external agencies. Staff know how to act if they have concerns about a pupil's welfare. Regular and appropriate training for staff is undertaken and is up to date. A high proportion of staff are trained in first aid.

Quality of teaching, learning and assessment is outstanding

- Teachers use the information they have about what pupils know and can do very effectively to plan work that closely meets pupils' needs and inspires them to learn. As a result, pupils, including the most able, make outstanding progress over time.
- Pupils engage enthusiastically during lessons, listen carefully and show resilience when tasks are difficult. This is because teachers and teaching assistants have high expectations of what pupils can achieve and how they should behave.
- The subject knowledge of teachers is excellent. They use this knowledge skilfully to explain clearly to pupils what they will need to do to be successful and to enable pupils to reach the highest standards.
- Teachers and teaching assistants use questions expertly to challenge and deepen pupils' thinking and learning. They use pupils' responses to address misconceptions and to provide prompt support when pupils need it.
- Pupils are encouraged to apply their phonics skills throughout the school. As a result, they become confident, expressive and fluent readers. Frequent opportunities to read at school and at home instil a love of books and reading in pupils.
- Mathematics is taught very effectively. Tasks are demanding and enable pupils to deepen their understanding, as well as apply their mathematical skills to solve real-life problems in a range of subjects, not only mathematics.
- Pupils' writing is of a high standard. Teachers' effective planning means pupils are given frequent opportunities to write for a wide range of subjects and purposes. Reluctant writers, in particular boys, are inspired to write because themes are relevant and interesting. Pupils have an excellent understanding of the different styles and structures of writing. For example, in one class, pupils used their excellent understanding of persuasive writing to construct interesting letters to encourage a character in *Stig of the dump* to join them on adventures.
- Teachers provide valuable feedback to pupils about how well they are doing and what they need to do to improve. Pupils use this guidance very effectively to self-assess and reflect on how to improve future work. As a result, pupils take responsibility for their own learning and don't wait for adults to tell them what to do next.
- Where pupils struggle with their learning, this is quickly identified and an effective range of personalised support helps them to catch up.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The very positive culture for learning across the school contributes to pupils' high levels of self-esteem and confidence. Pupils take pride in their achievements. They talk articulately to each other and adults about their learning.
- Pupils can explain accurately and confidently how to keep themselves healthy through exercise and good eating habits. Pupils have the opportunity to grow and then cook their own vegetables to make a healthy meal. More pupils are taking part in a wider range of physical activities and are now participating in sport outside school.
- Parents and pupils value highly the nurturing support provided by all staff, in particular when families find themselves in challenging circumstances. As one parent explained, 'staff often go above and beyond what you would expect for pupils'.
- Older pupils are keen to take on extra responsibility to support younger pupils at playtimes through the school's sports and crew leader programme. Pupils take this role very seriously, making sure activities are well organised and engaging.
- Leaders promote a culture where pupils feel safe. Pupils say that bullying is rare and they know who they can talk to should they have any worries. They are confident that staff will deal with any concerns quickly and sensitively. Pupils report feeling very safe at school. They know how to keep themselves safe in a variety of situations, for example when using social media.

Behaviour

- The behaviour of pupils is outstanding. Staff set high standards to which pupils respond very well. Pupils are polite, respectful and kind towards each other and adults. The school is a happy, welcoming and harmonious place, committed to the success of all its pupils.
- Pupils love coming to school and learning. This is reflected in their high levels of attendance. Pupils are keen to embrace any challenge that is presented to them.
- Pupils conduct themselves very well around the school, in lessons and at playtimes. Incidents of poor behaviour are very rare because pupils value their own learning. As a result, time in lessons is used very productively.
- Pupils respond well to the vibrant and interesting learning environments. High-quality displays showing a range of pupils' work and different aspects of school life are used effectively to celebrate pupils' achievements and support learning.

Outcomes for pupils

are outstanding

- By the end of Reception, the proportion of children achieving a good level of development has continued to improve. Outcomes in 2015 were above the national average.
- Early reading skills are taught effectively through daily phonics lessons. The proportion who reach the expected standard is above the national average and continues to rise. Occasionally, gaps in adults' knowledge about how to teach phonics means the pace of pupils' progress slows.
- Pupils, including the most able, make outstanding progress in reading, writing and mathematics. Pupils' work in all areas of the curriculum shows that most pupils are working above the standards expected for their age. When they leave the school, pupils' attainment and progress are above national averages. They develop confident speaking skills and excellent habits for learning. As a result, pupils are well equipped for the next stage at secondary school.
- Pupils who have special educational needs and those with disability make at least good, and often outstanding, progress from their individual starting points. The support these pupils are offered is wide ranging and closely tailored to their needs.
- The most-able pupils do very well. This is because teachers have consistently high expectations of what these pupils can achieve. Teachers plan activities which build successfully on pupils' knowledge and skills to deepen their understanding.

Early years provision

is outstanding

- Children make excellent progress in early years and are very well prepared for Year 1. The majority enter the school with skills which are broadly typical for their age. However, an increasing number of children, particularly boys, begin with weak communication and language skills. Over the last three years the proportion of pupils achieving a good level of development by the end of Reception has improved significantly and is now above the national average.
- The leadership and management of the early years is outstanding. The leader constantly reviews and refines practice to maintain high standards of provision for children.
- Leaders ensure that all adults have high expectations for children's development. Routines to develop children's social and emotional skills are established quickly and effectively. Children are taught to listen, share and take turns. Adults model positive and supportive behaviour, which children follow. Children work very well alongside pupils in Year 1.
- Teaching in early years is very strong. Adults tailor the curriculum to meet the needs of the children successfully, thus motivating and challenging them extremely well. For example, leaders have reviewed and refined the writing tasks that children tackle to ensure that boys are motivated to write. As a result, gaps in the progress boys and girls make in writing are closing quickly.
- Adults plan and teach activities that engage pupils fully, ignite their desire to learn more and develop their skills and knowledge. Resources in Reception support this process very effectively. As leaders acknowledge, provision in the Tots unit is not as well developed to support pupils' progress.
- Adults encourage children to explore and experiment for themselves. Activities are organised so that there is an effective balance between those led by adults and those chosen by the children to practise their skills as they play.
- Adults complete frequent and detailed assessments of children's progress. Crucially, adults use these assessments skilfully to ensure that future activities provide the next steps in learning.

- Leaders ensure that all aspects of health and safety in the early years are compliant with requirements. This creates an environment in which children feel safe and secure.
- The school encourages close partnerships between families and staff. This supports children's learning and development. For example, the early years leader undertakes home visits to gather information about children's strengths and interests before they start school. Parents have open access to their child's learning record and there are frequent meetings, both informal and formal, to make sure parents know how well their child is progressing.

School details

Unique reference number	126010
Local authority	West Sussex
Inspection number	10003466

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	Primary
School category	Voluntary controlled
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair	Elizabeth Grubb
Headteacher	Ben Turney
Telephone number	01342 715412
Website	www.turnershillschool.org.uk
Email address	office@turnershillschool.org.uk
Date of previous inspection	13–14 July 2011

Information about this school

- The school is smaller than the average-sized primary school.
- The headteacher was appointed in September 2014. He was previously the school's deputy headteacher.
- A deputy headteacher was appointed in September 2015 with responsibility for English and assessment.
- The majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for pupil premium funding (additional government funding) is much smaller than that found nationally. There are currently too few of these pupils in the school to make comparisons about their progress.
- The proportion of pupils who have special educational needs and disability is below average.
- The proportion of pupils whose first language is either not English or is believed not to be English is well below average.
- Early years provision is provided on a part-time basis in the Turners Hill Tots group and full-time in Reception class.
- The Turners Hill Tots group for two year olds is located on the school site and is managed by the governing body. This was inspected as part of the school's early years provision during this inspection.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress at the end of Year 6.

Information about this inspection

- The inspector observed teaching and learning in all classes. Observations took place jointly with the headteacher.
- The inspector heard some pupils in Key Stage 1 and 2 read and looked at pupils' books.
- The inspector held meetings with four members of the governing body, school leaders and staff. The inspector had a telephone conversation with a representative from the local authority and attended collective worship.
- A group of pupils discussed their opinions about the school and their learning with the inspector. She also spoke informally with pupils in the playground and around the school.
- The inspector considered a wide range of evidence, including the school's records of the quality of teaching over time, safeguarding documentation and checks on pupils' progress.
- The inspector took account of 49 responses to Ofsted's online questionnaire (Parent View), including 40 free text responses, and spoke to parents informally at the start of the school day.
- The inspector considered the 22 responses to the staff questionnaire.

Inspection team

Lisa Moore, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

