

Turlin Moor Community School

Inspection report

Unique Reference Number	135340
Local Authority	Poole
Inspection number	341636
Inspection dates	29–30 June 2010
Reporting inspector	John Laver

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

Type of school	Primary
School category	Community
Age range of pupils	4–12
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Lou Knight
Headteacher	Sue Westcott
Date of previous school inspection	14 July 2010
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Introduction

This inspection was carried out by three additional inspectors. During the inspection 20 lessons were observed and 10 teachers were seen. Inspectors observed the school's work, and held meetings with pupils, staff, parents and governors. Inspectors scrutinised a variety of documentation, including assessment data on pupils' current progress, the school improvement plan, minutes of governing body meetings and reports from the School Improvement Partner. Inspectors attended two assemblies. They analysed 27 questionnaires from parents or carers, 97 from pupils and 10 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness with which the school is raising attainment and improving the achievement of pupils, particularly higher up the school, and in English and mathematics
- the effectiveness with which the school is improving the quality of teaching and modifying the curriculum to meet the needs of all pupils
- the extent to which teachers are using assessment effectively to improve pupils' awareness of how they can improve their learning and make more progress
- how effectively leaders and managers take action leading to improvement
- how well children in the Early Years Foundation Stage are making progress.

Information about the school

A very large majority of pupils in this larger than average school are from a White British background. The proportion of pupils with special educational needs and/or disabilities, which include learning, behavioural and emotional needs, is well above average. Children join the Early Years Foundation Stage in the Reception classes. There is one class for Year 7 pupils at the top end of the school. The school has been in existence for less than two years, as the result of the amalgamation of two other local schools. At the time of the inspection, the headteacher was absent for health reasons, and the school was being supported by a National Leader for Education providing executive leadership. The school has the Activemark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Turlin Moor Community School provides a satisfactory standard of education. In the first year of this still relatively new school, many older pupils underachieved. However, it is an improving school. In the school's second year the school leadership, supported by governors and in close partnership with the local authority, has worked very hard to address the areas of underperformance which were reflected in the 2009 national test results. The school's staff are committed to taking the school forwards. This commitment, combined with improvements in key areas such as monitoring, teaching, pupils' attitudes and behaviour, means that the school is now on track to meet most of its targets. The many strategies for improvement are not yet fully embedded, and therefore some inconsistencies remain, particularly in the quality of teaching and learning. The support of the executive headteacher in particular has enabled the school to evaluate its strengths and weaknesses very accurately and to plan for improvement. Pupils' progress is now satisfactory, and the progress of children in the Early Years Foundation Stage is good. Improved pupil progress and the determination of all stakeholders to continue the drive to raise standards and improve the effectiveness of school further show that the school has a satisfactory capacity for sustained improvement.

Pupils join Year 1 with attainment broadly at the levels expected for their age. As a result mainly of improvements in teaching and pupils' attitudes towards learning, most pupils, including those with special educational needs, now make satisfactory progress. Some are making good progress, where the teaching or support from teaching assistants is effective. Attainment by the end of Year 6 and Year 7 is broadly average. Some more able pupils do not always achieve as well as they should. This is because they are not always given sufficiently challenging work and lessons sometimes lack pace, variety and challenge. There is some good teaching, but the quality varies too much. Although pupils have targets, they are not used effectively to improve learning and teachers do not give pupils sufficient indication, either in the marking of work or verbal feedback, on how they can improve their work further.

Most pupils say that they enjoy school. They feel safe and well supported in terms of their personal development, although a few pupils feel that they do not know how well they are doing in their work. Attendance is close to average. Pupils enjoy a good range of activities, especially the after-school clubs and visits. Behaviour is satisfactory overall; in lessons it is often good, although pupils sometimes 'switch off' if they become bored. The school is working to make the curriculum more exciting as, although there are a range of topics which often do engage pupils' interest, there is insufficient challenge in lesson content in terms of skills and knowledge as pupils move up through the school.

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Teachers sometimes miss opportunities to make the topic work more challenging, relying overmuch on worksheets rather than developing better writing skills for pupils. Good care within school and productive links with a range of outside agencies mean that vulnerable pupils feel well supported. Pupils contribute well to the life of the local community through activities such as working with groups of disadvantaged adults, and with children in a local special school. However, they have limited opportunities to develop their understanding of national and global issues, including life in a multi-racial environment in which people have a range of beliefs and values. Attempts to establish school links or other contacts beyond the local region are at a very early stage.

What does the school need to do to improve further?

- Improve the quality of teaching, so that a higher proportion of pupils leave the school with average or higher attainment by:
 - injecting more pace and challenge into lessons, particularly to meet the interests and needs of more able pupils
 - having higher expectations of what pupils can achieve.
- Give pupils a better understanding of how they can further improve their work, by:
 - improving marking so that pupils clearly understand how well they have done and how they can make their work better
 - using pupils' targets more effectively in the classroom as a way of raising their awareness of what they can achieve.
- Further develop the curriculum in order that:
 - there is more excitement and challenge in the topics and other tasks
 - there is more opportunity for pupils to progress in their development of writing and other skills as they move up through the school
 - pupils have a greater awareness of people's lives and beliefs in the wider world.

Outcomes for individuals and groups of pupils**3**

The attainment of pupils in Year 6 and Year 7 is close to the national average, both in mathematics and English, which is an improvement on the previous year. Better progress is the result of improvements in teaching as well as in pupils' behaviour and their attitudes towards learning, reinforced by extensive support from the local authority. Vulnerable pupils were observed making good progress during the inspection. Previous gaps in attainment between boys and girls have been reduced. The improvement in attainment, particularly in mathematics, has been due to a range of strategies for the support of individuals or small groups of pupils. Although many pupils do not think that behaviour is good, it is good in most lessons. Most pupils have a positive attitude towards learning and respond to good teaching. Pupils enjoy taking on responsibility, for example in the school council and in acting as peer mediators. They have a good understanding of the importance of a healthy lifestyle, for example they

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measure the effect of exercise on heart rates and fitness generally and enjoy the opportunity to take part in several sports clubs. Pupils particularly enjoy the Harbour Challenge and the visits to Brownsea Island. Most pupils report that they feel safe in school and can turn to adults for help. Good opportunities for spiritual development occur in reflective assemblies, and pupils show good social development in their ability to work collaboratively. Improved levels of basic skills mean that pupils are now better prepared than previously for their move on to their next school. Attendance has improved, partly because the level of persistent absenteeism has fallen. This is mainly due to the dedicated work of the recently established inclusion team.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Although there are some good lessons, too much of the teaching is still no better than satisfactory or occasionally inadequate, which is why the progress of a minority of more able pupils is not accelerated enough. Teachers have worked to develop strategies, such as better use of success criteria and matching work more closely to the needs of different groups within their classes, and most have improved their practice with this

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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focus. There are particular strengths, such as the work of teaching assistants in helping pupils with specific learning difficulties who, as a result, sometimes make good progress in lessons. However, there is still too much inconsistency. In lessons which are at best satisfactory, the pace is too slow, with pupils sitting for too long and listening to teachers rather than actively learning. Sometimes the tasks are too limiting to allow pupils to develop higher-order skills, and pupils are given insufficient information on how precisely they can improve their work. Expectations of how pupils should present their work, and how they can work more independently on challenging and more exciting tasks, are not consistently high enough.

The curriculum now offers more opportunities for pupils with special educational needs to get appropriate support. Pupils enjoy some of the topics such as 'The Fire of London'. The school effectively identifies underachievers at an early stage, as a result of improved assessment and tracking systems, and so they are now offered good support to overcome academic and personal barriers to learning. There are also good procedures to enable smooth transition between different phases of schooling, for example between Reception and Year 1. There are also good procedures to safeguard pupils and encourage good attendance, and the school offers a safe haven for many vulnerable and less confident pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

In the past year there has been rigorous monitoring of all aspects of provision, including teaching and the curriculum. The leadership has involved some subject leaders effectively in the process, along with extensive support from the local authority, the School Improvement Partner and a National Leader for Education providing executive leadership. Significant improvements include a detailed assessment and tracking system, but some of the initiatives are too recent to be firmly embedded which is why, for example, the use of assessment to improve learning in the classroom is inconsistent. Nevertheless, the leadership team communicates its vision for improvement effectively to the staff. The school is inclusive, with an absence of discrimination. A commitment to equal opportunities is displayed in the welcoming attitude towards new arrivals and an ethos which encourages all pupils to take part in activities, which is why most of them socialise very well in school. The leadership has not found it easy to ensure that the new school has a positive profile in the local community, but it does provide a lot of

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information for parents and encourages them to support their children in school, as witnessed on the sports day during the inspection. There are also several links with other local schools although, as yet, they have a limited impact on pupils' learning. Safeguarding procedures and practices are robust. For example, pupils are taught about railway safety, cyber-bullying and how to report incidences of bullying or unsatisfactory behaviour. Staff and governors are regularly updated on appropriate procedures. The school makes a satisfactory contribution to community cohesion. There are many links with the local community, for example working with local volunteers to develop the school grounds. As the school recognises, there are limited opportunities to develop awareness of how links might be established outside the local area as a means of broadening pupils' awareness of other cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Early Years Foundation Stage with levels of skill and knowledge below those typically expected for their age. A large majority make good progress in all areas, with fastest progress in personal development. Many children learn quickly to become independent and confident and as a result enjoy school. Adults are well deployed so that staff form a mutually supportive team and plan well for an interesting range of activities. They also observe and assess the children thoroughly, using a 'watch and wonder wall' to help them cater for each child's needs. This was observed, for example, during numeracy sessions when children were divided into different groups, and staff used imaginative methods such as songs and movement to help the children develop their

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counting skills. Children are kept healthy through daily physical activity lessons. Occasionally the teaching is over-directive, with insufficient opportunities for constructive child-led activities, and pupils are not always encouraged to try all activities as opposed to those identified specifically for boys or girls. Relationships are warm and friendly, and behaviour is well managed. The leadership evaluates the provision rigorously and is committed to further improvements. Children are well cared for and feel secure. Parents are welcomed into the school and staff work hard to involve them in their children's learning and to improve attendance. A new system of pictorially-based reporting is being developed for parents. There is a smooth transition of children into Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents feel that their children enjoy school and are appreciative of the level of care and support they receive. There is a minority of parents who do have concerns in several areas, including the level of progress which pupils make, the quality of communication between the school and parents, the way in which behaviour is managed, the quality of teaching and the leadership. Inspectors acknowledge the concerns but judge that the school has improved considerably in recent months as a result of several improvement strategies. Although there are instances of misbehaviour, behaviour has improved and does not significantly affect learning. Pupils' progress has improved because, although there are still inconsistencies, the quality of teaching and learning has improved. The leadership has benefited from external support and the school works hard to keep parents well informed about pupils' progress and other activities by means of reports, newsletters and other communications.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Turlin Moor Community School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	33	13	48	3	11	2	7
The school keeps my child safe	13	48	9	33	3	11	2	7
The school informs me about my child's progress	9	33	7	26	7	26	4	15
My child is making enough progress at this school	6	22	11	40	3	11	7	26
The teaching is good at this school	8	30	12	44	3	11	4	15
The school helps me to support my child's learning	6	22	11	40	5	19	5	19
The school helps my child to have a healthy lifestyle	7	26	17	63	1	4	2	7
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	26	11	40	3	11	4	15
The school meets my child's particular needs	5	19	14	51	3	11	5	19
The school deals effectively with unacceptable behaviour	4	15	9	33	7	26	5	19
The school takes account of my suggestions and concerns	4	15	12	44	6	22	5	19
The school is led and managed effectively	2	7	11	40	9	33	5	19
Overall, I am happy with my child's experience at this school	6	22	10	37	8	30	3	11

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 July 2010

Dear Pupils

Inspection of Turlin Moor Community School, Poole BH16 5AH

Thank you for your friendly welcome when we visited your school this week. We enjoyed seeing you in lessons, at sports day and talking to you. You told us what you liked about the school, particularly the trips. Most of you get on well with each other, and although many of you do not think behaviour is good, it has improved during the last year. Some of you are also attending school more regularly now, so well done!

Turlin Moor Community School gives you a satisfactory standard of education. Until recently, several of you did not do as well in your work as you should have done, especially compared to some other schools. Now you are making more progress and getting better results, because your teachers are working hard to help you, and most of you also work hard so again, well done! In order that the school can continue to improve we have given it three things to do.

- Make sure that your work is interesting and hard enough, so that those of you who find the work too easy can do even better and get good results by the time you leave school.
- Get more information about your work so you know how to do even better, and use your targets more to help you, especially in improving your mathematics and writing.
- Get more opportunities in lessons to learn about how people live and what they believe in different parts of the world, and possibly get the chance to make contact with young people in some of these places.

Best wishes for the future.

Yours sincerely

John Laver

Lead inspector

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