



**Turves Green  
Boys' School**

# Transition Evening

Wednesday 17<sup>th</sup> June 2026



**Matrix**  
Academy Trust  
EDUCATION WITHOUT EXCEPTION

A Proud Member of  
**Matrix Academy Trust**




**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.**



# TURVES VALUES

British Values and Character Development

Turves Values	British Values	So that pupils;
TELLING SCHOOL	RULE OF LAW	ARE HONEST AND COURAGEOUS
UNDERSTANDING OF OTHERS	TOLERANCE	HAVE INTEGRITY
RESPECTFUL TO ALL	MUTUAL RESPECT	HAVE MANNERS
VALUABLE CONTRIBUTION	INDIVIDUAL LIBERTY	DEMONSTRATE COMMITMENT
EVERYONE IS EQUAL	DEMOCRACY	SHOW INTEGRITY AND HUMILITY
SELF MOTIVATED TO ACHIEVE		ARE RESILIENT



# Senior Leadership Team

Mr Till  
Headteacher

Mr Walker  
Head of School

Mr Rogers  
Deputy Headteacher

Mr Woodall  
Deputy Headteacher

Mrs Bacciochi  
Assistant Headteacher

Mrs Love  
Assistant Headteacher

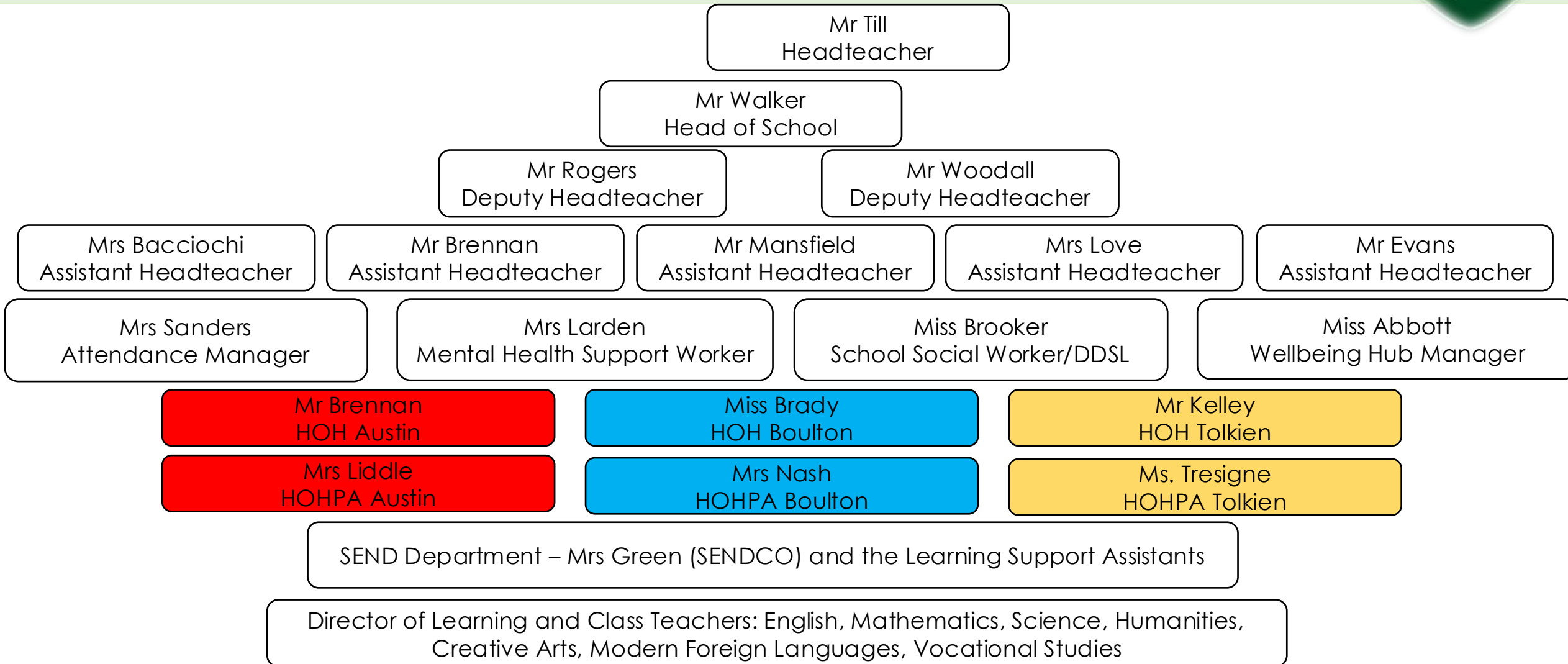
Mr Evans  
Assistant Headteacher

Mr Brennan  
Assistant Headteacher

Mr Mansfield  
Assistant Headteacher

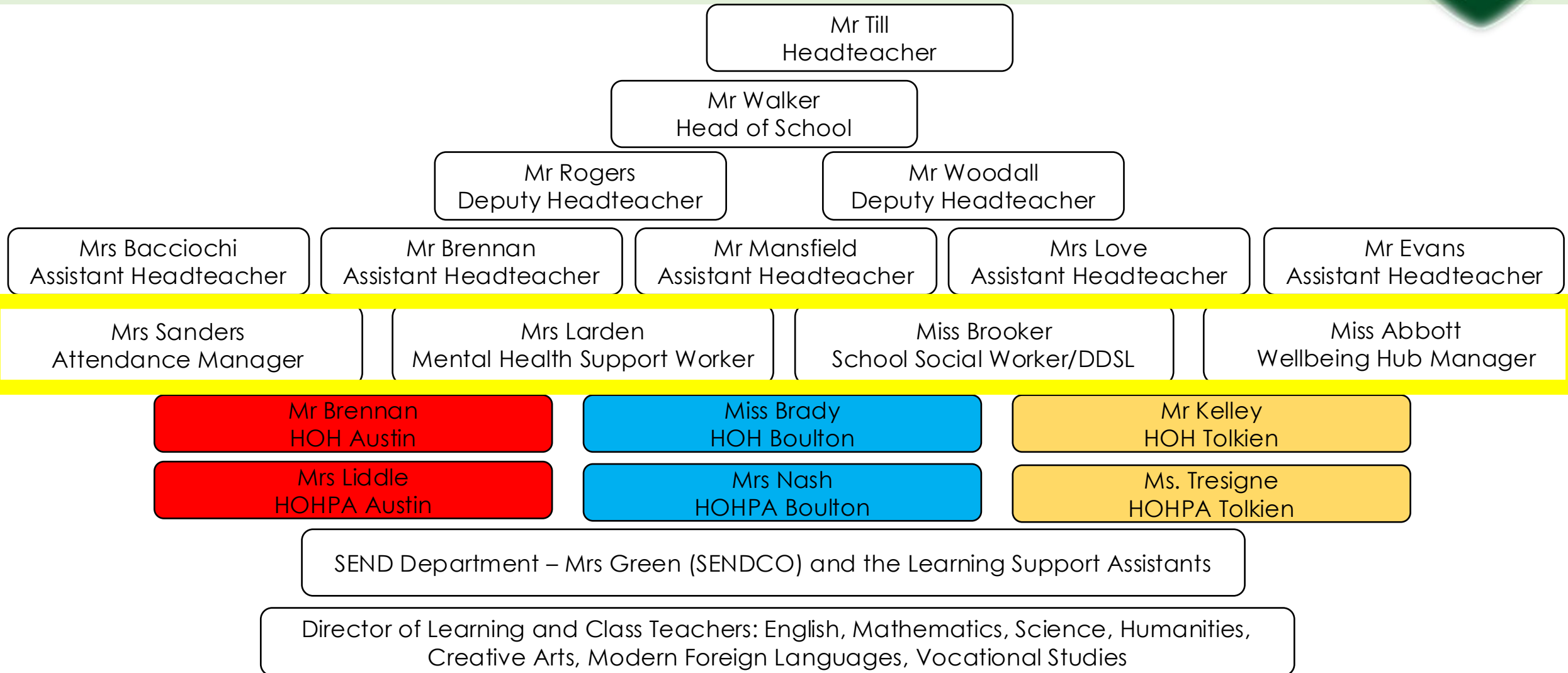


# Pupil Support Services





# Pupil Support Services





# House System



**AUSTIN**

Mr Leiper  
Head of Austin House

Mrs Liddle  
HOHPA Austin



**BOULTON**

Miss Brady  
Head of Boulton House

Miss Nash  
HOHPA Boulton



**TOLKIEN**

Mr Kelley  
Head of Tolkien House

Ms. Tresigne  
HOHPA Tolkien



# Communication

When contacting Turves Green Boys' School please use the following ways to get in touch:

**Address:** Turves Green, Northfield, Birmingham, B31 4BS

**Contact Number:** 0121 483 2890

**Email:** [postbox@tgbs.co.uk](mailto:postbox@tgbs.co.uk)

**Monday - Friday:** 8:00am - 4:00pm



**Austin House:** Option 1  
House PA: Mrs. Liddle  
Head of House: Mr. Leiper  
[Aleiper@tgbs.co.uk](mailto:Aleiper@tgbs.co.uk)



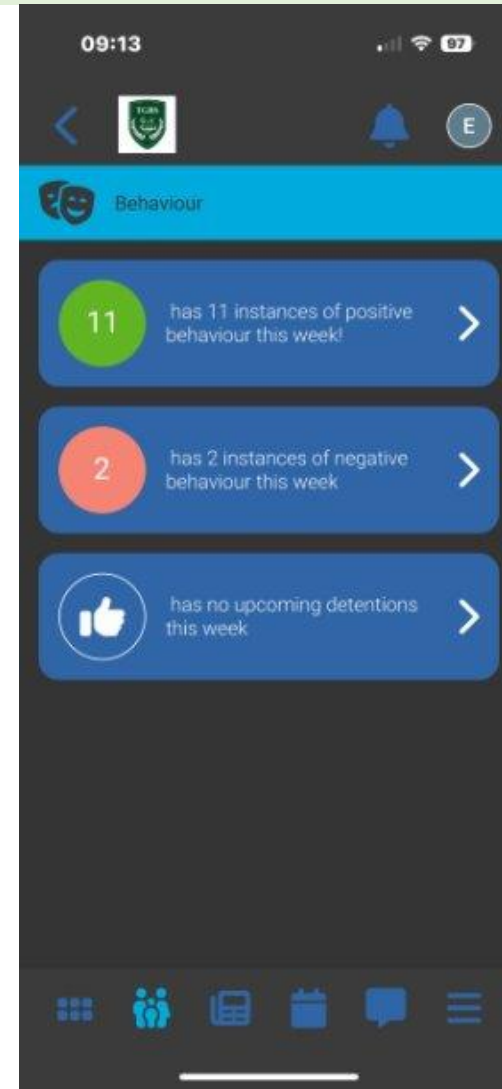
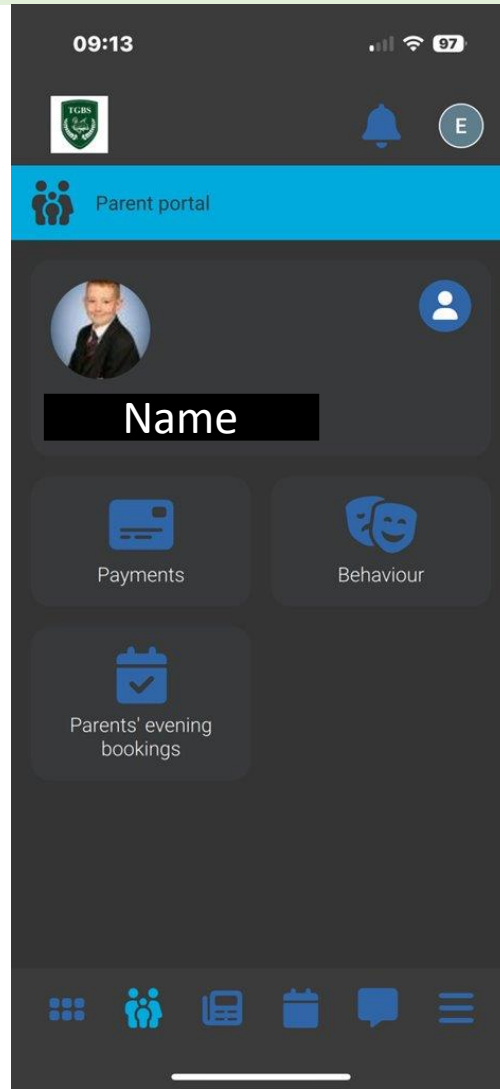
**Boulton House:** Option 2  
House PA: Miss. J Nash  
Head of House: Miss Brady  
[cbrady@tgbs.co.uk](mailto:cbrady@tgbs.co.uk)



**Tolkien House:** Option 3  
House PA: Ms. Tresigne  
Head of House: Mr. Kelley  
[jkelly@tgbs.co.uk](mailto:jkelly@tgbs.co.uk)



# Communication





# Broad and Balanced Curriculum

**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.**

At Key Stage 3, pupils will study the following subjects:

- English
- Mathematics
- Science
- Computer Science
- Geography
- History
- French
- Art
- Design Technology
- Music
- Performing Arts
- Physical Education
- Religious Education



# Broad and Balanced Curriculum Cont.

**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.**

At Key Stage 4, pupils will study the following subjects:

**Compulsory GCSE Subjects:**

- English Language
- English Literature
- Mathematics
  
- Science
- Geography or History
- French

**Optional Subjects:**

- GCSE Computer Science
- GCSE Art
- GCSE Religious Education
- OCR Engineering
- WJEC Hospitality & Catering
- BTEC Digital I.T.
- BTEC Music
- BTEC Performing Arts
- BTEC Sport, Fitness & Activity



# Learning Routines at TGBS

At TGBS, we believe pupils learn best when expectations are **clear, consistent and predictable**.

Our learning routines help pupils understand exactly what **successful learning** looks like from their very first day. By teaching and reinforcing these routines, we create classrooms where pupils feel **confident, safe and ready to learn**.

Our learning routines help to:

- Create a **calm and purposeful** learning environment
- Ensure **consistent expectations** across all classrooms
- Build pupils' **confidence and independence**
- **Maximise learning time** and reduce uncertainty
- Develop **positive habits** that support success in school

**Creating the right conditions for every pupil to succeed**

# Routine 1

Positive Entry

# 1a. Positive Entry (classroom)

1. Your teacher will **greet you** at the door at the start of your lesson.
2. Enter the room **on time, quietly** and go **straight to** your allocated seat.
3. All non-uniform should be on the **back of your chair**.
4. **Equipment and planners** out.
5. **Organise** your desk.
6. Complete your **'Do Now' task**



# Routine 2

Ready to Listen

# 2. Ready to Listen

## Teacher Actions

3...2...1...



### Signal

(with clear pauses between numbers)



### Pause

(clear pauses for uptake)



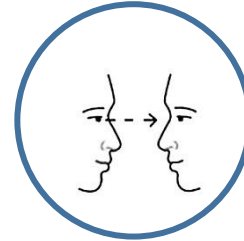
### Insist

(before moving on you must be sure that everyone has responded)

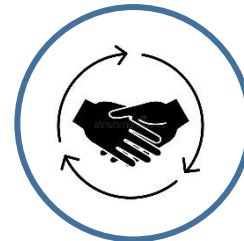
## Student Response



Sit up/ stand up tall



Track the speaker



Respectful to all



Follow instructions first time

## 2. Ready to Listen

1. Teacher **raises their hand** and begins a calm countdown from three
2. **Pupils respond immediately** – sat up tall, silent, eyes on the teacher, no equipment in hands
3. Teacher **pauses briefly** between each number to allow pupils time to respond
4. At “one”, the teacher stays still and silent until **everyone is focused**



# Routine 3


Pride in our Work

# 3. Pride in our Work


In order for you to be self-motivated to achieve, you must show pride in all of your work, thinking hard and using feedback that your teachers give to you.

Having this sticker on your work helps you check that it meets our expectations every time.





**100% effort.  
Every lesson.  
Every day.**



## Pride in our Work



- All work should have a date and title that is underlined using a ruler.
- All work should be completed in **blue** or **black pen.**
- All corrections/improvements should be completed in **green pen.**
- Make sure that all worksheets are stuck neatly into your book.
- All drawings, diagrams, graphs should be completed in pencil.
- **100% Effort. Every lesson, every day.**



Sp	Spelling mistake
P	Incorrect or missing punctuation
//	New paragraph
FS	A full sentence should be used
C	Missing or incorrect use of a capital letter
?	This does not make sense/poor expression

# 3. Pride in our Work

What does a loved and organised book look like?

**Bread and Butter**

Calculate the area of each of the following shapes. Give each answer in one decimal place and include units.

Area of semi-circle =  $\frac{1}{2} \pi r^2 = \frac{1}{2} \pi (2)^2 = 6.3$

Area of quarter circle =  $\frac{1}{4} \pi r^2 = \frac{1}{4} \pi (15)^2 = 176.7$

Area of triangle =  $\frac{1}{2} \times 10 \times 12 = 60$

Area of trapezium =  $\frac{1}{2} (10+14) \times 8 = 96$

**Review**

In a bag there are only red counters, blue counters, green counters and yellow counters. A counter is taken at random from the bag. The table shows the probabilities that the counter will be green or will be yellow.

Colour	Red	Blue	Green	Yellow
Probability	0.2	0.35	0.15	0.20

The probability that the counter will be red is twice the probability that the counter will be blue.

There are 21 green counters in the bag.

Work out the number of red counters in the bag. (4 marks)

**Retrieval**

Solve  $3x^2 + 17x + 10 = 0$

$x = \frac{-17 \pm \sqrt{17^2 - 4(3)(10)}}{2(3)}$

$x = \frac{-17 \pm \sqrt{289 - 120}}{6}$

$x = \frac{-17 \pm \sqrt{169}}{6}$

$x = \frac{-17 \pm 13}{6}$

$x = -\frac{4}{6} = -\frac{2}{3}$  or  $x = -\frac{30}{6} = -5$

**Skill for the Day**

Solve  $3x^2 + 17x + 10 = 0$

$x = \frac{-17 \pm \sqrt{17^2 - 4(3)(10)}}{2(3)}$

$x = \frac{-17 \pm \sqrt{289 - 120}}{6}$

$x = \frac{-17 \pm \sqrt{169}}{6}$

$x = \frac{-17 \pm 13}{6}$

$x = -\frac{4}{6} = -\frac{2}{3}$  or  $x = -\frac{30}{6} = -5$

**Independent Task**

1)  $y^2 - 49$

$(y)^2 - (7)^2$

$(y+7)(y-7)$  ✓

2)  $w^2 - 100$

$(w)^2 - (10)^2$

$(w+10)(w-10)$  ✓

3)  $x^2 - 4$

$(x)^2 - (2)^2$

$(x+2)(x-2)$  ✓

4)  $x^2 - 1$

$(x)^2 - (1)^2$

$(x+1)(x-1)$  ✓

5)  $x^2 - 900$

$(x)^2 - (30)^2$

$(x+30)(x-30)$  ✓

6)  $y^2 - 9$

$(y)^2 - (3)^2$

$(y+3)(y-3)$  ✓

7)  $9x^2 - 4y^2$

$(3x)^2 - (2y)^2$

$(3x-2y)(3x+2y)$  ✓

8)  $19x^2 - 16$

$(\sqrt{19}x)^2 - (4)^2$

$(\sqrt{19}x+4)(\sqrt{19}x-4)$  ✓

9)  $225 - 121y^2$

$(15)^2 - (11y)^2$

$(15+11y)(15-11y)$  ✓

Extend:

10)  $2x^2 - 32$

$2(x^2 - 16)$

$2[(x)^2 - (4)^2]$

$2(x+4)(x-4)$  ✓

11)  $5c^2 - 20$

$5(c^2 - 4)$

$5[(c)^2 - (2)^2]$

$5(c-2)(c+2)$  ✓

12)  $2y^2 - 18$

$2(y^2 - 9)$

$2[(y)^2 - (3)^2]$

$2(y-3)(y+3)$  ✓

13)  $18x^2 - 2x$

$2x(9x - 1)$

$2(3^2x^2 - 1)$

$2(3x+1)(3x-1)$  ✓

Monday 26<sup>th</sup> February 2025

Who is the Porter?

Do now activity:

"What make me drunk  
 half make me bold"  
 → Drinking alcohol

1) While Macbeth is murdering Duncan, Lady Macbeth was getting 'Drunk' with the guards. She reacts angrily when he returns because he came back with the murder weapon and was covered in blood.

2) After Macbeth has killed Duncan, he describes the murder as... "a sorry sight". He feels the burden on his shoulders and fears he won't be able to sleep - Guilt.

3) The significance of the phrase "Will all Neptune's ocean wash this blood from my hand?" is that he can wash away the blood, but he will always be able to see it, it is a constant reminder of his guilt. This reveals that Macbeth's guilt overtakes him and makes him weak - contrasts lady Macbeth "a little water will clean us of this deed".

4) Lady Macbeth helps cover up the murder by taking the daggers from Macbeth and placing them on the guards. She also lathers Duncan's blood all over their faces. This reveals that her character is stronger than Macbeth, that she is more dominant and powerful in their relationship, controlling and clever. → Disciplined whereas Macbeth isn't.

5) The knocking creates tension as it is they could get caught, Macbeth is still covered in Duncan's blood.

# Routine 4

Positive End

# 4. Positive End

Your lessons should end **calmly and efficiently**

1. Teacher **signals for attention** and recognises effort and positive conduct
2. **Praise and commendation stickers** are awarded where appropriate
3. Pupils close books and **pack away equipment neatly**
4. Uniforms are checked and **pupils stand silently behind chairs**
5. Teacher dismisses one row at a time in a **calm, orderly manner**



# Routine 5

## Corridor Conduct

# 5. Corridor Conduct

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1. Move **calmly, sensibly, and safely** during every lesson changeover
2. Leave the classroom promptly and **walk with purpose straight to your next lesson**
3. **Staff will be at their doors** to support movement around the building
4. Keep to the **left on the stairs**, holding onto the banister
5. Arrive **on time and ready to learn** so lessons can begin straight away





# Learning Routines at TGBS

Consistent routines in **every lesson, every day** help you learn more, achieve more, and succeed beyond school.

**Positive  
Entry**



**Ready to  
Listen**



**Pride in  
our Work**



**Positive  
End**



**Corridor  
Conduct**





# TGBS Minimum Entitlement

**Every pupil deserves access to experiences that broaden horizons, develop character and prepare them for life beyond school.**

At TGBS, we have introduced a Minimum Entitlement Offer to ensure that every pupil, regardless of background or circumstance, has access to a rich programme of enrichment throughout their time with us.

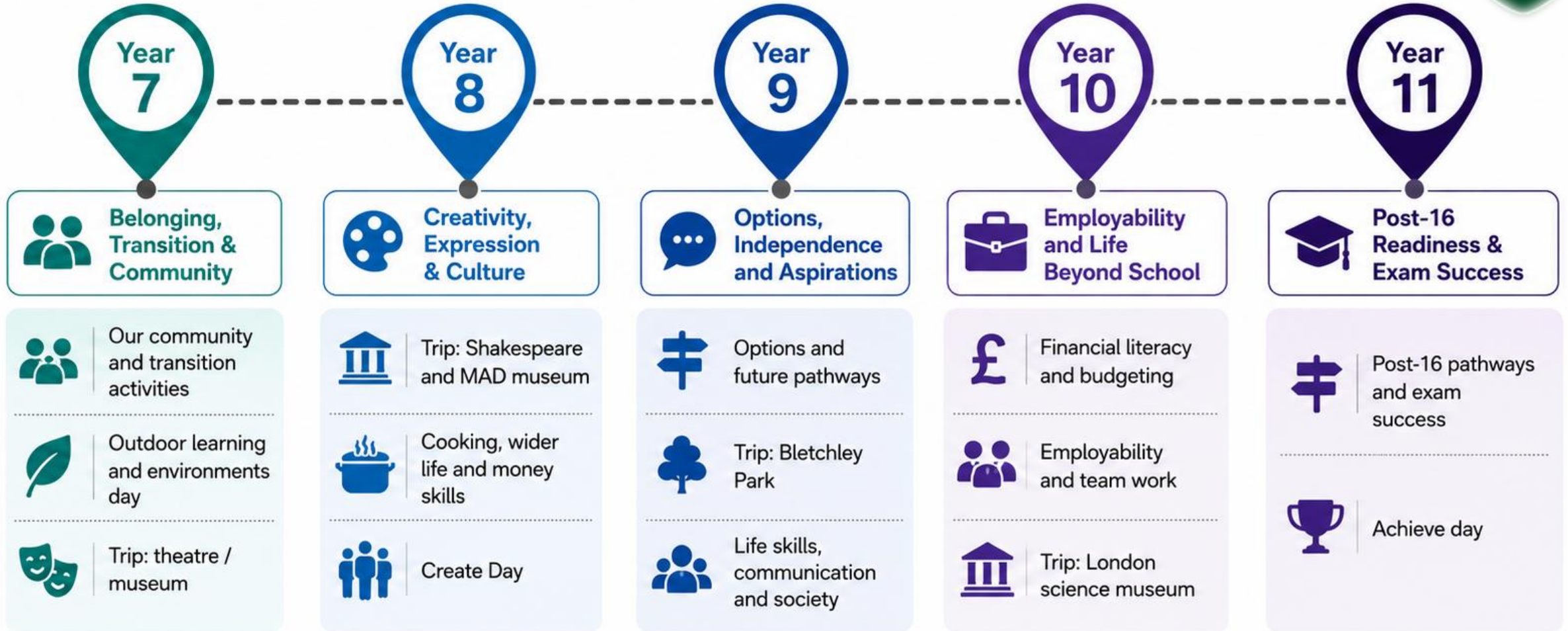
Through a combination of **trips, careers experiences, personal development activities** and enrichment days, pupils will:

- Experience the world beyond the classroom
- Engage with arts, culture, sport and outdoor learning
- Explore future education and career pathways
- Build the knowledge and skills needed for adult life

**Our aim:** Every pupil will access a **carefully planned programme of enrichment** from Year 7 to Year 11, ensuring no child misses out on these important experiences.



# TGBS Minimum Entitlement



# Extra-Curricular

From **sports to music, drama to chess**, there is something for everyone to get involved in. Participation in our extra-curricular activities is **completely free of charge**, ensuring that all pupils have access to these valuable opportunities.





# The School Day

New proposed school day (September 2026 onwards)		
Time	Activity	
8.00am - 8.55am	Breakfast	
8.15am - 9.00am	Enrichment/Intervention/Extra Curricular	
9.00am - 9.05am	Line Up	
9.05am - 9.35am	Form Time/Assembly	
9.35am - 10.35am	P1	
10.35am - 11.35am	P2	
11.35am - 12.00pm	Break	
12.00pm - 1.00pm	P3	
1.00pm - 2.30pm	P4/Lunch	Lunches
		Year 11 & 10 - 1.00pm - 1.30pm
		Year 7 - 1.30pm - 2.00pm
		Year 8 & 9 - 2.00pm - 2.30pm
2.30pm - 3.30pm	P5	
3.30pm - 4.15pm	Extra Curricular	

# Attitudes and Behaviour: 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.



# Attitudes and Behaviour: Equipment

Equipment should be placed out on the desk for every lesson; this will be checked every day in form time. If you do not have the required equipment, you will be provided with the essential items from your form tutor and charged for that item to your school account.

You must show the following items:

- Pens x2 black/blue
- Green Pen
- Pencil x2
- Ruler
- Eraser
- Glue stick
- Pencil case
- Reading Book



Equipment and planners must be on desks every single lesson.



# Transition Day – Wednesday 1<sup>st</sup> July

Transition Day gives all new pupils the chance to experience Turves Green Boys' School's warm welcome, meet their classmates and teachers, and participate in a range of activities. Activities include:

- Creative Writing – Miss. Tom
- Mathematics Challenge – Miss. Soden
- Design Technology – Mr. Harrison
- Geography – Mr. Rawlings
- Creative Arts – Mrs. Haynes / Miss Harrison

The Transition Day will conclude with a Celebration Assembly.



# Transition Day – Wednesday 1<sup>st</sup> July

	Group 1	Group 2	Group 3	Group 4	Group 5
<b>On arrival, pupil ambassadors will escort Year 6 to the main hall for the meet and greet assembly</b>					
08:40 to 08:55	<b>Meet and Greet Assembly</b>				
08.55 to 09:45	D&T Woodwork	Geog Activity	Creative Arts	Creative Writing	Maths Challenge
09:45 to 10:35	Maths Challenge	D&T Woodwork	Geog Activity	Creative Arts	Creative Writing
10:35 to 10:55	<b>Morning Break in the Restaurant - Toast and Squash</b>				
10:55 to 11:45	Creative Writing	Maths Challenge	D&T Woodwork	Geog Activity	Creative Arts
11:45 to 12:35	Creative Arts	Creative Writing	Maths Challenge	D&T Woodwork	Geog Activity
12:35 to 13:05	<b>Lunch in the Restaurant</b>				
13:05 to 13:55	Geog Activity	Creative Arts	Creative Writing	Maths Challenge	D&T Woodwork
13:55 to 14:10	<b>Pupil Voice and Evaluation</b>				
14:10 to 14:30	<b>Celebration Assembly</b>				
14:30 to 14:35	<b>Final Message</b>				
14:35 to 14:40	<b>Dismissal through the main doors - SLT</b>				



# Transition Day (Cont.)

Moving to a new, often much larger school can be a daunting experience, and the first few weeks can be challenging.

We understand that your child may show anxiety from time to time at home, but please understand that is a completely normal reaction.

At school, we have a team of expert staff who are here to help and support.



# Summer School

<b>Date:</b>	Monday 17th to Friday 21st August
<b>Start Time:</b>	9:00am
<b>Finish Time:</b>	3:00pm


## **Description:**

The Summer School is a **week-long event** that offers purposeful and engaging activities, enabling pupils to attend daily and **foster meaningful relationships** with their new peers, teachers and other key staff members. In addition, this event allows pupils to **familiarise themselves with the school building**, aiming to **boost their confidence** and **alleviate any worries or concerns** they may have. Ultimately, the objective is to ensure that pupils feel comfortable and prepared to embark on their journey as a Turves Green Boys' School pupil in September.

**Secure a Place: Complete and return all induction paperwork including Summer School consent form by Friday 10th July.**



# Parent Advisory Forum


  
Become a member of the  
**Parent Advisory Forum**

Turves Green Boys' School are seeking to appoint members to their Parent Advisory Forum. The Parent Advisory Forum is vital to the success of our school. Our Forum members have an important role to fulfil that directly affects the education and wellbeing of children and improves standards throughout school.

You will:

- Consider parent and community engagement within school.
- Increase parent and community engagement between the school and Trustees.
- Represent the Trustees on Pupil Discipline Committees.
- Report through the Headteacher to the Board of Trustees.
- Contribute to school improvement.
- Provide advice to Trustees.
- Be required to attend a minimum of three meetings per academic year.
- First and foremost, make a difference to Turves Green Boys' School

If you are a parent and are interested in joining the Parent Advisory Forum then please send an email to: [postbox@tgbs.co.uk](mailto:postbox@tgbs.co.uk)



  
**YOU SAID, WE DID**  
Parent Advisory Board

Focus	Parents Said	We Did
Cultural Capital: Educational Experiences and School Trips	Could we have more details on how educational experiences and school trips are connected to the curriculum?	A new section is being created and added to the school website, detailing all educational experiences and school trips, with specific explanations on how they connect to the curriculum.  All letters about educational experiences and school trips, which provide parents and guardians with key event details, will direct them to the school website for this information.
Rewards and Opportunities	Could a system be implemented that allows pupils to self-refer to the school's Pupil Support Services Team for assistance with their emotional well-being and mental health?	Hannah Brooker, the School Social Worker, and Danielle Larden, the Mental Health Support Worker, are now available during morning break and lunch to discuss any worries or concerns pupils may have. After this initial conversation, a pupil welfare discussion will be scheduled to explore the issue further, allowing the team to determine the most appropriate level of support.

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