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Mr S Franks
Headteacher
Turves Green Boys' School
Turves Green
Northfield
Birmingham
B31 4BS

Dear Mr Franks

Requires improvement: monitoring inspection visit to Turves Green Boys' School

Following my visit to your school on 6 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in 6 March 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with you, other senior and middle leaders, teachers, the Governing Body, a representative of the local authority to discuss the action taken since the last inspection. The school action plan was evaluated. I visited several lessons, looked at recent records of the monitoring of teaching, evaluated staff training plans and scrutinised governing body minutes.

Main findings

Teachers are consistently marking pupils' work, clearly praising the good features, and giving advice on improvements. Not every pupil is as yet responding to the advice despite teachers providing time in lessons to do so. Teachers and managers are using pupil progress tracking software well. This allows teachers to rapidly

intervene with support for pupils who show early signs of underachievement. The system also provides good information on the prior attainment of pupils. Teachers can use this to plan lesson activities that challenge pupils according to their individual learning needs. Lesson plans consistently define three different learning outcomes for pupils in general terms, defining what 'all', 'most' and 'some' pupils should achieve. But these plans do not assign different learning activities to different groups of pupils based on their ability and prior knowledge.

The progress of pupils in lessons and over time is now the primary performance measures used by managers to evaluate the quality of teaching and learning. There are clear signs that progress is accelerating. You have quickly inspired staff at all levels to recognise that school 'is all about learning'. Department leaders are following the good example set by you and your senior leadership team as they regularly check lesson quality and scrutinise pupil work.

Following good training for the chair of governors and the majority of the governing body, governors are asking direct and challenging questions of school leaders in governing body meetings. These questions, and the responses, are recorded in the minutes of the meetings and reveal a high quality of debate that prioritises pupils' outcomes. For example, governors have recently demanded an explanation of the effectiveness of grouping by ability, in comparison with mixed ability sets. In their response, subject leaders clearly understand the need for ensuring every pupil, in every lesson, is challenged to achieve their potential, regardless of the group they are in. Governors have re-assessed school performance targets, and now require most pupils to achieve four levels of progress, with more able pupils expected to make five levels of progress. This is formalising your drive to raise attainment and aspirations for boys to gain the highest possible grades, not simply a minimum 'pass' grade C.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- improve the match of lesson activities to pupils' prior knowledge and ability
- simplify the action plan to focus even more tightly on the areas for improvement identified at the previous inspection by linking proposed actions to student outcomes.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

School governors receive effective support and challenge from the local authority, including on-going help in refining the action plan. You have established a rich and sufficient network of partnerships with local outstanding schools. These partnerships

have allowed a prompt and effective start to meeting the range of different professional development needs of your staff.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Birmingham and as below.

Yours sincerely

Brian Cartwright
Her Majesty's Inspector