

# Inspection of Turves Green Boys' School

Turves Green, Northfield, Birmingham, West Midlands B31 4BS

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Inspection dates: 19 and 20 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is James Till. This school is part of Matrix Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lynsey Draycott, and overseen by a board of trustees, chaired by Sir Mark Aspinall.

## **What is it like to attend this school?**

Pupils are rightfully proud to be part of this unique school. They are welcoming to all, confident and articulate about their learning. Older pupils reflect how much their experience has improved. There is a strong collective identity built around the 'Turves Values'. Pupils understand these very well and demonstrate them throughout the school day.

Pupils show great pride in their work. They display a positive and resilient approach to all their learning. For example, in mathematics and English, their work is laid out with great care and attention. Pupils conduct themselves exceptionally well around school. Routines are firmly understood by all.

Staff and pupils share very strong relationships, built through the value of being 'respectful to all'. Pupils know leaders at all levels want the very best for them. They know that any adult in the school will be able to help them if needed. Pupils feel safe. They are supported in numerous ways to attend well and make the most of their time in school.

The school has worked effectively in order to improve the quality of the curriculum and its impact on pupils' learning. They have also increased the range of opportunities for pupils to grow beyond the academic. Pupils make active contributions to the life of the school. They can participate in numerous activities either side of the school day. These range from supporting the LGBTQ+ community through the allies club and regular performing arts opportunities.

## **What does the school do well and what does it need to do better?**

This is a school transformed. Trustees, leaders and staff put the best interests of pupils at the heart of what they do. Leaders at all levels have a clear, analytical and strategic approach. This has secured meaningful change in the school over time. Staff enjoy their work and feel supported to grow professionally. They work together closely, and leaders provide bespoke ongoing professional development. Leaders carefully ensure that this work is having the desired impact for pupils in lessons.

Pupils, including those with special educational needs and/or disabilities (SEND), experience an effective curriculum. This helps them to know and remember more. While published outcomes are low, the impact of the curriculum seen by inspectors shows a different picture. Pupils can make clear links to prior knowledge across a range of subjects. Their work shows that they use prior learning to do more difficult things.

The carefully planned curriculum ensures that pupils experience a clear sequence of learning in all subjects. Teachers have a sharp focus on what the pupils need to learn. The curriculum has clear end points for pupils to reach. Assessment, of all types, is used well to check how pupils are doing. Pupils develop their understanding of key ideas and vocabulary.

Reading is at the centre of the school's work with pupils. All pupils are encouraged to read often and widely. Various strategies support this approach, including author visits and reading-based rewards. The school is working to address the needs of pupils who need extra help with reading. Pupils who need help with phonics and comprehension receive effective support to improve their reading skills. As a result, pupils develop their reading well and understand that reading helps them in their wider studies.

The school have incredibly high expectations for the pupils. The current entry level for the EBacc is high and planned to rise. Pupils understand how this approach will help them in the future. They value their learning highly. Pupils support each other very well when learning or around school. They have a strong shared understanding of how they should behave. Where pupils fall short of the high expectations of behaviour they are helped rapidly. The school takes intelligent, fair and highly effective action to support pupils to succeed.

There has been sustained improvements in both attendance and behaviour over the last three years for all groups of pupils. Staff strive to understand all their pupils well and remove any barriers to success. The school uses a range of bespoke approaches, including working effectively with external agencies, to secure the help pupils need. This has worked particularly well for disadvantaged pupils.

The school has carefully considered the wider experiences for its pupils to develop their character and aspirations. Pupils receive high-quality support when considering their future career. This begins in Year 7 and pupils in key stage 3 talk highly of their visits to universities. All pupils receive timely information about the range of next steps available to them.

Pupils explore issues around mental health awareness and physical health very well. They experience a planned programme of personal, social, health and economic (PSHE) education. The school has built the PSHE programme within the strong culture of safeguarding. It prepares pupils well for life in modern Britain and works well for most pupils. However, the provision for pupils in Year 11 is not as strong as it could be. They do not have enough opportunities to revisit their prior learning in an age-appropriate way.

Trustees are robust in their support and challenge. They know the school in detail and fulfil their statutory responsibilities well. Those working for the trust support developments effectively and share the high-quality practice developed at the school more widely. Leaders ensure that the well-being of staff is paramount. Staff know leaders value and appreciate their efforts.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- The curriculum is yet to have a consistent impact for all groups of pupils. Therefore, some pupils are not achieving as well as they could. The school needs to continue to embed and develop the curriculum in all subjects so that all pupils achieve well.
- Some pupils do not benefit from a coherent enough approach to parts of the PSHE curriculum. As a result, those pupils do not revisit some of the important knowledge. The school should ensure that all pupils have a consistent experience of the PSHE curriculum over time.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148521
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10322921
<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	537
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sir Mark Aspinall
<b>CEO of trust</b>	Lynsey Draycott
<b>Headteacher</b>	James Till
<b>Website</b>	<a href="http://www.tgbs.co.uk">www.tgbs.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Turves Green Boys' School converted to become an academy in April 2021.
- This school is part of Matrix Academy Trust.
- The school uses one alternative provider. This is a registered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, trust leaders, governors, senior leaders, subject leaders, teachers and pupils. They also talked informally to pupils and staff to gather general information about school life.
- Inspectors carried out deep dives in English, mathematics, history, art and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and looked at samples of pupils' work.
- Inspectors also visited lessons in some other subjects and discussed with leaders the provision for those pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed the personal, social, health and economic education curriculum plan and spoke with leaders. An inspector also reviewed the support provided for pupils in regard to reading.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying and attendance.
- A range of documentation was scrutinised, including leaders' plans to improve the school and their self-evaluation of the school's work.
- Inspectors took account of responses to the pupil and staff surveys, as well as Ofsted Parent View.

### **Inspection team**

Richard Wakefield, lead inspector	His Majesty's Inspector
Michael Scott	Ofsted Inspector
Gwen Onyon	Ofsted Inspector

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