

# Inspection of Turnstone House School

Birtwick Park, Old Bungay Road, Kirby Cane, Bungay, Suffolk NR35 2HP

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Inspection dates: 5 to 7 November 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Pupils join a community that places 'no limits' on their academic and personal growth. Staff fully understand each pupil's unique background and challenges. Staff build strong, trusting relationships that help pupils feel safe, secure and ready to learn.

The school has high expectations for everyone. As a result, pupils thrive. They receive effective, individual attention to help them reach their ambitious goals. As a result, pupils feel and are successful. They achieve important qualifications and take well-supported steps into the world of work. They take this chance with both hands. Consequently, their futures are much more positive.

Pupils know that staff have their well-being as a top priority. The school's approach to behaviour reflects this. Familiar routines ensure that the school has a warm and respectful atmosphere. Staff work effectively with pupils to resolve any rare incidences of bullying.

Pupils enjoy a rich variety of experiences that increase their self-esteem, confidence and sense of belonging. These include camping at the school's 'Attitude' festival, which blends developing teamwork with music and nature exploration. The school goes above and beyond to give pupils new 'niche' interests and career directions. As a result, pupils develop a much more positive view of themselves.

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

Since the previous inspection, the school has reviewed and improved the curriculum. It is now well sequenced in all subject areas. The school quickly and accurately identifies each pupil's skills and needs. Each pupil receives an effective, tailored plan that helps them improve academically, socially and emotionally. The school ensures pupils receive a broad and balanced education. For example, if a pupil does not study geography as a standalone subject, the school ensures pupils still learn foundational geographical concepts.

Teachers use their subject expertise to help pupils engage with and understand new concepts. Pupils learn in manageable steps, and teachers accurately check how well pupils are learning the curriculum. Teachers are highly skilled in helping pupils to quickly catch up with foundational skills such as arithmetic and reading. As a result, pupils progress exceptionally well compared to their experiences before joining the school.

The school team meets frequently to discuss pupils' progress. These discussions are part of a detailed, comprehensive system of checks leaders use to ensure that pupils experience success at every stage of their academic journey. School leaders work closely with specialists in the fields of psychology and special educational needs and/or disabilities (SEND) to develop effective strategies. These help to

address pupils' educational and personal challenges. This work supports pupils in feeling secure both in their relationships with adults and in their learning.

The school fully understands that pupils need effective, additional support to develop positive attitudes and behaviours. Whole-school activities such as swimming and 'family-style' breakfast give pupils an increased sense of belonging. The school intelligently analyses and responds to pupils' behaviour patterns, attendance and engagement. The school's respectful and understanding approach leads to a significant improvement in pupils' behaviour and engagement.

Staff skilfully incorporate cultural and social learning into pupils' daily activities. Through creative subjects such as drama, pupils explore various important life topics and learn about different perspectives. This helps pupils to develop respect and understanding for others. They also increase their confidence and express their own ideas. The school ensures pupils learn vital skills for personal safety, health and responsible decision-making.

Careers preparation is a central part of the curriculum. Every pupil accesses tailored careers information and guidance. Staff are creative and tenacious in securing work experiences that align with pupils' abilities and interests. The school assesses each work experience opportunity carefully for safety and appropriateness. Consequently, pupils are being very well prepared for their next steps.

Leaders, directors and the proprietor work closely together to realise the school's vision. Staff are proud to work at the school. Pupils' well-being, interests and needs are at the heart of all they do. Leaders make sure the school fully meets the independent school standards (the standards) and complies with the Equality Act 2010, ensuring equal access to learning for all pupils. Routine fire safety, electrical and first-aid checks are in place. The school environment is safe, inclusive and productive because of the school's exceptional work to uphold these standards.

## **Safeguarding**

The arrangements for safeguarding are effective.

### **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.

## School details

<b>Unique reference number</b>	138880
<b>DfE registration number</b>	926/6009
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10342083
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent special school
<b>Age range of pupils</b>	8 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	8
<b>Proprietor</b>	Jon Lees
<b>Headteacher</b>	Claire Leeder
<b>Annual fees (day pupils)</b>	£444,050
<b>Telephone number</b>	01508 517000
<b>Website</b>	<a href="http://www.specialisteducation.co.uk">www.specialisteducation.co.uk</a>
<b>Email address</b>	<a href="mailto:turnstone.house@specialisteducation.co.uk">turnstone.house@specialisteducation.co.uk</a>
<b>Date of previous inspection</b>	15 to 17 March 2022

## Information about this school

- The school is part of Specialist Education Services group. It is a small independent special school that is registered for 10 pupils aged between eight and 18 years of age.
- All pupils have SEND. All pupils have an education, health and care plan relating to their social, emotional and mental health needs.
- The school uses one unregistered alternative provision.
- The school was last inspected in March 2022 when the overall effectiveness was judged as good and all the standards were met.
- The headteacher took up the post in January 2024.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

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

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- At the time of this inspection, there were too few pupils on roll in Years 12 and 13 to make a judgement about the sixth form. Therefore, amnesty was granted and no judgement awarded.
- The lead inspector spoke with the headteacher, the principal, the proprietor and two directors. The lead inspector also spoke with the school's consultant child psychiatrist, educational psychologist and education consultant.
- Inspectors carried out deep dives in these subjects: mathematics; English, including early reading; personal, social, health and economic education; and geography. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also considered the curriculum and spoke with leaders about some other subjects.
- The lead inspector checked the school's premises against the relevant standards.
- Inspectors observed pupils' behaviour at in lessons and around the school.

- Inspectors examined a range of school documents, including the school's own self-evaluation and development plans, school policies, attendance and admissions information and documents related to pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of 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.
- An adult was present when the inspectors spoke with pupils. This helped the pupils to feel more confident when speaking with a visitor.
- Inspectors spoke with staff during the inspection to take account of their views.

### **Inspection team**

Hannah Stoten, lead inspector

His Majesty's Inspector

Sue Smith

Ofsted Inspector

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