



Turves Green Boys' School Prospectus

'Success Through Endeavour'

2026 - 2027





A PROUD MEMBER OF MATRIX ACADEMY TRUST

Education **Without Exception**

I am very proud to be the CEO of the Matrix Academy Trust. It is truly a privilege to work with like-minded, hard-working colleagues who are all focused on delivering the Trust's vision.

Our vision is simple: every child deserves an exceptional education. We make this happen by doing the things which really make a difference. Working smartly means we have staff who want to work here. It ensures we have the capacity to care for every pupil, providing them with the best possible education – without exception.

A great school is one people want to work at and one parents want to send their children to. No matter how great our schools might be, we never rest on our laurels. We are restless in our efforts to keep improving and we instil this in our young people.

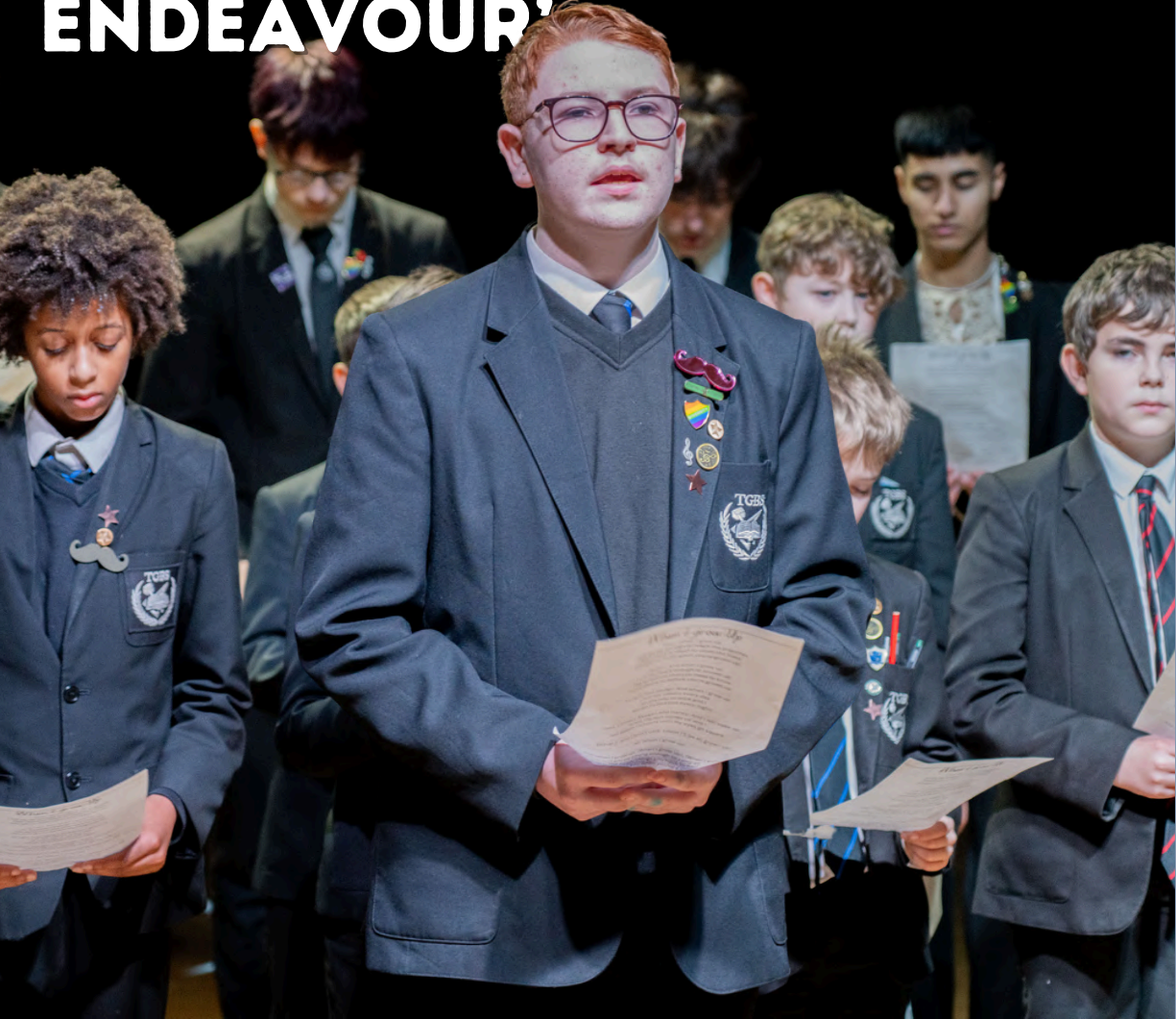
Welcome to Matrix Academy Trust.

A handwritten signature in white ink that reads 'Lynsey Draycott'.

Lynsey Draycott
CEO



'SUCCESS THROUGH ENDEAVOUR'



Dear Parents,

At Turves Green Boys' School, we are focused on every individual reaching their full potential, with a no excuses culture. Accessing a course at a top university, a highly sought-after apprenticeship or entering employment with training is the norm for our pupils.

Whilst progressive in much of what we do, we are very traditional with regards to discipline, manners and respect. Our expectations are high and this will always be the case. We know from experience that setting the bar high pushes everyone in the school community to achieve great things; this is embodied through our motto, Success through Endeavour, that permeates everything that we do.

We also recognise that academic success alone is not the only aim of our work. Developing qualities and values that will allow your child to succeed in future endeavours is an equally important outcome. Opportunities outside the taught curriculum are plentiful and we encourage all to fully embrace everything the school has to offer.



Mr J Till | Headteacher



As Head of School, I am proud to have played a key role in our journey to date, ensuring that Turves Green Boys' School is 'a school transformed' (Ofsted 2024). At Turves Green Boys' School, we are always pushing to succeed through endeavour. This means that we do not rest on our laurels and we are continuing to push ourselves, as staff and pupils, to continue to achieve great things.

Mr T Walker | Head of School

ADMISSIONS

The number of intended admissions in September 2026 will be **150**

Pupils will be admitted at the age of 11 years without reference to ability, aptitude, race or religion. Where applications for admission exceed the number of places available, the following criteria will be applied.

1. Children in Public Care (looked after children) & previously looked after children. Definition: children who are in the care of the local authority or provided with accommodation by the local authority. Previously looked after children who ceased to be looked after because they were adopted or became subject to a residence order or special guardianship order.
2. Where a child has an older sibling currently attending the school when the application is made and who will be still attending the school in Years 8 – 11 in September of the relevant year.
3. Children of Staff employed at Turves Green Boys' School where a member of staff has been employed at The Academy for two or more years at the time at which the application for admission is made/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage/or the member of staff has been seconded to support another school within the Matrix Academy Trust.
4. Proximity of the child's home to the school, with those living nearest being accorded the higher priority, the distance being measured in a straight line.



Visit the school website for a full breakdown and descriptions of our admissions criteria.



APPEALS

Parents whose children are refused admission to the school have the right of appeal to an independent appeal panel. The necessary forms and information should be obtained from the Clerk to the Appeal Panel, Turves Green Boys' School, Turves Green, Northfield, Birmingham, B31 4BS to whom completed forms are returned. Please mark the envelope **ADMISSION – APPEAL**.

Appeals, in respect of Year 7 intake for September 2026, should be lodged by Friday 10th April 2026.



IN-YEAR ADMISSIONS

The school manages its own mid-year admissions. Applications for in-year admission (age groups other than the normal year of entry) must be made to Turves Green Boys' School Admissions using the mid-year admissions form on Turves Green Boys' School's website. Parents will be notified of the outcome of their application within 15 school days of receipt of a completed mid-year application form

WAITING LIST

Until 31st August 2026, parents may enquire about their child's position on the Waiting List by contacting the Admissions and Pupil Place Planning Team on 0121 303 1888. From 1st September 2026, the waiting list will be maintained by the school and parents should make enquiries by contacting Turves Green Boys' School Admissions on 0121 483 2890. From 1st September 2026 parents wishing their child/ren to be placed on the Waiting List should contact Turves Green Boys' School Admissions in writing to make their requests.



APPOINTMENTS

A new parents' evening is held in the Summer term for the parents of pupils who will be joining the school in the following September. At this meeting there is an opportunity to meet Heads of House and the Senior Leadership team.

We are always keen to see parents/carers about any aspect of a child's education. It is vital that appointments are made to ensure that you see the appropriate person. When contacting the school, please provide your son's Form Tutor's name, Form Group, and Head of House.

REPORTS

Effort, homework and attainment grades are issued to parents to keep you informed of your child's progress. You will be reminded by text that a report has been issued. If, on any occasion, you do not receive a report, you should immediately let your child's Head of House know.

PROGRESS EVENINGS

We hold online progress evenings via an online platform. One progress evening is held for pupils in Year 7 to 10 and two evenings are held for Year 11. It is expected that all Parents/Carers attend all progress evenings. You will be informed of the dates in advance for these evenings and they will be published on the school website. Each progress evening is seen as a vital part of the communication between home and school. You will have the opportunity to make an appointment with each of your child's teachers using our online booking system and you will be able to discuss your child's progress with their teacher.

VISITS TO SITE

New pupils are invited to visit the school for an induction day in July during a normal working day. Senior staff visit primary schools to talk to staff and pupils to ensure a smooth transition.

SPECIAL EDUCATIONAL NEEDS

We provide a broad and balanced curriculum for pupils of all abilities. Whatever ability, each pupil is encouraged to reach his full potential. Recognising that some pupils may require extra support, there is a range of provision on offer to match individual needs. The SEND Coordinator has the responsibility of ensuring the Code of Practice is implemented. All staff take responsibility for meeting the additional needs of the pupils that they teach in line with the SEND Code of Practice.

Parents are fully involved in the process of monitoring their child's progress. The school values and encourages parents' active involvement in their child's learning, recognising that regular communication is essential to their success. Pupils with additional needs experience a range of teaching strategies within lesson time that include: group work, correct answer modelling, scaffolding resources or additional in- class support from teachers and support staff.

PASTORAL CARE

We have 3 Houses here at Turves Green Boys' School, Austin, Boulton and Tolkien House, with each pupil receiving strong pastoral support through high-quality form tutoring and their Head of House.

This enables all pupils to receive outstanding pastoral and academic support; supporting them to succeed and most importantly progress to be the very best. To reach their full potential, all pupils must attend school regularly and be punctual, allowing them to fully engage in quality teaching and learning.

Pupils with attendance above 98% have a greater chance of achieving the very best grades. We value this and always create opportunities to recognise and celebrate these successes. Pupils who work hard, attend well and behave in lessons make excellent progress developing their knowledge, skill and understanding set out in our curriculum. They are recognised through weekly assemblies, commendations, letters home and rewards trips to events.

LEARNING SUPPORT

We are an inclusive school. This means pupils will be supported mainly in the classroom through quality first teaching. If a pupil has an Educational Health and Care Plan, specialist staff may provide additional input to support classroom learning or provide materials to help scaffold the teacher's work. Where special needs of a registered disability are identified, every effort is made to make special provision for pupils with the resources available. Children with specific learning needs may be invited to attend a range of clubs both before and after school to overcome weaknesses in areas as specified by the Code of Practice.



CURRICULUM

We are incredibly proud of our outstanding curriculum at Turves Green Boys' School because it offers excitingly rich, broad and balanced pathways of study for our pupils whilst providing exceptional levels of challenge and rigour.

Our inspirational classroom teachers carefully deliver our curriculum in such a way that instils a curiosity and love of learning in our pupils that serves them throughout their school life and beyond. At every stage, our pupils receive support and guidance to help them choose an ambitious pathway that prepares them for life beyond school.

Our curriculum offers opportunities to explore and research careers across a wide range of fields and subjects, as we believe children should be equipped with meaningful tools to make informed decisions about their future. Whilst academic results are important, and are exceptional at our school, they are one of many pieces of the jigsaw puzzle that build up to form components of a child at our school. We recognise the importance of designing a wider curriculum built upon the core principles of instilling ambition, resilience, independence and self-belief; skills that result in improved life chances for our pupils.

Our school has a consistent approach to planning the curriculum in all subjects. The following ingredients are our non-negotiable elements of curriculum planning:

1. Detailed and sequential planning of topics over the long term (i.e. 5 years).
We call this our Long-Term Plan (LTP).
2. Adaptable planning of topics to provide pupils with the optimum route through their learning journey.
We call this our Medium-Term Plan (MTP).
3. Exceptionally detailed schemes of learning, using MTP and LTP in order to execute the best possible learning opportunities for our pupils.
We call this our Short-Term Planning (STP).

**Building successful, resilient
and confident individuals.**

**Our diverse curriculum develops
key knowledge, skills
and values combined with
enriching experiences
that will enable them to thrive
in their chosen career path.**



YEAR 7 - 9

We are proud of the diverse and enriching curriculum that we offer our pupils. The subjects they will study are in Key Stage 3 are English, Mathematics, Science, French, Geography, History, Religious Education, Physical Education, Personal Social and Health Education, Design Technology, Food Technology, Art, Computer Science, Performing Arts & Music. In their PSHE lessons, pupils will receive comprehensive Careers Education that will aid them in selecting their KS4 options in Year 9 and guide them in their future careers.

YEAR 9 OPTIONS

During Year 9, there will be a heavy focus on Careers to support KS4 Options choices. Comprehensive information for each of the subjects offered at KS4 is shared via the website and a Pathways Evening is held for parents and pupils to share further information. Pupils may discuss the choice of their option subjects with a member of the Leadership Team if required. We have the support of a specialist Careers Advisor in school to support pupils too.

YEAR 10 - 11

All pupils continue with a broad-based educational programme, including the core of English Language and English Literature, Mathematics, Science, French, Physical Education and Personal Social and Health Education. The last two are non-examination subjects. Personal Social and Health Education deals with vocational guidance as well as moral, religious, economic, citizenship and health issues. Pathways choices will include a small number of vocational courses and GCSE subjects. Pupils follow a Science course which will include all three Sciences and will result in 2 GCSEs. Some pupils follow three separate Science courses. There is academic setting in English, Mathematics and Science. In all other subjects' pupils are taught in mixed ability groups. Opportunities to experience Citizenship, RE and STEM activities will occur throughout the year for all year groups.

TELLING SCHOOL

We are a 'telling school' which means that any pupil must tell their Head of House or any member of staff if they have been mistreated by another pupil or group of pupils. We do not tolerate bullying or unkind behaviour in any form and all pupils are strongly encouraged to share their worries with a member of staff.

UNDERSTANDING TOWARDS OTHERS

Being understanding towards others can take a range of forms; checking that people are happy; thinking about the consequences of your actions or comments. However, we must also be considerate of our environment and how we affect it.

RESPECTFUL TO ALL

At Turves Green Boys' School, we celebrate diversity. We acknowledge that everyone is different, and everyone deserves to be treated with respect. This means that we must never discriminate against others, show prejudice or make assumptions based on stereotypes.

VALUABLE CONTRIBUTION

Demonstrating that you are able to make a valuable contribution is an essential life skill and something employers will look for in the future.

EVERYONE IS EQUAL

Our pupils understand that they will be treated equally to everyone else. This means understanding that, while we are all important as individuals, we also need to understand and value those around us and see that we are all part of a community.

SELF MOTIVATED TO ACHIEVE

Motivation is what pushes us to achieve our goals, feel more fulfilled and improve our overall quality of life. We want our pupils to leave our school as resilient, self-motivated individuals who are able to face life beyond school with confidence and a smile.

TURVES VALUES

Turves Values were created by our pupils for our pupils. These are the values that underpin what it means not just to be a successful pupil but also a successful citizen in modern Britain. These values represent characteristics which enable our pupils to be compassionate community-minded individuals who contribute positively to our society, now and in the future.



SCHOOL UNIFORM

- Black blazer (with school badge);
- Black school trousers;
- White polyester/cotton shirt (worn with school tie) with a top button - to be tucked into waistband;
- School tie to be worn with 6 strips visible;
- Black socks.
- Smart black polishable school shoes.
- Training shoes, canvas shoes and fashion boots are not acceptable;
- Black 'v' neck sweater (optional). No cardigans;
- Plain colour outer coat (not leather or denim);
- Coats must not be worn inside buildings and must be removed upon entry to any building.
- Plain black belts with a plain buckle are permitted.
- Bandanas are not permitted.
- Fake tan is not permitted.
- Any cult and hair colour and high fashion hairstyles are not permitted. Any extreme fashion, hairstyle or body marking/piercing is banned
- No shaved lines in hair/eyebrows.
- Make-up and Nail Varnish are not permitted in school.
- False nails and gel nails are not permitted in school.
- Fake eyelashes are not permitted.
- One small plain stud in each ear lobe is allowed.

SPORT KIT

PE, Dance and Drama Kit

- Plain black short-sleeve polo shirt with collar.
- Plain black shorts or plain black tracksuit bottoms.
- Trainers (must not be high tops or pumps)
- Plain black socks

OPTIONAL FOR ALL PUPILS

- Plain black jumper (No Hoods)
- Plain black football socks

Examples of acceptable items can be found on our website for reference.
A list of required equipment can be found on the school website.

THE HEADTEACHER'S DECISION WILL BE FINAL IN ALL MATTERS RELATING TO UNIFORM, JEWELLERY AND HAIRSTYLES. IF YOU DO NOT SUPPORT THIS, THEN PLEASE DO NOT CHOOSE TURVES GREEN BOYS' FOR YOUR CHILD. COATS MUST NOT BE WORN INSIDE BUILDINGS AND MUST BE REMOVED UPON ENTRY.





ATTENDANCE

We expect your child to attend school consistently. If a child misses school, they miss out on learning opportunities. Parents and carers must notify the school office by phone before 8:30 am if their child will be absent due to illness or other reasons. By law only the school can authorise an absence. Pupils are registered at 8.40am every morning and should arrive for line up on the school playground at 8.35am.

The Local Authority's Educational Legal Intervention Team investigates unexplained absences. It is essential that pupils attend school regularly. We believe that school attainment and success are closely linked with regular attendance. Dental or medical appointments should be arranged after school where possible or during the school holidays. If your child's attendance is below 90%, they will be monitored by the schools Attendance Manager.

If, for very exceptional circumstances, you need to request absence from school for your child during school time, you should apply to the school 8 weeks prior to the known absence for an official Pupil Absence from School form. Once this has been returned to the school, the school will confirm whether the absence is authorised or unauthorised. We do NOT authorise holiday during term time. Research has found that two weeks absence can seriously affect examination results.

By taking time off school for holidays parents are encouraging their child to fail. Cheap holidays will reduce the academic achievement of your child. Our "attendance matters" booklet which is on the school website gives further details regarding attendance including penalty notices.

HOMEWORK

All pupils are expected to do homework. The amount set will be appropriate to the age and different needs of pupils. All homework will be set on ClassCharts, an online platform that allows parents to easily monitor their child's homework. We offer a Homework Club through our extra-curricular programme to support pupils with completing their homework.

READING

All pupils are expected to have a reading book in school each day. Wider reading for individual subjects and reading for enjoyment will enhance your children's access to the curriculum. We encourage you to promote reading at home and in school.

In years 7-11, Form Tutors will read with their form weekly to model: expert reading skills, fluency, prosody and encourage discussion amongst peers.

In years 7, 8 and 9 our pupils take part in Accelerated Reader. Pupils have a designated lesson in the library with their English teachers in which they are expecting to read and quiz on the book they are reading. This will also form part of their homework. Pupils are celebrated for the success in quizzes, ½ million and millionaire word reader, and regular STAR reader tests with certificates.

We have a strong reading culture which includes our 16 by 16 challenge, a list of that TGBS staff recommend pupils read before they leave in Year 11. Our pupils are nominated weekly to win a book from the reward vending machine by their Heads of Houses for meeting our values and services to school. Positive attitudes towards reading begins at home and we encourage you to read at home with your child. This is the best foundation that can be laid for lifelong learning.

Our library is well stocked and offers a range of after school clubs. Pupils can use the library before school, break times and after school to change their books. Our librarian regularly runs competitions and follows a literary calendar of events.



ORACY

Oracy is integral to our learning routines. Our whole school oracy strategy expects all staff and pupils to use Standard English, wait time and answer in a full sentence. Our pupils have clear expectations of how to talk for a purpose in all lessons. We use research informed strategies to develop pupil led discussions and allow pupils to articulate what they are learning.

EAL

All EAL pupils are assessed on entry to establish the proficiency in English using the Bell Foundation criteria. We have a dedicated EAL co-ordinator that regularly assesses our EAL pupils as well as daily academic and well-being check ins at form time. Pupils receive a designated intervention session on their timetables during which they receive additional support. As a school, we buy into the Flash Academy programme that offers further, personalised academic support at school and at home. We report progress termly.

SPORTS

Physical Education is a highly important and vibrant subject. The department aims to provide as many sporting opportunities as possible for our pupils to allow them to develop a range of skills and qualities including performance and tactics, health and fitness, evaluating and improving, leadership and character. We enable pupils at all levels to achieve their personal best and aim to give them a long-life learning experience in sport that they can carry into the future.

At KS3 the department gives pupils a broad and balanced curriculum in both team sports such as handball, football and basketball along with that of individual sports including tennis, badminton, athletics. This range of different activities allows our pupils to develop their understanding about different sports along with developing healthy and active lifestyles.

At KS4, all pupils get the chance to take part in a core sport. This gives all pupils a chance to take part in sports they may wish to pursue later in life. This includes traditional competitive sports along with health and fitness-based activities. Along with this, pupils are given the option to participate in an exam-based course that allows them to gain a deeper and more knowledgeable understanding of the sporting world.

We have an extensive Extra Curricular programme that compliments the activities taken part in the main curriculum. We give pupils ample chance to participate in a range of both competitive and non-competitive activities. We encourage pupils to take part in as many clubs as they can to help develop skills and fitness levels. We also provide regular opportunities for our pupils to compete at both regional and national levels including football, badminton, table tennis, athletics but to name a few. We encourage them achieve success at all levels of participation along with enjoyment.



PERFORMING ARTS

Performing Arts fosters a creative and confident mindset that is transferable to all elements of life. Pupils develop their self-confidence and ability to work collaboratively with others. Pupils are encouraged to contribute their ideas and develop their ability to listen and respond to others.

In Key Stage 3, pupils take dance lessons which include a range of styles including street, contemporary and cultural dances such as capoeira and Bollywood. Pupils will also have drama lessons in Key stage 3 that cover a range of genres and practitioners, as well as having the chance to fulfil a range of roles from acting, directing, stage designing and lighting. In addition, pupils will receive music lessons, where they will explore a range of musical genres and will have the opportunity to compose their own music through Music technology.

In Key stage 4, pupils can pick a BTEC Performing Arts pathway (Dance or Drama), where they will take part in practical lessons and study professional practitioners. We also offer BTEC Music which is a practical and creative qualification. The Performing Arts BTEC courses aims to provide pupils with the relevant skills and knowledge that employers value, as well as the confidence to progress into a fulfilling, exciting career in a creative industry.

RAF COMBINED CADET FORCE

Pupils will have the opportunity to apply for a place in the school's Cadet Force. The aim of the Cadet Force is to develop their skills in the following areas; leadership, followership, resilience and self-discipline. The Cadet Force will provide a wealth of varying activities to pupils ranging from drill, weapon training and flying to a host of outdoor adventure activities. Pupils will also learn about the theory of flight and the mechanics of aviation to support the whole school approach to STEM.

EDUCATIONAL VISITS

All pupils are encouraged to develop an interest and participate in the wide range of activities which take place outside the normal school timetable. We encourage all pupils to actively involve themselves in Extra Curricular activities. We expect every child to be involved in at least one Extra Curricular activity. A copy of the Extra Curricular programme is available on the school's website. This programme is updated each term. An extensive programme of educational journeys, camps and field studies, both in this country and abroad, is undertaken each year. Fieldwork associated with examination courses is also a regular feature of the school's academic life. A wide range of clubs and activities take place after school. There are many Performing Arts and sporting activities in which the pupils may participate, and the school takes part in competitions and shows with other local schools.

DUKE OF EDINBURGH

Pupils can complete their Bronze and Silver Duke of Edinburgh Award. Each of these pupils will participate in volunteering, physical activities and skill-based learning both inside and outside of school. Pupils will have the opportunity to join Duke of Edinburgh Award in Year 9. To prepare them, all pupils receive extensive training on a range of skills from map reading to camp craft.



CAREERS

We believe that all pupils should have the knowledge and research skills to access a wide variety of Careers Education, Information and Guidance (CEIAG), allowing them to make informed decisions to ensure they are successful as lifelong learners. Our high-quality careers advice and guidance is developed throughout each pupil's time at the school and is supportive of every pupil's aspirations, strengths and skills.

Aims

Prepare pupil pathways for the transition to life beyond secondary school (further and higher education, apprenticeships and the world of work).

Provide pupils from Year 7 upwards with well-rounded information, advice, and guidance (IAG) experiences to inspire and motivate their aspirations.

Support pupils to make informed decisions which are suitable and ambitious and provide guidance on GCSEs, post-16 courses, university, apprenticeship and employment.

Develop pupils' employability and characteristics in communication, resilience, leadership and social skills.

The school follows the Gatsby Benchmarks, which is the best practice framework for careers education and guidance in secondary schools. This provides a rounded programme for all pupils throughout their study at Turves Green Boys' School, ensuring that all pupils learn about careers and the world of work.

Careers provision is mapped against the DfE Careers Guidance and access for education and training providers, statutory guidance as well as the 8 Gatsby Benchmarks.



From Year 7 to Year 11, pupils experience meaningful encounters with employers, the workplace and other learning providers to help support them to investigate different career choices and to help with making decisions about progression pathways.

The Careers Programme is reviewed annually by the Careers Leader, the Senior Leadership Team and the Governing Body. The next review is due in July 2026. We assess the impact of the Careers Programme with feedback from pupils, parents, teachers and employers, so we can continue to develop the quality of our careers provision.

Pupils' Post 16 destinations are tracked. Detailed attention is paid to their progress in school, compared to their future plans, so that they can successfully and sustainably move onto the most appropriate pathway. Pupils with SEND are given extra support in planning for their destinations.



BICYCLES

Bicycles may be brought on to the premises. It is the responsibility of parents/carers to ensure that their child's bike is mechanically safe. All reasonable care will be taken, but the responsibility for the safety of cycles and accessories will remain with the owners. Cyclists are advised to padlock their cycles. Cycling helmets are recommended. All reasonable care will be taken, but the responsibility for the safety of cycles and accessories will remain with the owners. Cyclists are advised to padlock their cycles. Cycling helmets are strongly recommended. We promote cycling by the provision of a bank of cycle racks.

COMPLAINTS

If you wish to make a complaint about the school, in the first instance, you should contact the Headteacher in writing. Your complaint will be investigated following the Trust's Complaints Procedures, a full copy of which is available on the school website.

EMERGENCY CONTACT

Please ensure that emergency telephone numbers (work phone number, mobile phone numbers etc) are kept up to date. Notify any changes of address, telephone, emergency contact, etc to your child's House office immediately. Schools are required by law to have two emergency contacts per child.

FREE SCHOOL MEALS

Pupils eligible for free school meals will receive funding for their daily lunch. Many other opportunities are provided to support pupils' academic achievement and additional learning resources are provided to enable independent access. It is a parent or carer's responsibility to apply for free school meals for their child. If any support is required with this process, please contact the school reception who will be able to assist. Further details about eligibility can be found on our website.

EQUALITY & DIVERSITY

The belief that everyone deserves to be treated equally, including having the same opportunities, is central to everything we do. There are many events throughout the year to promote the school's culture of equality and diversity.

MENTAL HEALTH

Above all, we need our pupils to prioritise their wellbeing, and our ethos integrates mental health into everything we do rather than treating it as an extra-curricular concern. We are fortunate to have a dedicated Pupil Support Services Team, including a Mental Health Support Worker, School Social Worker, Success Centre Intervention Lead, and an Attendance Manager. Additionally, our teachers and staff are trained to support pupils who may be facing challenges. We also work closely with the Birmingham Mental Health Support Team and take pride in being a partner school with the charity Young Minds.



'Success Through Endeavour'

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