

Inspection of Turnfurlong Junior School

Turnfurlong Lane, Aylesbury, Buckinghamshire HP21 7PL

Inspection dates: 27 and 28 June 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils experience a wide range of opportunities at Turnfurlong Junior School. The high-quality curriculum is enhanced by the school's rich musical life. Experiences of sports and of the arts are similarly involving. Leaders ensure that pupils find something they love participating in, nurturing their hidden talents.

The school's core values of kindness, happiness, honesty, respect and inclusion are seen in abundance. Pupils are highly respectful of each other and of adults. There is a clear warmth and trust among staff and pupils. Pupils feel happy and value the wealth of learning opportunities offered to them.

Pupils engage exceptionally well in their learning. At break- and lunchtimes, they play well with each other, helping to create a calm environment. Year 6 pupils become peer mentors to support other pupils across the school. Adults place great value on listening to pupils' views. They take them into account when reviewing and developing their plans for what pupils will learn and how.

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

Leaders have a clear ambition for all pupils. Pupils learn exceptionally well and can talk knowledgeably about what they have studied. Deliberately planned activities enhance and enrich pupils' learning. For example, in French, pupils hold fluent conversations and have linked with a school in France, with which they video conference weekly. Leaders invite authors to visit the school often. Pupils value these experiences highly and are enthused by the stories they are told.

Leaders identified that the standards pupils achieved in writing last year were not as high as they aspired for them to be. They have taken swift action to address this relative weakness, putting a new writing curriculum in place. As a result, the quality of pupils' writing has improved notably.

Teachers ensure that no pupil falls behind in their learning and act quickly to close gaps. Pupils with special educational needs and/or disabilities (SEND) are identified quickly and supported in their learning. Teachers' strong subject knowledge enables them to address pupils' misconceptions swiftly.

Reading is an exceptionally high priority. Leaders have created an ambitious reading curriculum that links well with chosen key texts. When pupils join the school, teachers check quickly to spot what support pupils may need to become fluent readers. Where pupils need to develop their knowledge of phonics, leaders plan support that builds on what pupils have learned in their previous school. Leaders ensure that reading is at the heart of everything. Many opportunities exist to read across the curriculum. At the start of each day, pupils read novels as a class, helping them to explore a range of themes and social contexts. There are clear and deliberate approaches taken to the teaching of reading that are consistent across the school.

Behaviour in lessons is exemplary. Leaders ensure that staff know pupils well and build positive, caring relationships. Pupils want to be in school. They clearly take pride in their work and are challenged to try their best. Where appropriate, pupils get the extra and specific help they need to make positive choices about their own behaviour. Pupils help each other to stay focused on their learning. There is genuine care and compassion seen among pupils.

The personal development of pupils is truly exceptional. All pupils have access to high-quality personal, social and health education (PSHE). They have a rich knowledge of a range of topics such as dangers and hazards, healthy lifestyles and keeping fit. Pupils benefit from an inclusive, very well-considered range of extra-curricular activities. Every opportunity is seized on. British values are threaded through the curriculum expertly. As a result, pupils have a strong knowledge of different communities and families. Pupils demonstrate a clear understanding of inclusion and diversity. Pupils are adamant that prejudicial behaviours are not tolerated in their school. They are keen to engage in voluntary and community work and to learn about their local town. Pupils benefit from a broad range of opportunities. Pupils flourish in a range of leadership roles, acting as peer mentors and mental health first aiders. This supports the school's value of 'grow', ensuring that pupils are resilient individuals.

Staff feel well supported by leaders and strongly feel that their well-being and workload are considered. Leaders ensure that staff receive a range of high-quality training that ensures they are effective teachers in the classroom. Teaching assistants train to be teachers and feel that the way the headteacher supports them in their journey is life-changing. Governors perform their statutory duties very effectively and know the school extremely well.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong and positive culture of safeguarding in the school. Leaders ensure that there are robust systems in place for tracking concerns. Staff and governors have a clear understanding of their safeguarding responsibilities. Regular training and updates are given to staff to enable them to be aware of risks in the local community and to provide pupils with the vital knowledge to help them stay safe. The school's welfare team supports pupils and families extremely well.

Pupils know who their trusted adult is and say that there are people in the school they could ask for help. The coherent and well-planned PSHE curriculum provides pupils with helpful advice about staying safe, both when online and in daily life too.

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

Unique reference number	110351
Local authority	Buckinghamshire
Inspection number	10287838
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	370
Appropriate authority	The governing body
Chair of governing body	Nidhi Mehta
Headteacher	Jo Divers
Website	www.tjs.org.uk
Date of previous inspection	21 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision.
- The school uses one unregistered alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics, history, French and science. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to teachers, spoke to pupils and looked at samples of their work.

- The inspectors met with the headteacher, deputy headteacher, assistant headteachers, the SEND coordinator, subject leaders, teachers and teaching assistants.
- The inspectors looked at a wide range of documents provided by the school.
- The inspectors met with representatives from the local authority and governing body.
- The inspectors met with pupils, parents and carers, and staff and also took into consideration the feedback from Ofsted's questionnaires.
- The inspectors observed pupils' behaviour around the school and in lessons.

Inspection team

Simon Woodbridge, lead inspector	His Majesty's Inspector
Sarah Driscoll	Ofsted Inspector
Lucy Hillyard	Ofsted Inspector

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 children looked after, 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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023