

# Turves Green Boys' School

## Inspection report

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<b>Unique Reference Number</b>	103500
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	355393
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	Mark Sims HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	623
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Horsfield
<b>Headteacher</b>	Anthony Quinn
<b>Date of previous school inspection</b>	21 November 2007
<b>School address</b>	Turves Green Northfield, Birmingham B31 4BS
<b>Telephone number</b>	0121 675 4129
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 39 lessons taught by 38 teachers. Inspectors also held meetings with the headteacher, staff, members of the governing body and students, and they held a telephone conversation with a representative of the local authority. They observed the school's work and looked at a wide range of documentation including safeguarding documents, improvement plans, progress reports, minutes of governing body meetings and records of students' progress. Inspectors analysed questionnaires from 244 parents and carers and took account of student questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the achievement of students with special educational needs and/or disabilities, particularly those who do not receive a statement of special educational needs, and how well is the provision made for them led and managed?
- What is the quality of teaching and learning in lessons, particularly in mathematics, science and modern languages?
- What is the impact of leaders and managers at all levels in bringing about improvements?

## Information about the school

Turves Green is much smaller than the average secondary school. Most students are White British. The proportion of students from minority ethnic backgrounds is very small, as is the percentage of students who speak English as an additional language. The percentage of students with special educational needs and/or disabilities is now broadly average, having been well-below average in recent years, and the proportion with a statement of special educational needs is above the national average. The proportion of students known to be eligible for free school meals is well above the national average and on a rising trend. The school has a specialism in technology. The headteacher was appointed in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a rapidly improving school that has made significant progress in the last two years and is now providing a satisfactory standard of education. Following the last inspection, attainment fell to exceptionally low levels. Under the inspirational leadership of the headteacher, supported well by his senior leaders, the proportion of students achieving five good grades at GCSE including English and mathematics has risen sharply and is now in line with the national average. The headteacher has set out a clear vision for improving the school which is fully endorsed by staff, students and their parents and carers. According to one parent, 'There is a positive buzz about the school which I hope will grow and improve.'

The school provides an exceptional level of care, guidance and support for its students. Almost all of them say they feel safe in school and are well looked after, and that any rare incidents that do occur are rapidly dealt with. Parents and carers share this very positive view of the school. Safeguarding arrangements are outstanding. The school, supported by the governing body, goes well beyond its statutory requirements to ensure the safety of its students, including those most at risk of becoming vulnerable. The students' contribution to the school and wider community is excellent, in particular their support for their local elderly residents, the development of their leadership skills and the taking of responsibilities within school.

Leadership and management are good. In addition to rapidly improving standards, senior leaders and managers have had a significant impact in improving behaviour in lessons and around the school, addressing teacher absences and identifying accurately the needs of students with special educational needs and/or disabilities. Middle leaders have also been empowered to take on more responsibility and accountability in carrying out their role and distributing leadership within their departments. There still remain some inconsistencies in the quality of middle leadership, however. Not all are clear about the strengths and weaknesses in their subject area and monitoring has not led to improvements in all subjects. Leaders have worked successfully to improve assessment procedures across the school. As a result most aspects of assessment are now consistently good. However, teaching overall is satisfactory because of the variable quality, ranging from outstanding to inadequate in some lessons in mathematics, modern languages and science. Not all teachers plan consistently for the needs of different groups of students, or provide opportunities for students to work independently. The accuracy of leaders' self-assessment is good overall.

The curriculum is good and has been adapted to more flexibly meet a wider range of students' needs and interests, particularly through more vocational courses. There are some opportunities for the most able students but these are less well developed and consequently the proportion of students who achieve the highest possible grades is below

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the national average. Overall students make satisfactory progress from their starting points at the beginning of Year 7, which vary from year to year between average and below average. Students with special educational needs and/or disabilities also make similar progress but within this group there has been wide variation from excellent to inadequate progress as a result of not identifying the needs of students who are not stated until recently. They are now tracked well and overall are making satisfactory progress.

The leaders' track record in using effective self-evaluation systems to bring about improvements demonstrates that the school has good capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **What does the school need to do to improve further?**

- Raise achievement by ensuring that the quality of teaching consistently matches that seen in the best lessons in:
  - planning for the needs of different groups of learners, particularly the most-able students
  - providing opportunities for students to work independently and take responsibility for their learning by reducing the proportion of teacher-led activities.
- Establish consistently good leadership and management of middle leaders by ensuring that they all:
  - have an accurate view of the strengths and weaknesses in their area of responsibility
  - are held to account for the performance of students and quality of teaching within their subject area.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
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The quality of students' learning is inconsistent from lesson to lesson. It is outstanding when teachers provide stimulating activities that engage them and encourage them to work independently, but is no better than satisfactory when lessons proceed slowly and some students switch off from their work or engage in low-level disruption. Overall, however, students' behaviour and attitudes to work are good in the majority of lessons. Students make satisfactory progress in their learning although their achievement is good in English, where they respond well to group work and discussions. While the majority of students with special educational needs and/or disabilities are making good progress in their learning, particularly through the specialist support they receive and the recently established good tracking procedures, a minority make less than expected progress and so consequently it is satisfactory overall. The school's specialism has had a positive outcome on GCSE results in design and technology, but in recent years students have made less than their expected progress in science and modern languages as a consequence of some inadequate teaching, while it has been satisfactory in mathematics.

Students get on very well together and they report very few incidents of racism and bullying. Behaviour around the school is good, including at break times and before school,

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and they treat others from different backgrounds with respect. Students have a good understanding of the importance of exercise and healthy eating but a less well-developed understanding about sexual health. They have had opportunities to make decisions about refurbishing the toilets and anti-bullying procedures, and have had the chance to develop their leadership skills. They demonstrate practical care for the elderly, for example in the delivery of Christmas hampers. They are prepared well for their next steps and in Year 11 receive good guidance about careers. The school has worked hard to promote good attendance and has successfully reduced the level of persistent absence. Students' spiritual, moral social and cultural development is good. They have a good awareness of the wider world and different faith groups, particularly through the humanities curriculum, although links with the girls' school are underdeveloped.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

There is a wide range in the quality of teaching. A consistently good feature is the use of marking to inform students how well they are doing and give them clear guidance on how to reach the next level or grade. Students themselves are very secure about their current level of attainment and targets for improvement. Teachers' questioning is used well to check students' understanding and gather their views. Students are involved in assessing their own work and that of others. Pace is good in the lessons that are well structured and timed to move students on in their learning. Generally relationships between teachers and

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students are good and this is fostered when activities encourage teamwork. However, in lessons where planning for the needs of different groups of students is not consistent and activities are too dominated by the teacher, some students waste time or engage in low-level disruptive behaviour. The effective deployment of teaching assistants varies from lesson to lesson.

The curriculum is well organised, and enhanced by a range of flexible learning days. There are a growing number of vocational courses, well suited to the different needs of students. The school's specialist subjects play a central role in the curriculum and there are a wide range of opportunities in science. A flexible approach to key stages allows some GCSE courses to commence in Year 9. The extensive extra-curricular provision includes opportunities such as railway engineering alongside sport and music. Uptake is high and carefully monitored to ensure that students known to be eligible for free school meals are able to participate fully. There are a few examples of special opportunities for the most able students, for example in languages and mathematics, but this aspect of provision is underdeveloped.

The school liaises very well with a range of external agencies to support students at risk of becoming vulnerable. The school has worked hard to promote attendance through a system of rewards and sanctions and these have led to improvements in reducing absence. Information and guidance for students are good. Students are prepared well for their future through a series of enterprise days. Induction procedures are rigorous with a comprehensive programme of liaison with primary schools. Tracking and monitoring of students with special educational needs and/or disabilities are now thorough, following recent significant improvements in identifying the needs of students who do not have a formal statement of special educational needs. Support for students known to be eligible for free school meals is extensive.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and senior leaders have a clear vision for the improvement of teaching and raising standards. Staff, students and their parents and carers all agree that the school is well led. Senior and most middle leaders communicate well their high expectations and ambitions. Leaders and managers have had a significant impact on raising standards rapidly in a short space of time. Assessment procedures are well embedded across the school and weaknesses in the leadership of students with special educational needs and/or disabilities have been successfully addressed, but improvements have been too recent to ensure that all students on the special educational needs register,

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particularly those who did not have a statement, did as well as they could during their time in school. There are high expectations of standards of behaviour and appearance of students. There has been a similar rigorous approach to improving teaching, although this is taking longer to resolve. A comprehensive programme of staff training has been introduced and expectations of teachers are high. There are a number of vacancies still to be filled following a high teacher turnover, and the quality of temporary staff varies from outstanding to inadequate. Students' performance is analysed rigorously and most, but not all, subject leaders can accurately identify strengths and weaknesses in their department.

The governing body do a good job in supporting and challenging the school and holding it to account, particularly in safeguarding where procedures and practice are exceptionally rigorous. There is zero tolerance of racism and bullying in the school and incidents of discriminatory behaviour are rare. The school promotes equal opportunities well in the way it has sought to narrow the gap in achievement and exclusions for students known to be eligible for free school meals. It has made significant recent improvements in the leadership and provision for students with special educational needs and/or disabilities. Boys are doing well by the end of Key Stage 4 compared to the national average for boys. The school engages well with parents and carers, and their positive response to the school indicates that they are fully supportive of everything its leaders have set out to achieve. There is an extensive range of partnerships which is helping to raise standards, especially in English and mathematics. The school promotes community cohesion well and students demonstrate a good understanding of, and respect for, peoples' differences. They have had numerous opportunities to engage with students from different backgrounds. The school's subject specialism has had an impact on driving improvement in other subjects, for example physical education.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

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## **Views of parents and carers**

A higher-than-average proportion of parents and carers responded to the survey. Most said that overall they were happy with their child's experience at the school. Almost all said that the school keeps their children safe and that the school is led and managed well. A very large majority of parents and carers agreed with all the other statements on the questionnaire. In particular, most said that the school informs them about their children's progress and helps their children to have a healthy lifestyle. A very small minority of parents and carers did not agree that their children enjoy their learning or that the school helps them to support their children's learning. Inspectors investigated their concerns and judged outcomes for students' achievement and enjoyment to be satisfactory, and engagement with parents and carers to be good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Turves Green Boys' School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 244 completed questionnaires by the end of the on-site inspection. In total, there are 623 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	25	148	61	26	11	2	1
The school keeps my child safe	98	40	140	57	3	1	3	1
My school informs me about my child's progress	120	49	113	46	8	3	0	0
My child is making enough progress at this school	86	35	134	55	16	7	1	0
The teaching is good at this school	83	34	146	60	7	3	0	0
The school helps me to support my child's learning	71	29	145	59	22	9	0	0
The school helps my child to have a healthy lifestyle	52	21	179	73	9	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	69	28	158	65	6	2	0	0
The school meets my child's particular needs	80	33	147	60	9	4	1	0
The school deals effectively with unacceptable behaviour	90	37	133	55	15	6	2	1
The school takes account of my suggestions and concerns	59	24	161	66	14	6	1	0
The school is led and managed effectively	103	42	133	55	4	2	1	0
Overall, I am happy with my child's experience at this school	106	43	126	52	9	4	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 March 2011

Dear Students

**Inspection of Turves Green Boys' School, Birmingham, B31 4BS**

You will be aware that we recently came to inspect your school. Thank you for taking the time to speak to us to tell us your views. Turves Green Boys' School is rapidly improving and now provides a satisfactory standard of education. Your headteacher, supported by other senior leaders, has set out a clear direction for the school that has led to a large rise in standards at the end of Year 11 over the last two years, and they are now in line with the national average.

The school provides excellent care, guidance and support for you. You and your parents and carers have told us overwhelmingly that the school keeps you safe. We agree and think the arrangements for keeping you safe are outstanding. You make a significant contribution to the school and the local community, particularly in your care for local elderly residents. The provision for those of you who need additional help is good.

The curriculum is good and has been extended to provide a wider range of courses to suit your needs. Your teachers regularly check how well you are doing and you are well informed about what you need to do to improve. Your behaviour and attitudes to others around the school are also good. Overall the school is well placed to secure further improvements.

There are a few things we have suggested the school must do to improve further. We have asked the leaders to make sure that all your lessons are consistently good to match the quality of the best ones, by making sure that your different needs are consistently planned for and that you have more opportunities to work on your own or in groups. You can play your part by letting your teachers know how you prefer to learn. We have also asked the senior leaders to make sure that all the subject leaders are consistently monitoring how well you are doing in your learning and how good your lessons are.

Thank you for welcoming us to your school. I hope you are successful in your future lives.

Yours sincerely

Mark Sims

Her Majesty's Inspector

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