

# Inspection of a school judged good for overall effectiveness before September 2024: Turves Green Primary School

Northfield, Birmingham, West Midlands B31 4BP

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Inspection dates:

13 and 14 May 2025

## Outcome

Turves Green Primary School has taken effective action to maintain the standards identified at the previous inspection.

The head of school is Kyle Lewis. This school is part of Excelsior Multi-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, Hazel Pulley (CEO), and overseen by a board of trustees, chaired by Jasmine Armstrong. There is also an executive headteacher, Julie Aulton, who is responsible for this school.

## What is it like to attend this school?

Pupils enjoy attending Turves Green Primary School. The school sets high expectations for pupils' achievement and conduct. Most pupils achieve well and are well behaved. Pupils are happy and safe. Some pupils do not attend school regularly and miss out on valuable learning.

The school is a calm, nurturing environment. Pupils settle quickly to their learning and want to do their best. Staff make sure pupils follow the school routines. Pupils know and follow the school rules: 'ready, respectful and safe'. They are confident that teachers swiftly resolve any incidents of poor behaviour so that it does not disrupt learning. Play leaders organise and support a range of activities at social times. Pupils value and make good use of these. Pupils who sometimes struggle to regulate their behaviour get sensitive support from staff.

Immersion experiences and trips, such as visits to castles and museums, bring the curriculum to life for pupils. The annual residential and 'sleep under the stars' events build pupils' independence and teamwork skills. Public speaking, managing money and opera workshops and sporting competitions help to inspire pupils to try new things and explore new opportunities.

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

The school has meticulously set out an ambitious curriculum for all pupils. The important knowledge and skills that are needed for future success are carefully sequenced so that learning builds up over time, starting in the early years. Teachers present learning in ways that motivate and engage pupils. Teachers check pupils learning in lessons and over time effectively. They swiftly address misconceptions and errors, providing clear feedback to pupils. Pupils excitedly recalled their learning about the Great Fire of London, plants and optimum growth conditions and natural disasters. They make effective use of the resources to represent and figure out solutions to problems.

Teachers regularly recall and build on prior learning. They support pupils well to verbalise and reason their answers. In lessons, teachers introduce new content that is designed to build on what pupils have learned before. Appropriate activities are usually used to help pupils to learn the curriculum content well. Occasionally, the activities selected do not provide sufficient opportunities for pupils to build on and extend their learning, particularly when working independently. This means that some pupils do not learn all they could.

The school makes sure that staff have the knowledge and skills they need to teach early reading, including phonics, effectively. Pupils practise the sounds that they learn when reading books that match to known sounds daily. Workshops for parents and carers help to further support pupils' reading in the home. Pupils who struggle with their reading are quickly identified. They get the right support to catch up quickly. Most pupils learn to read with confidence and fluency.

Pupils with special educational needs and/or disabilities (SEND) are prioritised. Any additional needs pupils may have are quickly identified and addressed. Staff make appropriate adaptations to ensure that pupils are supported to progress well through the curriculum. This includes external support, staff training or resources. Pupils with SEND are well supported to be successful in school. They achieve well.

The school's carefully designed enrichment offer prepares pupils well to become responsible, respectful and active citizens. Pupils vote for roles in school, including pupil parliament, play and eco-leaders. This helps them to understand democracy. The rights and voices of pupils are strongly promoted in the school. Each year, pupils visit different places of worship, including mosques, gurdwaras and churches. This helps them to learn about and respect difference. Pupils also learn about healthy and safe relationships and how to navigate friendships in school and beyond. Pupils are well prepared for their future lives, including how to keep themselves safe online and in the wider community.

The school has systems in place to identify and support pupils who do not attend school regularly enough. However, some of the systems to address low attendance and improve punctuality do not identify or remove these barriers for pupils swiftly enough. Despite some improvements to pupils' rates of attendance, there are still many pupils who miss out on valuable learning.

Leaders, including members of the trust, are highly ambitious for all pupils. They know the school and its community well. Decisions are made in the best interests of children. Leaders and trustees assure themselves the focus is on continuing to improve the school's provision for pupils.

Staff praise leaders for assuring continuity and minimising disruption to the school's day-to-day life during recent school leadership changes. Staff enjoy working at the school and feel they are part of a school family. They value the support they receive to manage their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective

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

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

- Some children do not attend school as regularly as they should. This means that they miss out on the school's ambitious curriculum and enrichment offer. The school should ensure that it strengthens its strategies to reduce absences and increase punctuality so that pupils do not miss vital learning opportunities.
- On occasion, pupils do not learn as deeply as the school intends. This is because pupils are not clear on how to structure their work to deepen their learning when working independently. This means they do not apply their learning as well as they could and learning behaviours are not as strong during this part of the lesson for some pupils. The school should ensure itself that activities teachers select for pupils provide sufficient opportunities for pupils to build on and extend their learning.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding,

behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2020.

## **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 special educational needs and/or disabilities (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>	144390
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10378279
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	388
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jasmine Armstrong
<b>CEO of the trust</b>	Hazel Pulley
<b>Headteacher</b>	Julie Aulton (executive headteacher) Kyle Lewis (head of school)
<b>Website</b>	<a href="http://www.turvesgreen.excelsiormat.org">www.turvesgreen.excelsiormat.org</a>
<b>Dates of previous inspection</b>	25 and 26 February 2020, under section 8 of the Education Act 2005

## Information about this school

- The executive headteacher and head of school took up post in April 2025.
- The school does not use alternative provision.
- The school provides a breakfast club and an after-school provision for its pupils.
- The school no longer provides an additional on-site resource provision for pupils with SEND in partnership with the local authority.

## Information about this inspection

- Inspections are a point-in time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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 and pupils' behaviour.
- The inspector held meetings with the executive headteacher, head of school and other senior leaders. She met with the CEO and trust representatives. The inspector also talked to pupils, staff and parents to gather information about school life.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. The inspector also considered the responses to Ofsted's staff survey.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

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