

Inspection of Turton School

Bromley Cross Road, Bromley Cross, Bolton, Lancashire BL7 9LT

Inspection dates: 12 and 13 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils, and students in the sixth form, are proud to be part of Turton School. They enjoy strong relationships with their teachers and other staff. Pupils feel safe when they are in school. They know who to speak to if they are worried or upset.

The school's code of conduct underpins the sensible behaviour that pupils display in classrooms and around the school at break and lunchtimes. During social times, pupils enjoy chatting with their friends in the school canteen or outside in the spacious playgrounds. Pupils' conduct helps to make the school a calm and orderly environment.

The school has high expectations of what pupils should achieve. Pupils, including those with special educational needs and/or disabilities (SEND), have equal access to an ambitious curriculum. They progress well through the curriculum in most subjects.

The school supports pupils to be increasingly confident and respectful to each other. It also helps them to understand issues in the wider world. Many pupils benefit from a wide range of sporting and leadership enrichment opportunities. Students in the sixth form are excellent role models for younger pupils.

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

The school, over time, has developed an ambitious curriculum. It aims to teach pupils the best of what has been thought and said in the past and to prepare them for the challenges of life in modern Britain. The broad curriculum offers pupils in key stage 4, and students in the sixth form, a wide range of choices to pursue their particular interests.

The school has designed subject curriculums that allow pupils to build their subject knowledge in a logical way. Pupils achieve well in most subjects. However, in some subjects, including English and mathematics, the progress that pupils made by the end of Year 11 in 2023 was below the national average. The school has reflected carefully on this published data. It has made considerable improvements to strengthen the curriculums. As a result, pupils currently at the school, especially those in key stage 3, are achieving much better than in the past. Students in the sixth form achieve well.

Teachers have secure subject knowledge. In most subjects this helps them to deliver subject curriculums well across the school. Most teachers explain topics clearly to pupils. They make sure that important learning is revisited. However, in a small number of subjects, some teachers do not deliver the curriculum as effectively as they should. They do not ensure that pupils' learning builds securely on what they already know. This prevents some pupils achieving as well as they should in these subjects, especially in key stage 4.

Teachers check regularly how well pupils are learning. In most subjects, they use a wide range of assessment information well. They make sure that important learning is understood before moving on to a new topic. In the sixth form, students are conscientious in correcting any mistakes that are identified by their teachers and adding extra detail to their work.

Typically, pupils behave well in lessons. They listen carefully to their teachers and act on instructions. Pupils follow routines as they move around the school building. Sixth form students enjoy their own spacious study and café areas. They use much of their available time to study independently.

The school accurately identifies the additional needs of pupils with SEND. Staff know these pupils and their individual needs very well. Staff are well trained in SEND matters and use the information that they receive to support pupils with SEND in their lessons. This helps pupils with SEND to progress through the same ambitious subject curriculums as their peers.

Reading has a high profile. The school identifies pupils who struggle with reading accurately when they join the school. Those pupils receive additional support to help them become more confident and fluent readers over time. The school actively promotes reading for pleasure through form time and by ensuring that all pupils have regular access to its well-stocked library.

The school shows a strong commitment to ensure that pupils, and students in the sixth form, build the knowledge that they need to be well prepared for life beyond school. Pupils learn about a wide range of issues including relationships, sex and health matters. However, their knowledge is less well developed in some other areas including fundamental British values and aspects of citizenship. This is because there are some inconsistencies in how well some aspects of the programme to support their personal development are delivered.

All pupils receive age-appropriate careers education including independent advice about future careers and opportunities. The school is aspirational for all its pupils. For example, in the sixth form area the corridor walls are covered with profiles of former students who have progressed to university, apprenticeships and careers.

Members of the governing body know the school well. Over the past few years there have been changes to the composition of the governing body to add expertise in specific areas. As a result, governors are well equipped to challenge and support leaders. Staff appreciate the wide range of support that they receive from the school to ensure that change is managed well and does not have a negative impact on their well-being or workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects there is some variability in how well teachers deliver the curriculum. As a result, some pupils do not achieve as well as they should. The school should ensure that in these subjects, teachers receive appropriate training and guidance to allow pupils' learning to build on what they already know.
- Some aspects of the programme to support pupils' personal development are not delivered as well as others. This includes the teaching of fundamental British values and citizenship. Consequently, some pupils' knowledge of these aspects of learning is uneven. The school should equip staff with the expertise that they need ensure that pupils are fully prepared for life in modern Britain.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105253
Local authority	Bolton
Inspection number	10321267
Type of school	Secondary Comprehensive
School category	Community
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,628
Of which, number on roll in the sixth form	300
Appropriate authority	The governing body
Chair of governing body	Tracey Boylin
Headteacher	Sam Gorse
Website	www.turton.uk.com
Date of previous inspection	22 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school makes use of alternative provision at one registered alternative provider.
- 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.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other senior leaders, subject leaders, staff and members of the governing body, including the vice-chair of the governing body.
- An inspector spoke with a representative of the local authority.
- Inspectors spoke to pupils about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- Inspectors reviewed a wide range of evidence, including the school's improvement plans, records of governing body meetings and analyses of pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took into account the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in English, art and design, mathematics, modern foreign languages and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects and visited some lessons in those subjects.
- Inspectors also visited a number of other lessons in other subjects in the sixth form.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's online staff survey and the responses to Ofsted's online pupil survey.

Inspection team

Timothy Gartside, lead inspector	Ofsted Inspector
Neil Johnson	Ofsted Inspector
Tim Long	Ofsted Inspector
Jamie Jardine	Ofsted Inspector
Chris Meldrum	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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