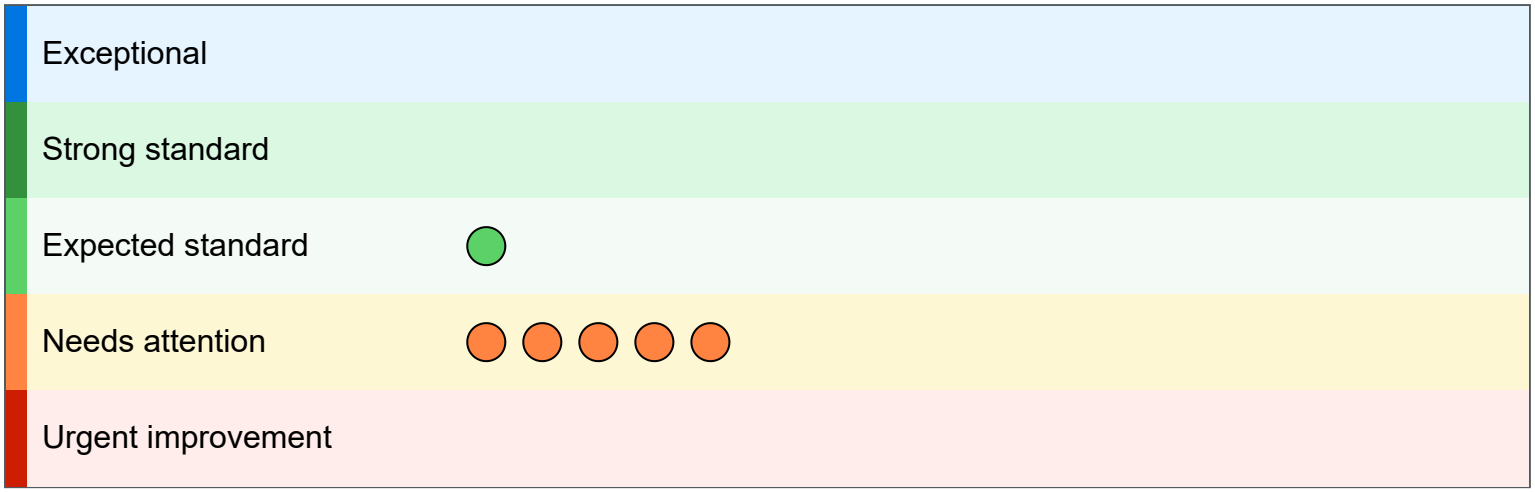
The Turing School

Address: Larkspur Drive, Eastbourne, East Sussex, BN23 8EJ

Unique reference number (URN): 148179

Inspection report: 10 February 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Personal development and wellbeing

Expected standard

Leaders have designed an effective and coherent personal development programme. It provides pupils, including those who are disadvantaged, with a range of meaningful opportunities and experiences to prepare them well for adult life. Pupils benefit from nurturing pastoral care which helps them to learn how to manage their feelings and emotions. When required, staff make suitable alterations and ensure that pupils participate in all experiences irrespective of their individual circumstances or starting points.

The school's well-designed and age-appropriate personal, social and health education programme builds pupils' knowledge well. Leaders plan the programme carefully so that it reflects pupils' needs and the local context. For instance, staff teach pupils how to stay safe in the community and online. Pupils learn about healthy relationships, including consent and gender prejudice. Staff teach pupils about physical and emotional health and pupils understand how these affect their wellbeing. Staff help pupils learn about fundamental British values. Most pupils talk knowledgeably about what these mean in their daily lives. They know why rules matter and how following them helps create a calm and orderly environment for everyone. A small number of pupils do not develop the same security in their understanding of each aspect of the personal development programme.

Leaders promote a culture that celebrates diversity. Pupils are clear that everyone is equal in their school. They value individual differences and listen carefully to each other's views. Staff provide many extra-curricular opportunities which pupils take part in with enthusiasm. Pupils are especially keen to participate in the increasing number of overseas trips which broaden their horizons. They also enjoy taking on meaningful leadership roles, including as base representatives and prefects. These roles help pupils build character, confidence and leadership skills while contributing positively to the school community.

Leaders work well to raise aspirations and support pupils to consider their next steps through the careers education curriculum. This means pupils are well informed about their next steps in education, employment and training.

Needs attention

Achievement

Needs attention

Historically, pupils, including those who are disadvantaged, have not achieved as well as they should in national examinations. Leaders are taking decisive action to address this. Their actions have begun to make a positive difference. As a result, pupils currently in the school are building their knowledge and skills with increasing confidence compared with the past. This means that more pupils than before progress well through the curriculum and are better prepared for their next steps in education, employment or training.

There is more work to do on closing gaps in pupils' knowledge and skills. For example, leaders have identified a need to focus on mathematics, science and writing across the

school, with actions in place to address this. While these actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.

Attendance and behaviour

Needs attention

Too many pupils do not attend school as often as they should. Additionally, persistent absence rates for pupils remain too high. With the support of the trust, leaders prioritise raising pupils' attendance. They have focused on working with families to understand and address the main barriers to attendance. This helps leaders to put in place targeted and specific support, drawing on the expertise of other professionals where appropriate. Although pupils' attendance has improved recently, leaders recognise that there is more work to do to secure high levels of attendance. This is for all pupil groups, particularly disadvantaged pupils and those with special educational needs and/or disabilities.

The school is a calm and orderly place. Leaders have established a welcoming culture which is built on mutual respect and trust. Staff apply the behaviour policy consistently and pupils understand the rules. Pupils behave well in lessons and around the school. Pupils appreciate the fact that staff take every opportunity to nurture and celebrate positive behaviour. Pupils trust staff to deal efficiently with any worries or concerns they have, including any incidents of bullying. Leaders identify pupils who need additional help to manage their behaviour or emotions and provide timely and effective support.

Curriculum and teaching

Needs attention

The teaching strategies and methods used to help pupils understand key ideas are not consistently effective. For example, in some lessons, teachers do not check pupils' learning well enough or use what they find to adapt the curriculum effectively. As a result, many pupils, including disadvantaged pupils, do not access the intended learning as well as they could. Some learning activities are limited in how well they help pupils to build up their knowledge across different subjects. Leaders have begun work to ensure that teaching is consistently effective, but these actions are still at an early stage.

Leaders ensure that the curriculum is well planned, broad and ambitious. It is thoughtfully arranged so that pupils should build their knowledge coherently over time and across the subjects they study. Most teachers have deep subject knowledge and benefit from the professional learning they receive. Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across subjects.

Leaders have embedded appropriate systems and processes to identify any gaps in pupils' mathematics, reading and writing skills. In the main, pupils benefit from suitable support to help them overcome these gaps. However, the quality of some pupils' handwriting and presentation remains inconsistent.

Inclusion

Needs attention

Most disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) do not achieve as well as they should. This is because, historically, the information leaders shared with staff about pupils' particular learning needs lacked clarity. Leaders now

ensure that staff have precise and detailed information about pupils' starting points and SEND.

Some staff's knowledge and expertise to support pupils with SEND is not secure enough. For instance, in some subjects the alterations or support provided does not help disadvantaged pupils and pupils with SEND overcome barriers to their learning. This also includes pupils who spend part of their learning in the school's specialist provisions for pupils. Leaders provide training on approaches to support pupils with SEND more effectively.

Leaders accurately identify the needs of pupils, including pupils with SEND. Where appropriate, they work with external professionals and parents and carers to gather additional information about the support that individual pupils require.

Leaders make sure that pupils with SEND, disadvantaged pupils and vulnerable pupils are fully included in school life so that they feel part of this community. Leaders also make sure that these pupils access the same curriculum as their peers. Additional funding is used thoughtfully to ensure that disadvantaged pupils experience enrichment activities in school.

A small number of pupils attend alternative providers of education. These placements are appropriate, regularly reviewed and utilised in the best interests of pupils.

Leadership and governance

Needs attention

The quality of the school's provision in some key areas is currently inconsistent. Leaders have accurately identified the areas that require further improvement and their actions are appropriately focused. This is evident, for example, in the sustained improvements in pupils' behaviour. However, leaders have not yet secured the same level of success in raising pupils' achievement, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. Attendance, while slowly improving, remains below the national average. Leaders have introduced a range of well-informed, effective actions to address these weaknesses, but many are still in the early stages of implementation.

Leaders, supported by the trust, have established a coherent and effective approach to the professional development of staff. It blends whole-school training, subject-specific sessions and tailored individual support. As a result, the quality of curriculum delivery is improving in some classes and subjects.

Leaders know their pupils and community well. They are ambitious for the school and are committed to securing further improvement. Leaders have high expectations and make decisions in the best interests of pupils.

Staff, including teachers at the start of their career, feel well supported. They appreciate leaders' consideration of their wellbeing and workload. Staff are proud to be part of the school community.

Those responsible for governance are knowledgeable and fulfil their roles effectively. Trust

leaders, school leaders and governors work in partnership to set the strategic direction and monitor improvement priorities to ensure that the school continues to improve in all areas.

What it's like to be a pupil at this school

Historically, pupils have not achieved well enough. Staff understand the needs of pupils with special educational needs and/or disabilities (SEND) and the barriers they and other vulnerable groups face, including pupils known to children's social care and those who are disadvantaged. However, the effectiveness of curriculum delivery remains inconsistent. For example, there is variability in how well staff check pupils' understanding and address misconceptions. As a result, support for pupils with specific barriers to learning are not precise enough. Leaders have taken appropriate actions to address this. Further work is required to ensure that all pupils secure the knowledge and skills they should.

Some pupils, particularly those who are disadvantaged, do not attend school frequently enough. As a result, these pupils develop gaps in their knowledge and do not achieve as well as they should. Overall, attendance has improved, but there is more to do.

Pupils are happy and well cared for. They know that staff want the best for them. Respectful relationships between staff and pupils foster a supportive and nurturing learning environment. This helps pupils to feel safe. Pupils know there are trusted adults they can approach with any concerns. Bullying and derogatory language are not tolerated and, when it does occur, it is dealt with swiftly. Most pupils behave well. They conduct themselves sensibly and follow the school's established routines with thought and care. In lessons, they typically work with focus and purpose in classrooms that are calm and orderly.

The school supports pupils' personal development well. Pupils learn about the fundamental British values effectively. They have a secure understanding of tolerance and equality. Pupils enjoy the many opportunities they have to enrich their learning and to broaden their horizons. For example, pupils enjoy electronic gaming, table tennis, crafts and a range of sports clubs.

Next steps

- Leaders should ensure that their attendance strategy is rigorously monitored so that it continues to improve overall attendance, particularly for disadvantaged pupils and those with special educational needs and/or disabilities. They should also make sure that their actions result in reducing persistent absence further, for all pupil groups.
- Leaders should work to ensure that teachers understand how to skilfully use assessment information and make appropriate adjustments to teaching or the curriculum so that pupils, particularly those with special educational needs and/or disabilities and disadvantaged pupils, learn and achieve highly.
- Leaders should ensure the school's improvement actions are delivered effectively to bring about rapid improvements in all pupils' achievement, particularly in writing, mathematics

and science, so that pupils are well prepared for the next stage of their education, employment or training.
- Leaders should ensure that pupils develop secure and detailed knowledge across all aspects of the personal development programme so that they are well prepared for life beyond school.

About this inspection

This school is part of Swale Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mike Wilson, and overseen by a board of trustees, chaired by Paul Goodson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior and curriculum leaders, staff and pupils. The lead inspector spoke with the vice chair of trustees and the vice chair of the local governing board. She also spoke with the CEO and the director of secondary education for the trust. The lead inspector also met with the governance professional for the trust. Inspectors also spoke to a representative from East Sussex local authority.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Inspectors confirmed the following information about the school:

The school makes use of 3 registered alternative provisions.

Headteacher: Sarah Doyle

Lead inspector:
Louise Walker, His Majesty's Inspector

Team inspectors:
Mike Boddington, Ofsted Inspector
Debbie Brake, Ofsted Inspector
Maria Roberts, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 10 February 2026

School and pupil context

Total pupils

765
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

945
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

40.52%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

1.31%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

20.92%
Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	27.2%	45.4%	Below
2023/24 (final)	17.2%	45.9%	Below
2022/23 (final)	20.2%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	34.6	46.0	Below
2023/24 (final)	30.0	45.9	Below
2022/23 (final)	34.2	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.99	-0.03	Below
2022/23 (final)	-0.75	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	8.9%	25.8%	Below
2023/24 (final)	3.4%	25.8%	Below
2022/23 (final)	5.6%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	22.1	34.9	Below
2023/24 (final)	23.3	34.6	Below
2022/23 (final)	25.4	35.0	Below

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.14	-0.57	Below
2022/23 (final)	-1.18	-0.57	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	8.9%	53.1%	-44.2 pp
2023/24 (final)	3.4%	53.1%	-49.7 pp
2022/23 (final)	5.6%	52.4%	-46.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	22.1	50.4	-28.3
2023/24 (final)	23.3	50.0	-26.7
2022/23 (final)	25.4	50.3	-24.9

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.14	0.16	-1.31
2022/23 (final)	-1.18	0.17	-1.35

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	83%	91%	Below
2022 leavers (revised)	89%	93%	Average
2021 leavers (revised)	80%	94%	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	15.1%	8.1%	Above
2023/24 (3 term)	14.8%	8.9%	Above
2022/23 (3 term)	15.3%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	40.5%	21.9%	Above
2023/24 (3 term)	42.7%	25.6%	Above
2022/23 (3 term)	44.9%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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