

Serco Inspections
Colmore Plaza
20 Colmore Circus
Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 6799163
Direct email: lewis.mackie1@serco.com



1 October 2014

Matthew Clarke
Headteacher
Turves Green Primary School
Northfield
Birmingham
B31 4BP

Dear Mr Clarke

Requires improvement: monitoring inspection visit to Turves Green Primary School

Following my visit to your school on 30 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. 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 May 2014. It was carried out under section 8 of the Education Act 2005.

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:

- make sure that literacy activities provide pupils of different abilities, and especially the less able, with a suitable level of challenge
- ensure the school improvement plan makes clear who will check the effectiveness of the school's actions.

During the inspection, meetings were held with the headteacher, the deputy headteachers, a representative of the local authority who is also a National Leader of Education, and representatives from the governing body to discuss the actions taken since the last inspection. The school improvement plan was evaluated. A range of documentation was reviewed including written feedback to teachers following lesson observations and reviews of pupils' work. We also discussed the latest information about pupils' achievement. During the visit, you and the deputy headteachers joined

me on brief visits to some classes. We looked at examples of pupils' literacy and numeracy work and talked to pupils about their learning.

Context

Two teachers left at the end of the summer term. The governing body appointed three new teachers and they joined the school in September.

Main findings

You and the deputy headteachers have an accurate understanding of the actions that need to be taken to move the school to 'good'. You are taking decisive action to tackle weaknesses in teaching. Your records indicate that teaching is improving. During our brief visits to lessons, we observed teachers making sure that all pupils knew what they were expected to learn by the end of the lesson. They also used questions well to check pupils' understanding. Teachers are getting better at planning appropriate activities for pupils of different abilities, particularly in mathematics. Pupils I spoke with confirmed that mathematics activities were more 'challenging' than before. You recognise that literacy activities for less able pupils are on occasions too difficult. Senior leaders are in the process of organising training to help staff better meet the needs of less able pupils.

Teachers' marking has improved. Pupils stated that the use of green and pink highlighters is helpful because they can quickly see what they did well and what could be improved. Teachers are increasingly providing pupils with helpful advice and ensuring pupils have time to respond to the written feedback they receive. Some teachers are trialling different ways of marking pupils' work. For instance, a teacher in Year 3 follows up her written feedback by asking pupils to answer a question that will 'consolidate, extend or challenge' their learning. Pupils told me that this approach gives them the chance to 'have another go' or to 'think harder'. You are in the process of establishing 'Teaching and learning communities'. These will give staff the opportunity to work in teams to develop and share effective teaching strategies.

Senior leaders are beginning to help teachers with responsibilities for subjects to develop their leadership skills. The roles and responsibilities of subject leaders have been clarified and senior leaders are helping them to identify the precise actions they will take to help pupils make faster progress in their areas of responsibility.

Governors have responded positively to the external review of governance. They are committed to improving the way in which they work with senior leaders and have planned a suitable range of activities that will enable them to check the work of the school for themselves. The information you are providing is helping governors to ask searching questions about the performance of pupils and the quality of teaching.

The school improvement plan has been appropriately revised. You have made sure that everyone is aware of the contribution they can make to further improve the school. The actions that will be taken to further strengthen all aspects of the school's work are suitable. The plan has measurable success criteria but does not make clear who will check the effectiveness of the school's actions.

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

The local authority arranged for your school to receive intensive support from a National Leader of Education. This support helped to strengthen teaching and leadership. Prior to the last inspection, you organised your own support for staff, senior leaders and governors. You also established effective links with a local teaching school alliance. This is giving staff in your school access to appropriate support and training. It is also providing you and other senior leaders with the opportunity to share effective practice with other schools.

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

Yours sincerely

Usha Devi
Her Majesty's Inspector