



Turnditch CofE (Aided) Primary School

Inspection Report

Unique Reference Number 112894
Local Authority DERBYSHIRE
Inspection number 289455
Inspection dates 16–17 October 2006
Reporting inspector Keith Edwards

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Ashbourne Road
School category	Voluntary aided		Turnditch, Turnditch
Age range of pupils	4–11		Belper, Derbyshire DE56 2LH
Gender of pupils	Mixed	Telephone number	01773550304
Number on roll (school)	68	Fax number	01773550304
Appropriate authority	The governing body	Chair	Mr Ian Philips
		Headteacher	Mr Mark Mallender
Date of previous school inspection	21 May 2001		

Age group	Inspection dates	Inspection number
4–11	16–17 October 2006	289455

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school serves the village of Turnditch. Although most of the children live locally, an increasing number are drawn from further afield. All of the pupils are of White British background and come from homes where English is the first language. Attainment on entry to the school is broadly average, although each intake reflects a wide range of ability. The range of socio-economic circumstances is broad. The proportion of children eligible to free school meals and the proportion who find learning difficulties, including those with statements of special educational needs, is below average.

At the time of the inspection, a new headteacher was in his first term of office, having replaced a headteacher who had served the school for 27 years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Turnditch Primary School is a good school with outstanding features. It has improved significantly since the last inspection and is well set to maintain this momentum. This has been noted by a parent who comments, 'This is an exceptional jewel of a school and we feel incredibly lucky that our son attends such a positive, happy and caring place'.

The pupils achieve well here because they feel safe and secure and the quality of teaching is good. Children in the Reception class achieve well and because they are well supported, those pupils, throughout the school, who find learning difficult also make good progress. By the end of Year 2, the pupils achieve standards that are above average in literacy and numeracy. Standards in reading are high because the school has developed a very good relationship with the parents, nurtured from the Reception class, and this trusting home/school partnership provides effective support for the pupils' learning. In the junior classes, standards in writing are good because the pupils are given rich opportunities to record their ideas and practise their skills in a variety of contexts. The pupils' progress in science benefits from a very practical, investigative approach. Standards in mathematics are broadly average but not in line with those of literacy and science. Nevertheless, there are encouraging signs that this is also improving. This is because the pupils have now a much clearer idea of what they need to do to improve and the teaching is putting much more emphasis on number bonds and times tables.

The school makes outstanding provision for the welfare of its pupils. Each member of staff knows each of the pupils by name and the adults are excellent role models. As a result, relationships are excellent and standards of behaviour are outstanding. The ethos and exciting range of opportunities available to the pupils, strongly support their personal development and keep them interested. As a result, the pupils are very keen to come to school and attendance rates are good. The school checks the pupils' progress carefully and assessment procedures are being refined in the Foundation Stage to provide an accurate picture of the children's starting points. The school has the respect of the community that it serves and works well with other schools.

The strength of the teamwork has resulted in a smooth running of the school during the change in leadership. The school's view of itself is broadly accurate and has resulted in a clear strategy for further improvement. The governors are supportive and are in the process of developing ways of gauging the school's effectiveness. The school provides good value for money.

What the school should do to improve further

- Raise achievement in mathematics in Years 3 to 6.
- Develop the role of the governing body.

Achievement and standards

Grade: 2

Children achieve well in the Reception class because the quality of teaching is good. Standards are rising in both the junior and infant classes and are above average at the end of each key stage. Achievement for all pupils, including those with learning difficulties, is good. Standards in national tests for pupils in Year 6, particularly in English and science, have shown a marked improvement since the last inspection and the pupils have built successfully on their achievements in Year 2. Current standards in English and science in Year 6 are above average and represent good progress. This achievement has not been as evident in mathematics as the pupils have not developed a secure grounding in their times tables and this has limited their speed and accuracy in their calculations. The pupils make satisfactory progress in mathematics and standards are average. Standards in information and communication technology (ICT) have risen through enhanced resourcing and training for staff. Standards in music and art are well above average and strongly support the pupils' personal development.

Personal development and well-being

Grade: 1

The pupils' personal development and well-being are outstanding. Their behaviour is exemplary around the school and in lessons. The pupils report that incidents of poor behaviour are rare and they trust the staff to deal with any problems that might occur. Pupils are courteous, polite and helpful. They understand the importance of leading a healthy lifestyle and describe why it is important to eat a balanced diet. The school has increased the amount of physical education pupils receive and this is really appreciated. The pupils' spiritual, moral social and cultural development is outstanding. The school's close church links strongly support the pupils' moral and spiritual development and the pupils enjoy visits from representatives of different faiths and cultures. They care for each other and mix well. Pupils raise money for school equipment and charity and work very well in groups. Together with good literacy and ICT skills, this helps them prepare for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The school is well staffed and the pupils benefit from their broad range of skills and expertise. For example, good use is made of a specialist music teacher to enable all of the pupils to learn to play a musical instrument. A common denominator in all classes is the warmth of the relationships that promotes good behaviour and encourages the pupils to try hard. Interactive whiteboards are used successfully to demonstrate new techniques and the teachers ensure that the pace is good. In almost all lessons, the work set is closely matched to the range of ability in each class, and this enables the

pupils to make good progress. However, in mathematics, some of the work set has lacked rigour and this has limited the progress of the pupils.

Curriculum and other activities

Grade: 1

The curriculum is excellent and strongly supports the pupils' personal development and achievements. There is very good provision for the children's personal, social and health education and the school has markedly improved its provision for ICT since the last inspection. Pupils with learning difficulties are catered for well and the brighter pupils are given every opportunity to flourish. The children in the Foundation Stage are reaping the benefit of the enhanced opportunities from the recently improved accommodation. The range and quality of extra-curricular activities are outstanding and together with a wide array of visits, visitors and residential visits bring a more exciting edge to the quality of learning. A high percentage of children take part in the different activities and the children and their parents are very appreciative of what the school offers. The numerous sporting and musical activities do much to promote enjoyment of school and the importance of keeping fit and healthy.

Care, guidance and support

Grade: 1

The pupils benefit from outstanding care, guidance and support. The family atmosphere of the school, underpinned by its Christian values, strongly supports the welfare of the pupils. The safety of the children is at the heart of school policies, and child protection arrangements are clearly understood by all staff. The pupils receive very good guidance about how to remain fit and healthy. They are confident that they can talk to an adult if they are at all concerned. Risk assessments are carefully attended to. The school has recently begun to inform pupils about what they need to do next to improve their learning and this is having a positive effect on their progress. As one pupil reported, 'The teachers have always known what we need to be working on, and now we too have a much better idea of our targets.' Because the school works so well in partnership with local clusters of schools, arrangements to ensure pupils transfer into the school and onto the next stage of their education are very good.

Leadership and management

Grade: 2

The leadership and management of the school are good. The recently appointed headteacher, strongly supported by the teaching staff, is already building successfully on the firm foundations laid by the previous long-serving headteacher. As one parent comments, 'The new headteacher has had a hard act to follow, but it is obvious that he is showing himself to be approachable and he has implemented many worthwhile additions to the school.' For example, a school council has been introduced and the pupil representatives are delighted with the opportunity it provides for school improvements.

Governors are committed to the work of the school and provide conscientious support. Their awareness of their responsibility to hold the school to account has grown but there is a need for the further development of their role as critical friends, particularly in terms of monitoring the school's effectiveness.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

18 October 2006

Dear Pupils

Turnditch CE Primary School, Ashbourne Road, Turnditch, Belper, Derbyshire, DE56 2LH

I really enjoyed my visit to your village school because everybody was so helpful and friendly. I was very pleased to be able to work with you in your classrooms, join in with your morning assemblies and watch you playing outside in the autumn sunshine. I can understand why you enjoy your school so much and there are many things that make your school very special. Here are some of them:

- You clearly want to do your best to learn in lessons and are prepared to work hard.
- Everybody understands the school rules and your behaviour is wonderful.
- Everybody tries to be friendly, thoughtful and helpful. Well done!
- All of your teachers work hard to make your lessons interesting and fun.
- The school provides an excellent range of activities and visits to keep you interested.

But, of course, as in all schools, there are still things that can be done to make your school even better:

- Firstly I know that you can do even better with your work, and I am asking your teachers to keep on trying to improve your mathematics lessons so that you can become more skilful.
- I am also want the governors to keep a more careful eye on what works well in the school and what needs further improvement.

Although there is work to be done to make your school even better, you must never forget that Mr Mallender and the staff work very hard to help you to learn and you must remember to thank them. I would like to wish you all the very best for the future.

Yours sincerely

Keith Edwards

Lead inspector