

# Inspection of Turners Hill CofE Primary School

Church Road, Turners Hill, Crawley, West Sussex RH10 4PA

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Inspection dates: 13 and 14 June 2023

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| <b>Overall effectiveness</b> | <b>Good</b>        |
| The quality of education     | <b>Good</b>        |
| Behaviour and attitudes      | <b>Outstanding</b> |
| Personal development         | <b>Outstanding</b> |
| Leadership and management    | <b>Good</b>        |
| Early years provision        | <b>Outstanding</b> |
| Previous inspection grade    | Outstanding        |

This school was last inspected seven years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

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

Pupils are proud to come to this small village school, saying that their teachers know them well and make learning enjoyable. Right from Reception, where children become ground-tidying 'womblers', pupils are taught to be responsible for the environment. Elected through a democratic process, they become worship leaders, crew leaders and members of the pupil parliament. Pupils enjoy contributing to school life, growing in confidence through knowing their views are valued.

Pupils benefit from trips and visits to make learning memorable. Years 5 and 6 spoke with delight about their Victorian trip to Preston Manor. After applying for jobs in servants' roles, they had a trial period and reflected on workers' conditions then and now. When learning about animals, Reception and Year 1 pupils visited Drusillas Park to experience handling a range of different species.

Leaders have high expectations, and pupils attain well throughout the school. Pupils are taught to be considerate, reflective and determined learners in line with the school motto 'Stewards of the Earth, Eager to learn, Faithful to God'. Right from Nursery, behaviour is excellent. Pupils appreciate their peaceful school, surrounded by countryside views, which they say helps them feel calm and focus on learning.

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

Leaders have worked together with determination to develop a carefully thought-through curriculum which builds logically from Nursery to Year 6. They have identified the precise knowledge pupils must understand and remember. When mixed-age classes learn the same subject, teachers know precisely what must be taught to each year group. In the early years, staff skilfully tailor learning to reflect children's interests, which they weave into curriculum learning objectives. Leaders quickly identify any pupils who may have special educational needs and/or disabilities (SEND), having high expectations that they will attain well. Subject leaders work with teachers to break the curriculum down into smaller steps and adapt it for pupils with SEND so that they learn the same curriculum as their peers and attain well.

Teachers have secure subject knowledge and present the curriculum in ways which stimulate pupils' thinking. They use assessment effectively to check pupils' learning at the time. Teachers' development needs are accurately identified, and leaders focus training on priority areas. Recently, leaders have further developed teaching practice so that activities are used more precisely to help pupils to remember long term what they have learned. Teachers already make effective use of discussion and recall in some subjects, and leaders know what must be done to ensure that high-quality practice is consistent across the curriculum.

Leaders have continued to develop existing strong practice in the early years so that children attain highly and are ready for the curriculum in Year 1. Adults focus on building children's language through discussion and high-quality interaction which

expands children's understanding of vocabulary. Children in the early years behave exceptionally well. They are engrossed in independent activities. Children understand the school's values and are kind to each other.

Leaders prioritise reading across the curriculum. Staff have had the training they need and phonics is taught consistently well. Pupils get off to a strong start in the early years, where they are inspired by songs, rhymes and stories. When recently learning about pirates, they were enthused by 'Black Bart Roberts' who told them tales of adventure in hot and cold seas when finding stolen treasure hoards. By the end of Year 2, pupils are fluent readers, able to recognise complex sounds and tricky words. Teachers accurately match the books pupils read and practise to the sounds they know. Adults notice pupils' misconceptions and correct them in lessons. If pupils are at risk of falling behind, they benefit from one-to-one or small-group tuition.

As pupils say, the school has 'brought them up well' to be generous, kind and forgiving. They are given many opportunities to develop character through the curriculum and a range of after-school clubs. Pupils learn about different faiths, considering what is important and showing respect for others' beliefs. They are taught how to stay healthy physically and how to recognise their emotional needs. In assemblies and throughout the curriculum, pupils encounter notable people from a variety of cultures and backgrounds. They learn to appreciate their differences. Older pupils openly and maturely discuss issues such as their own neurodiversity and different kinds of families. As one pupil put it, 'It's OK to be yourself in this school and you'll be respected.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know pupils and their families well and are alert to changes, no matter how small. Staff are well trained to recognise signs of pupils needing help. They know how to report concerns about adults or pupils and do so confidently. Leaders take swift action, making timely referrals to outside agencies. Staff are expertly trained to work with pupils and their families, which means help is forthcoming quickly.

Pupils are taught about staying safe when on the internet. They know that people are not always who they say they are, and they should never give away personal information.

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

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

- In a few subjects, teachers do not systematically check that pupils have understood and remembered the curriculum. Pupils do not attain as well as they could. Senior leaders should continue to support subject leaders so they, in turn, can develop teachers' practice.

## 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 information from Ofsted Parent View 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.

## 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

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| <b>Unique reference number</b>             | 126010   |
| <b>Local authority</b>                     | West Sussex  |
| <b>Inspection number</b>                   | 10256299   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary controlled   |
| <b>Age range of pupils</b>                 | 2 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 145  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Rob Hurst  |
| <b>Headteacher</b>                         | Ben Turney   |
| <b>Website</b>                             | <a href="http://www.turnershillschool.org.uk/">www.turnershillschool.org.uk/</a> |
| <b>Date of previous inspection</b>         | 15 March 2022, under section 8 of the Education Act 2005                         |

## Information about this school

- This is a Church of England voluntary-controlled primary school.
- The school's most recent section 48 Statutory Inspection of Anglican and Methodist Schools took place in May 2017.
- The school is a smaller-than-average, one-form-entry primary school.
- The school does not currently have any alternative provision.
- The headteacher was appointed in September 2014.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and religious education. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to

some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about assessment, teaching expertise and leadership development.

- During the inspection, inspectors met with the headteacher, the deputy headteacher and the assistant headteacher who is the special educational needs coordinator. They also met with a representative from both the local authority and the diocese.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through Ofsted's online surveys, interviews and discussions conducted throughout the inspection.
- Inspectors reviewed the arrangements for safeguarding through scrutinising safeguarding records and discussions with leaders, staff and pupils.
- Inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings, attendance records and behaviour incident logs.
- Inspectors observed pupils' behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour, and leaders' expectations of pupils' behaviour.

### **Inspection team**

Jo Brinkley, lead inspector

His Majesty's Inspector

Stuart Edwards

Ofsted Inspector

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