

Turves Green Boys' School

Turves Green, Northfield, Birmingham, B31 4BS

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- The school's leaders have established a strong climate for learning, which has led to improvements in the quality of teaching and examination results for students.
- Students develop good knowledge, skills and understanding in most subjects and particularly in English. Their GCSE results reflect good progress from low starting points.
- Teachers are knowledgeable and enthusiastic about their subjects and work well together to develop their skills.
- Students work hard and behave well. The school is a harmonious community where students get on well and are respectful of each other and of adults.
- Senior leaders' accurate evaluation of the school's strengths and weaknesses is leading to improving achievement for all groups of students.
- Students enjoy a rich range of learning experiences to match their abilities and personal interests. Spiritual, moral, social and cultural aspects of learning are well developed and students support many charities.
- Governors understand the school well. They give good support to leaders, and ask them searching questions about the school's performance to make sure it continues to improve.

It is not yet an outstanding school because

- Not enough students are exceeding nationally expected progress in all subjects by the time they leave school.
- Some students, particularly those who learn more quickly than others, are not always given work that is demanding enough

Information about this inspection

- Inspectors observed 32 lessons, including 14 seen jointly with senior staff. Inspectors also looked carefully at students' work and listened to them read.
- Inspectors observed behaviour around the school and in the playground, visited the library and dining hall and had numerous conversations with students at work and at play.
- Meetings were held with the headteacher and other members of the senior leadership team, groups of subject staff, members of the governing body and a representative from the local authority.
- The inspection team looked carefully at a number of school documents, including the school's own evaluation of how well it is doing, the school development plan, behaviour and safeguarding documents, records of the school's lesson observations, and information about students' achievement, attendance and exclusions.
- Inspectors also considered the 38 responses to the online questionnaire (Parent View), along with the views expressed in the 30 questionnaires returned by staff.

Inspection team

Huw Bishop, Lead inspector

Additional Inspector

Carol Worthington

Additional Inspector

Lynn Williams

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized secondary school.
- Almost all students are White British.
- The proportion of students eligible for the pupil premium, which is additional funding for students who are known to be eligible for free school meals or looked after by the local authority, is higher than average.
- Nineteen Year 7 students are eligible for catch-up funding, which is for students who did not attain Level 4 in English or mathematics at the end of primary school.
- The proportions of students who are disabled or have special educational needs supported through school action, school action plus or a statement of special educational needs are all above average.
- A small number of students have placements when they need particular support at Bournville College, Southside Vocational Centre and Oakdale Behaviour Centre.
- The school meets the government's current floor standards, which set the minimum expectations for students' progress and attainment by the end of Year 11.
- The current headteacher took up post in January 2013.

What does the school need to do to improve further?

- Raise achievement and help more students to exceed nationally expected progress, by:
 - providing work in lessons that challenges and extends all groups of pupils
 - in particular, helping those who learn more quickly to make the progress necessary to reach the highest GCSE grades.

Inspection judgements

The achievement of pupils is good

- When students join the school, many are working below the standards expected nationally for their age in most subjects. They make good progress and the proportion of students gaining five or more GCSEs at grades A* to C including English and mathematics is above the national average. Information about the progress of students currently in the school suggests that the 2014 results are on track to improve further.
- Students do well in English. In 2013 the proportion of Year 11 students who had made nationally expected progress was above average, although the proportion who had exceeded expected progress was broadly average. Progress in mathematics has not been as fast in the past, and the school has focused particular attention on this subject. This has been successful, and current information shows that progress has improved this year. Students are not entered early for GCSE examinations.
- The school carefully checks how well students who are known to be eligible for the pupil premium are doing, and uses the funding well to support them. In 2013, they were on average one GCSE grade behind their classmates in both English and mathematics, although they were one third of a grade ahead of similar students nationally and the proportion making expected progress was well above average for this group. There is still a gap in the percentage achieving five A* to C grades including English and mathematics, but school data show it is closing quickly because they are making good progress.
- The Year 7 students supported by the catch-up funding do well in English and mathematics so that they develop the skills necessary to help them to succeed. Some make outstanding progress.
- The school is using good strategies to improve students' literacy skills. Many students regularly visit the library and a variety of activities and events help to develop a love of reading. The use of extended writing assignments in some departments, but particularly in design and technology, gives students the opportunity to illustrate their understanding of practical assignments in a mature and developmental way. This practice is being replicated in other subjects.
- Students who have physical disabilities and other special educational needs make good progress because of the very strong individual support they are given. Teachers and other adults plan work very carefully that is suitable for each student.
- The most able students make good progress in a number of subjects. This is a result of activities to raise aspirations such as the 'Sky High Challenge' question set in all lessons. In a few lessons, however, these students finish their work quickly because the work they are given is not hard enough.
- Students are well prepared for the next stage of their education, training or employment because they develop good skills in reading, writing, communication and mathematics. They receive good advice and guidance from a specialist adult about the choices available to them.
- A few students learn at places away from school when they need particular support to help them engage better in their learning. They achieve well because they benefit from learning activities and support that are matched closely to their abilities. The school regularly checks their attendance and how well they are doing.

The quality of teaching is good

- Teachers' subject knowledge is very strong and they use a range of strategies and interesting resources to motivate students well and keep them focused on learning.
- Relationships between teachers and students are very good and this mutual respect promotes an atmosphere in classrooms where students want to learn and do well.
- Teachers ask probing questions and use discussion well to develop students' thinking and check that they understand the work. In a Year 10 geography lesson, students were asked to use a 'spinner' to generate words to start the questions they wanted to ask about the 'one child' policy in China. As well as acquiring knowledge and understanding, every opportunity to develop reading, writing and communication skills was fully exploited by this imaginative task.
- Students are given opportunities to mark their own work and the work of classmates. They do this well when they are given clear guidance on what to look for and how to improve their work. In a Year 10 English lesson exploring ideas through poetry, this led to students checking their own ideas about the symbolism used in poetry very effectively. The students' marking was also checked carefully by the teacher.
- Students are very aware of the targets their teachers have set them. This is because teachers link the aims of the lesson closely to students' targets and the grades they are working towards.
- Teachers typically plan learning well and make good use of the detailed information about the progress of individual students to ensure they can learn quickly. Just occasionally, this does not extend to the most able students.
- Subject departments use a GAP (Green, Amber and Pink) strategy in lessons to match work to students' abilities. Students choose which level of work they are comfortable with and can also choose work that makes them think harder. This empowers students in their learning and helps them to take responsibility for it.

The behaviour and safety of pupils are good

- The behaviour of students is good. They behave well in lessons and their engagement and enthusiasm for learning lead to the good progress they make. Very little time is wasted in lessons managing behaviour.
- Students are respectful towards each other, their teachers and other adults who work alongside them. They support each other's learning by working well together. They behave well around the school, including in the busy dining hall, corridors and playground.
- Students are well prepared for their lessons, bring the correct equipment and arrive on time. They settle down to work quickly. In a small minority of lessons where the teaching does not fully engage students' attention, some do not work as hard as they could but staff still make sure they do not misbehave.
- Attendance is above the national average and students come to school on time. Exclusion rates for all student groups have reduced as a result of effective action taken by leaders, and are now below the national average. Initiatives to achieve this have had a clear impact on behaviour and

progress, as students are better able to be fully involved in their learning.

- The school's work to keep students safe and secure is outstanding. Students say they feel safe in school. The school works effectively with a range of external agencies. For example, school staff are part of the local police panel, so they are aware of any student in the community who may be at risk and are able to provide specific support.
- Students are taught about ways to keep themselves safe when using the internet, as well as when they are outside the school community. Appropriate risk assessments are detailed.
- All students spoken to by inspectors said that bullying is rare and were clear that if it does happen, it is dealt with quickly and effectively. They showed a mature awareness and understanding of the many forms of bullying and confirmed that homophobic or discriminatory language would not be tolerated within their community.
- Students appreciate the school system where they can report any concerns at home or school through their mobile phone because they know it will be followed up immediately. The support offered to students is very strong and staff work effectively to ensure equality of opportunity for all.

The leadership and management are good

- Since the last inspection, the headteacher and senior leaders have taken effective action to improve the quality of teaching and learning. A successful focus on tackling weaker aspects of achievement among particular groups of students has contributed to the good progress made by all students.
- Subject leaders share in this drive for improvement and are very effective. They feel that they are empowered to make improvements in their own subject areas.
- Teachers are well supported by senior leaders and subject leaders to help them develop and deliver their skills. Inspectors confirmed the accuracy of the school's own evaluation of the quality of teaching.
- A carefully planned programme of training and coaching for teachers keeps a clear focus on improving learning for all students and sharing teaching approaches that help students to learn better. This contributes well to the good progress made by students.
- Teachers are set demanding performance targets and are supported to achieve them through training and sharing best practice with each other. The link between the achievement of students and teachers' pay rises and promotion is clear. Staff morale is high.
- The curriculum guides students effectively towards GCSE or equivalent courses, with a direct impact on their progress and individual chances of success. It is enriched by an extensive programme of activities, visits and opportunities for students to take responsibility during and beyond the school day.
- The development of spiritual, moral, social and cultural aspects of students' learning is effective. Students explore a range of related issues through cultural visits, presentations and 'themed' days as well as visual displays around the school and direct references in lessons. In a Year 10 GCSE art lesson, students were encouraged, through reflection, to develop personal responses to a range of cultural, social and political artwork. This was highly effective and the students'

responses were very mature.

- A strong focus on working with parents supports students' improved progress and behaviour. Activities to promote attendance and help parents to support students with their learning at home are having a good effect on their progress in school.
- The local authority has provided support for leaders and activities to improve teaching and learning. Staff at all levels have responded well to this. The school's leaders make a strong contribution to a number of local networks and partnerships.
- Safeguarding meets statutory requirements.
- **Governance of the school:**
 - The governing body is well organised. Governors are highly skilled, know the school well and are committed to ensuring that it continues to improve. They have reviewed the impact of their work and undertaken training to sharpen their monitoring of the school's performance.
 - Governors visit the school regularly, and individual governors are linked to key aspects of school improvement. They know the school's weaknesses as well as its strengths. They use a variety of different sources, including face-to-face interviews with key staff, to gain information on the performance of both staff and pupils to hold leaders to account. They ask searching questions and understand how setting targets for teachers contributes to the progress made by students.
 - Governors monitor the effective use of resources well, including additional funds provided to support particular groups of students. Governors also have a very strong representation in the local community and use this to monitor local opinion of the school's success.

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	103500
Local authority	Birmingham
Inspection number	433237

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	Boys
Number of pupils on the school roll	522
Appropriate authority	The governing body
Chair	Stuart Hosfield
Headteacher	Simon Franks
Date of previous school inspection	6 March 2013
Telephone number	0121 675 4129
Fax number	0121 675 3705
Email address	contact@turvesgreenboys.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 and 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 2014

