

Turves Green Primary School

Northfield, Birmingham, B31 4BP

Inspection dates 21–22 May 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement because pupils' progress varies and is not consistently good. Some older pupils still have weaknesses in their basic skills.
- Teaching is of variable quality and requires improvement. Teachers do not always ensure that less-able pupils know exactly what the tasks that they are given require them to do. The tasks set do not get the best out of the most-able pupils.
- Teaching assistants are not always well directed. Sometimes, they do not support pupils effectively.
- Teachers' marking is not consistently helping pupils to improve.
- Pupils' behaviour requires improvement. Some pupils lose concentration when not fully engaged by the teaching.
- Some leadership roles, including within the governing body, are not fully developed.
- Governors do not yet have a clear enough understanding of the quality of teaching and its impact.

The school has the following strengths

- Pupils feel safe in school.
- Attendance has risen to average.
- Leaders and staff responded well to the in-depth analysis of the school's weaknesses outlined by a National Leader of Education in 2012.
- Significant improvements have been made recently to the effectiveness of the checks senior leaders make on the quality of teaching and on pupils' progress.
- Most Reception children are now making good progress.
- Teaching has improved over the last two terms. This is helping to increase pupils' progress and to reduce variations in achievement between different groups and key stages.

Information about this inspection

- Inspectors observed teaching in 19 lessons taught by 13 teachers.
- Some pupils in Year 2 were heard reading.
- Samples of pupils' work in English and mathematics were analysed.
- Meetings were held with school staff, a group of pupils and three governors.
- A meeting was held with a representative from the local authority and a National Leader of Education (NLE) from Colmore Infant School.
- Inspectors took account of the 23 questionnaires completed by staff. They also considered the 38 responses to the Ofsted online questionnaire, Parent View. An inspector spoke informally to some parents at the beginning of the school day.
- Inspectors checked a range of evidence including: monitoring records; consultants' reports; the school improvement plan; the school's own data on pupils' attainment and progress; and policies, procedures and practice relating to safeguarding, behaviour and attendance.

Inspection team

Derek Aitken, Lead inspector	Additional Inspector
Rowena Green	Additional Inspector
Edgar Hastings	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The school has experienced significant staffing disruption since the previous inspection. The senior leadership team was reorganised in November 2013 and new middle leadership appointments have recently been made for key subjects.
- The school received intensive support from a locally based NLE in the academic year 2012-2013.
- Most pupils are from White British backgrounds. Pupils from White or Black Caribbean backgrounds form the largest minority ethnic grouping. The proportion of pupils supported by the pupil premium, which is additional funding for certain groups such as those known to be eligible for free school meals, is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school is designated a Fully Accessible Mainstream School (FAMS) and receives funding for up to six pupils with physical difficulties who require extra physiotherapy support. Currently, four pupils benefit from this provision.
- Children in the Early Years Foundation Stage are taught in two Reception classes. There are two classes in each of the other year groups.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Make teaching consistently good or better by ensuring all teachers and teaching assistants:
 - make clear to less-able pupils exactly what tasks require them to do
 - practise learning with less-able pupils thoroughly and question them well to check their understanding
 - always provide the most-able pupils with work that makes them think hard
 - make clear to pupils, for instance through marking, how they can improve their work.
- Improve the effectiveness of leadership and management, including governance, by ensuring that:
 - those staff with less-developed leadership roles improve their understanding of the quality of teaching and pupils' achievement in their subjects or areas of responsibility
 - governors acquire a clear and accurate understanding of the quality of teaching across the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment at the end of Year 6 improved a little in 2013 but some pupils underachieved. Too few Year 6 pupils attained the higher Level 5 in reading, writing and mathematics.
- Year 6 pupils in 2013 known to be eligible for the pupil premium attained, on average, about one and a half terms behind their classmates in reading and writing, and two terms behind in mathematics. This was an improvement on the previous year when this group of pupils were about a year behind the others, due to faster progress.
- Some less-able pupils require regular repetition of grammatical structures, for example the difference between direct and indirect speech, to enable them to express their ideas in writing. This limits the time they have in lessons to apply their new knowledge. The most-able pupils sometimes spend too much time doing work which is too easy for them. Some pupils of all attainments occasionally lack the confidence or motivation to take a full part in lessons.
- Children join Reception with levels of skills and aptitudes which are below those expected for their age. Staffing improvements have accelerated progress for current Reception children and they are now working close to nationally expected levels. Progress is steady in Key Stage 1 but attainment in Year 2 remains a little below average, especially at the higher Level 3.
- Some inconsistencies in progress remain within year groups but White and Black Caribbean pupils achieve consistently well. Improvements in teaching and the tracking of pupils' progress have reversed the decline in achievement previously evident in Key Stage 2. Pupils in Years 3 to 6, including pupils whose circumstances may make them vulnerable, are now making better progress. However, some pupils still have gaps to plug in their basic skills, for example in their understanding of number values in mathematics, and this is holding back their achievement.
- 'FAMS' pupils are well integrated into lessons and, supported by one-to-one adult help and their daily physiotherapy programmes, most meet their individual targets.
- Results in the Year 1 screening check for phonics (the sounds that letters make) were a little below average last year. Current progress in phonics shows more pupils are on track to meet the standard. Year 2 pupils, including the less able, read competently and persevere in their efforts to break up and blend the words they find hard to pronounce.

The quality of teaching

requires improvement

- Staffing disruption since the previous inspection, combined with elements of weak teaching and insufficient checks by teachers on pupils' progress, meant that a significant number of pupils did not develop their command of basic skills securely.
- Teachers have not shown they have high enough expectations of what the most-able pupils can achieve. Not all tasks encourage them to work and think hard enough. Older pupils sometimes complete tasks quickly and have to wait for other groups to catch up.
- Less-able, disabled pupils and those with special educational needs occasionally make little headway, for example, when teaching assistants do not question them or practise learning thoroughly. Teachers do not always make sure that these pupils know exactly what tasks require them to do. Consequently, valuable time is lost until staff pick up on any misunderstandings.

- There are inconsistencies in the quality of marking. Some teachers mark pupils' work thoroughly and provide pupils with expert guidance on how to amend mistakes and how to improve their writing. The comments that other teachers provide are not helping pupils improve.
- This year there is clear evidence that teaching is improving steadily across the school. A consistent approach, together with regular checks and moderation of pupils' work, have increased staff's accountability for pupils' performance. Weaknesses in pupils' basic skills are being tackled systematically in lessons. Support programmes are now more sharply focused on tackling gaps in pupils' knowledge.
- Several effective teaching strategies are evident that hold pupils' attention and interest and make for lively learning. For example, in a Year 6 mathematics lesson, the teacher's insistence on pupils' careful use of technical language was reflected in their accurate explanations and measurements of angles. In a Year 1 'story-time' session, skilful questioning enabled pupils to round off their day in an enjoyable way as they profited from several opportunities to make personal responses to the text.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement.
- School logs for last year record a considerable number of minor, and some serious concerns regarding behaviour. In a few lessons, pupils' behaviour is not managed well and some pupils lose concentration and chatter. On a few other occasions when pupils are not fully engaged by the teachers' methods or organisation of activities, they are slow to respond to questioning or are content to sit passively while others try hard to answer the teacher's questions.
- The policies and systems recently introduced provide clear expectations for pupils' conduct. Most pupils respect the sanctions and value the incentives of the behaviour ladder, 'Zone Board,' and this has reduced the incidence of poor behaviour around school and in classrooms.
- Reception children work harmoniously with each other and with adults. They willingly take on jobs such as logging house points or tidying up at the end of activities.
- Nearly all pupils behave sensibly in the outside areas and play sociably with their friends on the playground apparatus. They listen respectfully during assemblies.
- Attendance rates have recovered to average from a sharp dip last year.
- The school's work to keep pupils safe and secure is good.
- Leaders keep precise, detailed behaviour logs, analyse incidents and the consequences of the actions they take and make sure that information is shared, as appropriate, with other adults. Any issues which would benefit from being followed up across the school are included in teaching programmes.
- Pupils feel safe in school and say that they have someone to talk to if they have a problem. Staff manage the large numbers of pupils well in crowded areas, for example on exiting assemblies and classrooms. Younger pupils are taught to value 'people who help us' such as the police. Year 2 pupils were observed discussing how fire-fighting methods had changed since the Great Fire of

London. Older pupils are fully aware of the dangers of thoughtless use of social media.

- Pupils who find it hard to socialise with other pupils are helped to feel safe and secure by the arrangements made for them to enjoy quiet play in enclosed areas or indoors at break times.
- The physical, emotional and other needs of the 'FAMS' pupils are met well. They are supported by suitable equipment and resources and by peer buddies. They are fully included in school life and encouraged to attend educational and residential visits.

The leadership and management

requires improvement

- The local authority has supported the school well since the previous inspection. Significant weaknesses in leadership, teaching and assessment were revealed in a hard-hitting review of the school's work sponsored by the local authority and undertaken by the NLE in November 2012.
- Leaders worked effectively, under the NLE's expert guidance, to tackle the identified shortfalls. Since the end of this intensive support programme in July 2013 they have demonstrated the capacity to continue to secure improvement unaided.
- Most progress has been made in tightening up tracking systems and in increasing the frequency and accuracy of assessment procedures. Staff now react quickly when individual pupils are found to be falling behind, implement suitable catch-up actions and adapt the content of lessons to plug gaps in basic skills.
- The leadership team has been expanded to increase staff's accountability for pupils' performance. However, a few leadership roles, for example for English and for disabled pupils and those who have special educational needs, await further development under new leadership. Not all leaders have an in-depth understanding of the quality of teaching and pupils' achievement in their subjects or areas of responsibility.
- The school ensures that there is no discrimination and promotes equal opportunities adequately. Spending of the pupil premium funds, on additional small group support and extra staff, is checked to ensure that it is effective. It is helping to reduce gaps in attainment and has secured accelerated rates of progress for pupils in this group, helping them to catch up with their classmates.
- Pupils spiritual, moral, social and cultural development is fostered adequately, for example through the topics pupils learn about in their lessons, through the award of house-points, to encourage regular attendance, through the certificates rewarding hard work and effort, and in assemblies which stress the importance of teamwork.
- The school has suitable plans for using the national sports funding for primary schools. It is being spent on staff training and support from secondary school physical education specialists and outside sports agencies, to develop the subject knowledge and teaching of physical education in lesson time, and additional extra-curricular activities. Pupils' skills and their participation rates in a wide range of lunchtime and after-school activities have increased, and they are becoming increasingly aware of the importance of healthy lifestyles.
- **The governance of the school:**
 - Governors have varied levels of experience but overall have an adequate overview of the school's work. They review data on pupils' performance regularly, are aware of the year groups where pupils are currently making better progress than others and know that pupils

have some weaknesses in their basic skills.

- Governors have yet to acquire a detailed knowledge of the quality of teaching within different year groups to supplement the information they receive from their analysis of data. They have recently appointed link governors to help them gain better first-hand information on the impact of teaching on pupils' learning.
- Governors are now more forthcoming in requesting the information they need to improve their knowledge of the school's work and have put robust procedures in place for reviewing the headteacher's performance.
- Governors make sure that the school's systems for safeguarding meet current national requirements.

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	103369
Local authority	Birmingham
Inspection number	426932

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	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	399
Appropriate authority	The governing body
Chair	Daman Singh
Headteacher	Matthew Clarke
Date of previous school inspection	7 November 2011
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