

# Jervoise School

## Inspection report

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<b>Unique reference number</b>	103218
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	376851
<b>Inspection dates</b>	17–18 May 2012
<b>Lead inspector</b>	Derek Aitken

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Reynolds
<b>Headteacher</b>	Kevin McCabe
<b>Date of previous school inspection</b>	10 March 2010
<b>School address</b>	Jervoise Road Weoley Castle Birmingham B29 5QU
<b>Telephone number</b>	0121 4643233
<b>Fax number</b>	0121 4642541
<b>Email address</b>	enquiry@jervoise.bham.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	17–18 May 2012
<b>Inspection number</b>	376851



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## Introduction

Inspection team

Derek Aitken

Additional Inspector

Barry Wood

Additional Inspector

This inspection was carried out with two days' notice. The Nursery operates from Monday morning to Wednesday lunchtime and was therefore not observed on the days of the inspection (Thursday and Friday). Inspectors visited 14 lessons taught by seven teachers. They listened to individual pupils reading. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at a range of documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 68 parents and carers, 102 pupils and 18 staff.

## Information about the school

Jervoise is smaller than most primary schools. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is high. The proportion of disabled pupils and those who have special educational needs supported by school action plus or a statement of special educational needs is above average. The school provides for children in the Early Years Foundation Stage through one part-time Nursery class and one Reception class.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The school runs a breakfast club, which was observed as part of this inspection.

The school holds the International Schools and Eco-schools (Bronze) awards.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. It is not yet good, because inconsistencies in the quality of teaching and learning and some aspects of leadership and management hold back pupils' achievement. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' attainment in Year 6 has risen markedly since the school was last inspected, and achievement is satisfactory over their time in school. They leave Year 6 with broadly average levels of attainment. Pupils make good progress in the Early Years Foundation Stage and in Years 5 and 6. Progress is slower in Years 3 and 4, where there are weaknesses in pupils' command of basic skills, largely due to a legacy of prior underachievement.
- Overall, teaching is satisfactory. Some lessons observed had good elements: teachers' planning was systematic, focused questioning made pupils think hard, and teachers intervened at well-chosen moments to review and extend pupils' learning. However, on some occasions lessons are not planned or managed well enough to ensure a brisk pace of learning or a high level of challenge.
- Pupils' behaviour and their rates of attendance have improved substantially since the last inspection, and nearly all pupils behave well and have positive attitudes to learning. Pupils and their parents and carers are right to think the school is a safe place.
- School performance, including the leadership of teaching, is managed satisfactorily. Prompt, decisive action has been taken to eliminate weak teaching. Some aspects of development planning and the monitoring of teaching lack the focus and rigour necessary to identify inconsistencies, ensure existing good practice is fully shared across the school, and promote pupils' systematic acquisition of basic skills to best effect.

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

- Raise achievement by:
  - fully implementing the structured letters and sounds programme to strengthen pupils' acquisition of literacy skills and support their work in other subjects.
- Ensure teaching is good or better by:
  - ensuring that all lessons are carefully planned and managed to guide pupils more effectively in their learning and accelerate their progress
  - strengthening the monitoring of teaching to better inform classroom practice and professional development
  - sharing existing good practice more effectively across the school.
- Improve the effectiveness of leadership and management by:
  - making middle leaders more accountable for provision in their subjects
  - ensuring school development priorities are sharply focused on raising pupils' attainment in basic skills.

## Main report

### Achievement of pupils

Parents and carers believe that pupils make good progress. This is true in some year groups but pupils' overall progress in lessons and over time is satisfactory.

Children's skills on entry to the Early Years Foundation Stage are well below national expectations. Overall they make good progress because they are inquisitive, enthused by their learning and keen to communicate their ideas. In the last two years children's progress has quickened considerably, so that most children have started Year 1 with levels of skills and knowledge comparable to their peers nationally. This substantial improvement in pupils' attainment is being maintained appropriately in Key Stage 1. The proportion of pupils working at the nationally-expected Level 2 is now broadly average, although no pupil is currently working at the higher Level 3. In Key Stage 2, progress is satisfactory but uneven. In 2011 the Year 6 class achieved the school's best results for five years in reaching average attainment. Year 6 pupils demonstrate competent note-taking skills, using 'spidergrams' effectively to organise their ideas. The prior attainment of pupils currently in Years 3 and 4 was low and some weaknesses in their command of basic literacy and numeracy skills, for example spelling, punctuation and fractions, still hamper their progress in setting out their work clearly and applying their knowledge securely.

There are no significant variations in pupils' performance with regard to gender, ethnicity or eligibility for free school meals. Disabled pupils and those with special

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educational needs achieve satisfactorily. On a few occasions they make good progress, for example in a Key Stage 2 lesson when they succeeded in creating an entertaining rap on an aspect of British culture.

Pupils' reading skills in Year 2 are below average, and occasionally this affects their capacity to follow written instructions, for example when working through mathematical word problems. Lower- and middle-attaining pupils read simple language accurately and most understand the basic principles of segmenting and blending new words. They are less secure in devising strategies to work out the meaning of unfamiliar words and in making comparisons with texts based on wider reading. By Year 6, although a few pupils falter when asked to decode tricky words, pupils have improved their reading skills to attain broadly average standards. Their improved reading provides useful support for their written work.

### **Quality of teaching**

Pupils and their parents and carers believe that teaching is good, but there is not enough good teaching equally distributed across the school to enable all pupils to achieve their full potential. Reception children make good progress because the teacher engages them well through precise questioning and moves them on quickly in their learning. For example, children measured a tomato plant accurately in centimetres and were able to use a range of comparative and superlative adjectives to make correct comparisons of size.

In the large majority of lessons, teachers expect pupils to have very positive attitudes. This promotes a calm climate for learning and secures pupils' spiritual, moral, social and cultural development. Pupils relate well to the staff, who mostly manage them well. On a few occasions staff are too tolerant of pupils who shout out the answers, and this diverts the staff's attention from monitoring and directing the learning of other pupils. Occasionally, teachers make expert use of questions to probe and extend pupils' thinking and well-balanced, challenging work helps pupils clarify their understanding so they learn quickly. For example, in a good Year 1 and 2 lesson, most pupils succeeded in writing a short letter to their parents and carers on the outcomes of a sponsored walk, using correct punctuation and a good variety of connectives. Reading skills are taught effectively in Year 6. This was demonstrated in a topic lesson where pupils sensibly applied their research skills to devising a key for the peoples who have invaded Britain. Some other lessons are not sufficiently sharply organised to ensure pupils develop their skills systematically, and do not provide pupils with consistent guidance and challenge in their work. This reduces both the effectiveness of ongoing feedback, which teachers regularly provide, and the pace of learning.

Teaching assistants work effectively with teachers to involve less-able pupils, disabled pupils and those who have special educational needs in class work, and this is usually successful in motivating them to contribute orally and persevere with their work. Teachers make satisfactory use of marking and pupils' personal targets to support their progress.

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## **Behaviour and safety of pupils**

Pupils' positive attitudes, enjoyment of education and loyalty towards their school prepare them well for learning, and support their secure sense of well-being. Warm relationships are nurtured in the Early Years Foundation Stage, where staff are adept at modelling good behaviour and instilling in children a sense of achievement. From an early age, a very large majority of pupils behave responsibly and show consideration for each other. A few pupils with less resilient social or behavioural skills sometimes monopolise the staff's attention, which can slow the pace of learning. However, in Year 6 especially, pupils concentrate and persevere very well, and take evident pleasure in discussion and supporting each other with their work.

Almost all parents and carers who answered the questionnaire said that behaviour is good and pupils feel safe. Several respondents commented very favourably on the quality of pastoral support provided by the staff. Pupils also say that they feel safe in school and that behaviour is good, except for a few times when some pupils 'act silly'. Older pupils report very favourably on the 'massive improvements' in behaviour during the headteacher's tenure. They consider that the school is a cohesive community, and that this is promoted well through, for example, the effective school council with its rotating membership. This provides pupils with a firm sense that their voice counts when whole-school decisions are taken, for example on the curriculum or school lunches. Pupils of different ethnic heritage mix well with each other at work and play. Inspectors also found behaviour over time to be good. There are few exclusions. Pupils are aware of different forms of bullying, including through the misuse of mobile phones and social networking sites. Inspectors found no evidence that they had experienced them in school.

The small breakfast club provides pupils with an enjoyable start to the school day. Pupils' increased sense of well-being in school is reflected in their rates of attendance, which have climbed sharply from low to average in the last three years.

## **Leadership and management**

Leadership has several strengths. Leaders turned round a failing school and led it out of special measures at its last inspection in 2010. In so doing they regained the trust of pupils, their parents and carers, and the wider school community. Since that time, they have succeeded through staffing improvements in substantially raising children's attainment in Nursery and Reception, thereby equipping them with a more solid foundation for work in Key Stage 1. Similarly, pupils' attainment by the end of Key Stage 2, especially in writing, has improved markedly as pupils have been provided with more, exciting contexts for developing their skills. These gains, plus pupils' good behaviour for learning and improved attendance, demonstrate the school's capacity for further improvement.

The school's strong internationalist perspective, driven by the headteacher's aspiration to develop pupils' sense of self-worth and widen their cultural horizons,

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provides a clear unifying thread for a shared school vision. This ensures that pupils' spiritual, moral, social and cultural development is fostered well, as was eloquently demonstrated in the presentation given by Key Stage 2 pupils to their international visitors. The school provides a broad and balanced curriculum that is satisfactorily adapted to promote pupils' achievement. Pupils' performance is closely tracked and firm action has been taken through performance management to root out inadequate teaching. There are, however, some weaknesses in the day-to-day monitoring of teaching and learning at all levels of leadership. This results in leaders having an overoptimistic view of the school's effectiveness and reduces their capacity to identify areas for development in teaching and share best practice. Additionally, some gaps in pupils' learning, for example in Years 3 and 4, have not been identified sharply enough to refocus school priorities and inform development planning.

The school promotes equal opportunity in learning satisfactorily and ensures that no group or individual underachieves by the end of Year 6. Relationships are very positive; there is no discrimination. The work of the governing body is expertly managed by the highly knowledgeable chair in pursuit of the school's aims. Strengths in the school's good arrangements for safeguarding include its work with vulnerable pupils. All current requirements for safeguarding are met.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



21 May 2012

Dear Pupils

### **Inspection of Jervoise School, Birmingham, B29 5QU**

I would like to thank you for your help when the inspection team visited your school and for sharing your views with us, including through the questionnaires some of you completed. Yours is a satisfactory school, which means it has some good features but also some areas to improve.

- Children make good progress in Nursery and Reception.
- Pupils in Key Stage 1 and Key Stage 2 make satisfactory progress overall in their learning. By the end of Year 6 your levels of attainment are broadly average.
- You told us you feel safe and are looked after well by the staff. Older pupils told us that behaviour had improved so much since the headteacher's arrival that they now felt able to enjoy learning. Our findings agreed with these views.
- Your attendance has also shown big improvements in the last two years.

We have asked the staff to do the following things to help you make faster progress.

- Consider introducing a programme to help you understand letters and sounds to develop your reading skills.
- Make all teaching at least good by making sure that all lessons are carefully planned and managed to guide you well in your learning. Leaders to check very closely on your learning in class and share good teaching practice across the school.
- Give subject leaders more responsibility for your achievement in their subjects, making sure school plans are firmly fixed on improving your attainment in English and mathematics.

You can help by keeping up your improved attendance and continuing to work hard.

Yours sincerely

Derek Aitken  
Lead inspector

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