

Turves Green Girls' School and Technology College

Turves Green, Northfield, Birmingham, B31 4BP

Inspection dates 30 April – 01 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most students achieve well across a range of subjects, including English and mathematics, and attain above-average standards.
- Teaching and learning are, at least, good and some teaching is outstanding.
- Behaviour is good. Students are courteous, polite and helpful. They enjoy coming to school, feel safe and receive good guidance and support from teachers.
- The curriculum is broad and balanced, promoting a good range of different learning opportunities, trips and other activities outside the normal timetable.
- Senior leaders are well supported by governors and staff in successfully driving up the quality of teaching and achievement. Planned changes are well managed and there is accurate evaluation of the changes made.
- Governors monitor the work of the school and hold leaders to account.
- The pupil premium is used well so that students supported by this funding make better progress.
- Parents and carers are supportive of the school. A new initiative promoting family literacy and numeracy is helping to strengthen links with families and support students' learning.

It is not yet an outstanding school because

- Teaching and learning are not, generally, outstanding.
- Progress and achievement are not outstanding across the range of subjects.
- Marking is not yet fully effective across the school in telling students how they can improve their work.

Information about this inspection

- Inspectors observed 39 lessons. Eight of these observations were completed jointly with the senior leadership team. Inspectors also observed breaks, lunchtimes and attended assemblies.
- Discussions were held with pupils, staff, the Chair of the Governing Body, the headteacher, deputy headteacher, and a representative from the local authority.
- Inspectors took account of 50 responses to the online questionnaire (Parent View), parent responses to school questionnaires and letters from parents.
- A wide range of documents was examined, including samples of students' work, student progress and tracking information, the school development plan, the school's self-evaluation, behaviour logs and safeguarding documents.
- Inspectors listened to students read, observed reading-support lessons and the teaching of phonics (the sounds that letters make).

Inspection team

Sherry Gladwin, Lead inspector	Additional Inspector
Anna Fisher	Additional Inspector
Christopher Crouch	Additional Inspector
Patrick Walsh	Additional Inspector

Full report

Information about this school

- The school is a smaller-than-average secondary school.
- Most students are White British with a below-average proportion of minority ethnic students or those who speak English as an additional language.
- The proportion of students known to be eligible for the pupil premium is above average. This is additional funding for students in local authority care, those known to be eligible for free school meals and those with a parent in the armed forces.
- The proportion of students who are disabled or who have special educational needs supported by school action is average. The proportion supported by school action plus or by a statement of special educational needs is also average.
- The school meets the government's current floor standards, which set the minimum expectation for students' attainment and progress.
- The school is a member of a local network of secondary schools.
- The school works in partnership with Bournville College to provide additional vocational-learning opportunities for students.
- Some students in Year 7 receive catch-up support for literacy.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - sharing the best practice already in the school
 - making effective use of professional development and the outstanding-teachers' programme to raise expectations and generate creative approaches to teaching and learning that fully engage students
 - ensuring the marking initiative is applied consistently well across all subjects so that students are always clear about the next steps required to improve their work.
- Raise achievement across all subjects by increasing parental engagement through the family-learning programme so that students are better supported in their learning.

Inspection judgements

The achievement of pupils is good

- Over time, students achieve well. School analysis of the targets set for students to reach and the tracking of their progress indicate Year 11 are on course to make further improvements in attainment and progress in 2013.
- When students enter the school, their attainment is no more than average, and often below this level. Their progress is sufficient to enable them to achieve well across year groups in a wide range of subjects. Consequently, they attained above-average standards in GCSE examinations in 2011 and 2012. Lesson observations and monitoring records show that the quality of teaching in mathematics and science is strongly improving and resulting in students' better progress in these subjects.
- The school promotes reading well through its initiatives like 'drop everything and read'. Teachers encourage reading in a range of subjects. Students say that they enjoy reading but some do not often read at home. Those who find reading challenging persevere in developing successful reading strategies.
- Some students are entered early for GCSE examinations, mainly in English and mathematics. The early-entry policy is generally helpful to more-able students, who are able to take their learning of the subject involved to a higher level. Those who do not attain the results expected are required to continue with these courses to improve their results and achieve the highest grade possible.
- The attainment in English and mathematics of students supported by the pupil premium has lagged behind that of others in school. This situation has been tackled directly, and these students are, currently, a third of a GCSE grade behind others.
- Disabled students and those who have special educational needs make progress that is better than that of similar students nationally. Learning activities well matched to their current standards, individual help and extra classes, including Year 7 catch-up groups in English, result in their good achievement.
- Minority ethnic students and those for whom English is an additional language achieve as well as other students.
- Students attending vocational learning at Bourneville College make good progress on vocational courses and achieve well.

The quality of teaching is good

- Teaching in most subjects, including English and mathematics, is consistently good with some outstanding practice. As a result, most students achieve well in their learning and are helped to enhance their spiritual, moral, social and cultural development.
- Well-planned learning activities provide opportunities for students to gain knowledge and practise skills in reading, writing, communication and mathematics, leading to their improved results.

- Teachers plan lessons well making good use of student-performance information. Their good subject knowledge helps them design a variety of engaging learning activities that match the learning needs of students.
- Most teachers mark students' work regularly and accurately. They encourage students to take responsibility for their work by involving them in self-assessment of their own work and the work of other students using clear guidelines with which to evaluate success. As a result, students are growing in confidence about how to improve their work. However, the school's marking initiative is not applied consistently well across every subject to inform students of the next steps they should take to improve their work.
- Teachers usually listen well to what students' say, probe understanding with effective questioning, generate reflection and analysis, and develop reasoning skills.
- In most lessons, teachers set high expectations of what students can achieve and students respond well to this level of challenge. Students enjoy independent and small-group work and, when given the opportunity to work in this way, they demonstrate maturity and good collaborative skills.
- Teachers and other adults create positive learning climates through attractive displays in classrooms and on corridors. Relationships are strong and based on respect. Teachers and other adults model the school's values and expectations and set an excellent example to students.
- Teachers and teaching assistants carefully plan in-class support and catch-up sessions for disabled students and those who have special educational needs so they develop writing, reading and mathematical skills appropriate for their age.

The behaviour and safety of pupils are good

- Relationships across the school are strong and founded on respect. Teachers set high expectations for behaviour, dress and attitudes to learning. The vast majority of students respond well and help to create a calm, orderly and purposeful school. Students are courteous, helpful and friendly. They appreciate diversity and treat each other in a manner that promotes harmony and a sense of community.
 - In lessons, students demonstrate consistently good attitudes to learning. They listen well, responding to teachers' questions with thought and interest. A small minority of students require reminders from class teachers to keep them focused on their learning and pay attention when others are speaking to the class.
 - Although most students attend regularly and are punctual, the overall rate of attendance is no more than broadly average. Attendance has improved, however, and effective home-school links are already helping to support families and promote better attendance among those who struggle to come to school every day.
 - Students have a good grasp of right and wrong. Assemblies are used to encourage self-reflection and develop personal values. Students understand different forms of bullying, including racist and homophobic bullying. They feel that the school deals appropriately with incidents when they arise. The school leads local initiatives to develop positive approaches to students who are
-

lesbian, gay or bisexual.

- Fixed term exclusions have reduced and behaviour is much improved since the previous inspection, reflecting the positive impact of the school's 'four-stage consequences' rule. Work with external agencies is helping to develop positive approaches to managing behaviour.
- The school is successful in its work with students with challenging behaviour. Pastoral-support staff funded through the pupil premium build effective links with families.
- Students are happy and feel safe. They enjoy coming to school. Students attending vocational courses offsite behave responsibly.

The leadership and management are good

- The headteacher is well supported by senior leaders, governors and staff. He has communicated a clear vision with expectations of students' high achievement to secure school improvement.
 - The school's self-evaluation is robust and accurate. The analyses of the school's performance in external examinations result in key points being identified and addressed in the school's development plan. Leaders at all levels systematically monitor students' progress and hold staff to account for the results achieved.
 - There is an effective strategy in place for improving the quality of teaching. The quality of teaching is better than at the previous inspection, and it is strongly improving leading to good achievement for students. Close checking and evaluation are used well to gauge each teacher's performance and set targets to further raise achievement.
 - Teachers are keen to improve their quality of teaching. Some teachers share and learn from the best practice already in the school, and participate in the outstanding teacher programme and professional development. However, the opportunities for teachers to enhance their practice from the helpful programme available have not yet had the full impact possible in raising the expectations of every teacher for what students can achieve or sharing best practice in how to engage fully students' interest in learning.
 - Students are developing good skills, particularly in English. The school promotes cross-curricular literacy and numeracy well and students practise these skills in most subjects. This good practice is helping to improve standards.
 - The school's curriculum is broad, balanced and provides a helpful choice of learning opportunities for Key Stage 4 students. Additional out-of-class activities, trips and visitors to the school enhance learning opportunities for all students.
 - Parents and carers are very supportive of the school. The pastoral team has developed close links with families. One parent wrote, 'There is excellent pastoral care.'
 - The school is developing a family-learning programme to improve the opportunities for students and their families, who are currently experiencing high unemployment and parents are supported in developing their literacy and numeracy skills to strengthen job prospects as well as to support their children with their learning at home. Although some parents are willing participants in the programme, it has not yet engaged all families who would benefit, and so has
-

not the full impact intended on students' learning.

- The local authority's effective support for the teaching of English and mathematics has improved the quality of teaching in these subjects.
- The school ensures that students are kept safe and all aspects of safeguarding meet statutory requirements.
- The school promotes equality of opportunity so that students of all backgrounds make good progress. For example, the pupil premium is used effectively to provide support for students for whom the funding is intended. As a result, the achievement of these students is better than that of similar students nationally. Funding provides small-group tuition and additional pastoral staff who work with these students' families to improve attendance and punctuality.
- Leaders closely monitor the progress of students attending alternative provision at college and procedures are in place to ensure their safety.

■ **The governance of the school:**

- Governors are committed and well organised in appropriate committees that systematically monitor the progress of the school development plan. They provide challenge and support for school leaders, holding them to account for the quality of teaching and students' achievement. Governors understand and regularly review the school's data about students' performance and know how it is used to set targets. Governors have an accurate picture of the school's strengths and weaknesses, including the quality of teaching and learning. They understand the importance of good teaching and the difference it can make to different groups. Governors are clear that only good or better teaching should be rewarded by a rise in pay. They manage teachers' performance well and ensure that resources and staff are efficiently deployed. Governors can account for the use of the pupil premium and are currently reviewing how it is contributing to the raised attainment of eligible students.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103499
Local authority	Birmingham
Inspection number	400625

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Girls
Number of pupils on the school roll	693
Appropriate authority	The governing body
Chair	Les Lawrence
Headteacher	Richard Crookes
Date of previous school inspection	5 July 2010
Telephone number	0121 4648346
Fax number	0121 4642318
Email address	enquiry@turvgng.bham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

