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Mr A Inglis
Headteacher
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Dear Mr Inglis

Special measures monitoring inspection of Turves Green Boys' School

Following my visit with Rob Steed, Ofsted Inspector, to your school on 12–13 March 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in June 2019.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of special measures.

The school may appoint three newly qualified teachers in the science department.

I am copying this letter to the chair of the interim governing board, and the Director of Children's Services for Birmingham. This letter will be published on the Ofsted website.

Yours sincerely

Dan Owen
Senior Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection that took place in June 2019.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that all teachers:
 - have high expectations of what pupils can achieve and how they should behave
 - provide opportunities for all pupils, but especially the most able, to be stretched in their understanding and challenged in their learning
 - use the available assessment information to plan lessons and activities that engage pupils and deepen their understanding
 - consistently apply the school's behaviour policies
 - check pupils' understanding effectively in lessons.
- Urgently improve pupils' behaviour by ensuring that there is clearer understanding of the school policies and effective support for all members of staff so that these systems can be consistently applied, so that learning time is not wasted and all pupils feel safe at the school.
- Reduce the amount of time some pupils miss from their education due to being absent from the school.
- Increase the capacity and improve the effectiveness of leadership, including governance, to ensure improved outcomes for all pupils, particularly the most able, pupils with SEND and disadvantaged pupils, by ensuring that:
 - systems for monitoring teaching, assessment, behaviour and attendance are strengthened, their processes are followed by all leaders and the data gathered is reported accurately to governors
 - the additional funding that the school receives has a positive impact on the outcomes of those groups of pupils it is intended for
 - all leaders routinely and systematically analyse information about all pupils, so that leaders can spot trends and patterns more quickly
 - all middle leaders are effective in monitoring and developing their subject area, including making sure there is an appropriate, challenging curriculum in place.

Report on the first monitoring inspection on 12 March 2020 to 13 March 2020

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, other senior staff, teachers and non-teaching staff. They spoke to groups of pupils, the chair and two members of the Interim Executive Board (IEB), and a representative of the regional schools commissioner's (RSC) office. They visited lessons and the school's internal isolation unit. During this inspection, inspectors focused mainly on the areas for improvement relating to pupils' behaviour and attitudes, and the elements of pupils' behaviour that made safeguarding ineffective.

Context

The former headteacher resigned at the end of the summer term 2019. Since then, the deputy headteacher has acted as headteacher. The previous governing body also appointed an acting deputy headteacher and acting senior middle leader. An additional leader for safeguarding and behaviour has also been appointed. A senior leader from another school supports Turves Green for two days per week. A temporary special educational needs coordinator (SENCo) has been appointed. Fourteen staff have left the school and 12 new appointments have been made. All of these arrangements are in place until the end of August 2020.

The local authority (LA) disbanded the school's governing body in January 2020 and formed an IEB. This IEB has met twice so far. The LA has also appointed a school improvement partner (SIP) to support the school for one day each week.

Following the previous inspection, the school received a direct academy order instructing the school to become a sponsored academy. The RSC has not yet been able to find a sponsor for this school.

The progress made by the school in tackling the key areas for improvement identified at the section 5 inspection

Almost all the staff and pupils who inspectors spoke to say that there have been significant improvements in pupils' behaviour since the last inspection. As a result, many pupils say that they feel safer and happier in school. However, many also told inspectors that things are improving from a very low base and that there is a long way to go.

Leaders have delivered high-quality training to the staff. This training is focused on teaching pupils how to behave and de-escalation of incidents, as opposed to simply reacting to incidents. Staff describe the training as the best they have ever done. They say that relationships with pupils have improved as a result.

Teachers and pupils say that behaviour in lessons is much better because of raised expectations and better leadership in this area. In lessons, inspectors saw that, in general, pupils behave well. However, in too many registration times, pupils' behaviour is still unacceptable. For example, sometimes pupils will not listen to the teacher, they will make silly noises and they will behave rudely. Leaders know that this is the case and have robust plans to make registration a more purposeful time of the day.

Since the last inspection, leaders have designated a new room to be the internal isolation unit (IEU). This room is not suitable for pupils' education. This is because it has no windows and therefore no natural light. The lights do not emit enough light for pupils to work. The room is not big enough for the number of pupils who are educated in there. Leaders agree and have decided to immediately move this room to another location with natural light and appropriate space for pupils.

Leaders have begun to look closely at the patterns of internal exclusion in the IEU. However, as a result of very weak oversight in the past, they have no baselines from which they can measure how pupils' behaviour is changing in response to their time in the unit.

Leaders are taking effective action to improve attendance, and attendance is improving. They have adapted their systems so that pupils know the expectations of them. Increasingly, pupils follow these expectations. The incidence of pupils arriving late to school has halved over the past few months.

Leaders permanently excluded seven pupils very early in the academic year 2019–20. In too many of these cases, leaders did not send complete information to the LA so that there could be some continuity in these pupils' education. For example, inspectors saw exclusions documentation where staff had not filled in significant information such as curriculum and attendance information. Leaders acknowledge that this was unacceptable. Six of these permanently excluded pupils had special educational needs and/or disabilities (SEND). Leaders acknowledge that they did not take full account of these pupils' special needs in these exclusions.

The details of these exclusions cause inspectors to be concerned. However, they happened before the SENCo and the IEB were appointed. Current leaders in the school are now taking effective action to improve the school.

The effectiveness of leadership and management

Leaders and the IEB cannot prepare for the school's transition to academy status because they do not have any information about what might happen. Most of the new senior leadership team are in their roles temporarily until the end of August 2020. Nevertheless, leaders are working tirelessly and effectively to improve the school. They are tackling all areas for improvement identified at the last inspection,

but have, rightly, begun with improving pupils' behaviour and their feelings of safety in school.

Historically, provision for pupils with SEND has been very weak. Leadership of this area is now very strong. The SENCo has identified in detail the faulty systems and inaccurate information that affected this area of the school's work in the past. The plan to develop provision for pupils with SEND is strategic and clear. It is developing sustainable provision by increasing middle leaders' competence in adapting the curriculum for pupils with SEND.

The SEND register is now much more accurate. Provision matches pupils' needs far more closely than in the past. Special educational needs testing and assessment takes place regularly and, as a result, some pupils who have struggled in the past are beginning to thrive at school. Over a dozen pupils who were heavily represented in the exclusions figures in the past are now doing very well in school because their needs are being met.

The IEB has the skills it needs to support and challenge leaders to improve the school. IEB members fully understand the school's current situation, its developing strengths and priorities.

External support

The school benefits from a full day per week of a highly experienced school improvement partner (SIP) appointed by the LA. This SIP has facilitated a wide range of professional development opportunities for senior staff and increased the school's network of support. This is having a positive impact on leaders' ability to tackle the issues identified at the previous inspection.