

# Inspection of Turnditch Church of England Primary School

Ashbourne Road, Turnditch, Belper, Derbyshire DE56 2LH

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Inspection dates: 21–22 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils enjoy coming to school. They say that they feel safe and that the staff care for them. Parents and carers, pupils and staff describe the school as 'one big family'. Relationships between staff and pupils are warm and caring.

Staff have high expectations that all pupils, including those with special educational needs and/or disabilities (SEND) will do well. Leaders have taken steps to improve the curriculum. There is still some work to do to ensure that this is consistently embedded.

Pupils behave well in class and around school. They do not believe that bullying really happens at their school. They are confident that the adults in school will help them if they have any worries.

Pupils enjoy the wide range of opportunities on offer at the school. During the inspection, some pupils were performing a brass concert for their parents. At other times of the year, pupils can take part in local community events such as well-dressing and carol singing.

Parents who shared their views were overwhelmingly positive about the school. Every parent would recommend the school.

## **What does the school do well and what does it need to do better?**

Leaders have focused on improving the curriculum. Subject plans show what pupils will learn and when. Leaders have been refining these plans further. The new planning is laid out in more detail in some subjects than it is in others. While it is clear what pupils will study each term, leaders have not set out precisely the key knowledge that pupils must remember. Teachers use different ways of assessing what pupils can remember at the end of each topic. However, they have not considered carefully enough how they can use this assessment to ensure that pupils recall the most important information in the long term.

Staff have high expectations of pupils with SEND. The special educational needs coordinator (SENCo) attends meetings where the curriculum is discussed to ensure that the needs of these pupils are fully considered. In lessons, we saw that these pupils are well supported so that they can do their best. Pupils, including those with SEND, achieve well by the end of Year 6. They are well prepared to start secondary school.

Early reading is taught well. The teaching of reading is a high priority. Staff ensure that those children who need extra practice to be confident with the sounds they have been learning get the help they need. Teachers have made sure that the reading books pupils are given are carefully chosen. Pupils use the sounds that they have learned to read the words accurately.

Mathematics is consistently taught well. Leaders have invested time and thought into improving the quality of education in mathematics and this has had a positive impact on pupils' achievement. In science, there is a clear programme of what pupils will learn and when they will learn it. Books show that teachers plan lessons that build on what pupils have previously learned. Teachers provide pupils with a range of activities at the end of each topic to check what they have learned. Sometimes pupils cannot remember in the long term what they have learned.

Pupils behave well. They are polite. They talk respectfully about people whose lives may be different from their own. They have a wide range of opportunities to learn to be responsible citizens. They can learn to play a wide range of musical instruments. All pupils take part in sporting clubs or events. Pupils have responsibilities to help in the smooth day-to-day running of the school. Pupils told me that they know this is helping them to be prepared for the responsibilities of life beyond primary school.

In the Reception class, staff provide children with a range of activities and equipment to engage them in their learning, both indoors and out. Staff plan learning that builds on what children can already do. Children were learning about Chinese New Year. As they made banners, they were able to explain why they were making them and what they were for. Other children were using paint to make symmetrical pictures. Staff had ensured that the children understood this concept well.

Leaders are considerate of staff workload. Some staff have had useful professional development. However, not all staff have benefited from training that would help them to improve their practice even further. The trust has a clear understanding of the strengths of the school and what needs to be done to improve it further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know well the potential signs of abuse to watch out for. They know how to report any concerns they may have about a pupil's welfare. Pupils are taught how to keep themselves safe. Visits from the fire service and lessons about internet safety, for example, help pupils to understand about personal safety. Pupils are confident that staff at school would listen to them and help them if they had any worries.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have set out what pupils will learn and when they will learn it. However, they have not ensured that the important knowledge that pupils must remember over time is set out clearly from the early years through to the end of Year 6.

They must ensure that this key knowledge is clearly defined in every subject across the school as soon as possible.

- Teachers check what pupils have learned at the end of each unit of work. However, they have not ensured that the assessment strategies they use are effective in checking what pupils have remembered in the long term. Leaders should implement strategies that enable teachers to be clear about what pupils have remembered so that any gaps can be addressed, and pupils can draw on their prior learning for the more-demanding work that is to come.
- Some staff have benefited from useful training. However, not all staff have received up-to-date training to enable them to fulfil their roles as effectively as they could. Leaders should ensure that staff at all levels benefit from the training that is available so that they can fulfil their roles fully.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141846
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10087409
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	85
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Ford
<b>Headteacher</b>	John Bolton
<b>Website</b>	<a href="http://www.turnditch.derbyshire.sch.uk">www.turnditch.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Turnditch Church of England Primary School converted to become an academy school on 1 March 2015. When its predecessor school, Turnditch Church of England (Aided) School, was last inspected by Ofsted, it was judged to be outstanding.
- The school is part of the Derby Diocesan Academy Trust 2.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We did deep dives in these subjects: reading, mathematics, science and geography. We spoke with leaders, visited lessons, scrutinised pupils' books and spoke with teachers and pupils.
- We met with the headteacher, the senior teacher and the leaders responsible for the early years and for pupils with SEND.

- We spoke with a wide range of staff and pupils to gather their views about the school. We spoke with parents as they collected their children from school and took account of their responses to Ofsted Parent View.
- We met with the deputy chief executive officer from the trust and the chair of governors.
- We examined documentation, including the school's improvement planning, evaluation of the work of the school and the curriculum plans.
- We observed pupils' behaviour at lunchtime and breaktime.
- We examined documentation relating to safeguarding. We spoke with leaders and staff about their understanding of safeguarding. We spoke with pupils about their understanding of how to keep themselves safe.

### **Inspection team**

Di Mullan, lead inspector

Her Majesty's Inspector

Jeannie Haigh

Ofsted Inspector

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