

Jervoise School

Jervoise Road, Weoley Castle, Birmingham, B29 5QU

Inspection dates 25–26 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good and, as a result, the quality of teaching has improved significantly since the previous inspection, and is good.
- The progress and achievement of pupils from all groups is at least good. That of younger children learning about the links between letters and the sounds they represent is excellent.
- Pupils are proud of their school and say that it has improved significantly in recent years. This pride shows in their manner and in the presentation of their work. They know the school aims by heart and aspire daily to 'go out into the world and make it a better place.'
- Behaviour is good and pupils are kept safe. Most parents who expressed an opinion said that the school's behaviour management is effective. This view is endorsed by staff and by pupils.
- The school's provision for pupils to develop their spiritual and cultural awareness, including the links with many schools across the world, enables them to develop excellent awareness of human rights and equality.
- Teachers ensure that subjects are exciting. Sports funding is used effectively to enthuse pupils, so that they make excellent progress in football control skills, for example and are knowledgeable and have high self-esteem because of their new expertise.
- Children are given a good start to their learning in the Early Years Foundation Stage. They settle into routines well and make at least good progress in all areas of learning for young children.

It is not yet an outstanding school because

- The quality of teaching and learning is not yet consistently outstanding.

Information about this inspection

- Inspectors observed 12 lessons, seven of which were seen together with the headteacher and the deputy headteacher.
- Meetings were held with pupils, the Chair and other representatives of the Governing Body and the school's senior leaders.
- Inspectors took account of the 18 responses to the staff questionnaire and the 17 responses to the online questionnaire (Parent View).
- Inspectors observed the school's work and looked at a range of school documents, including records of the school's checks on the quality of teaching, the school improvement plan and records relating to behaviour, attendance, safeguarding and the tracking of pupils' progress.
- They also looked closely at pupils' written work from the current school year, together with the Headteacher and deputy headteacher and listened to pupils reading.

Inspection team

Sheelagh Barnes, Lead inspector

Additional Inspector

Wendy Hiscock

Additional Inspector

Full report

Information about this school

- Jervoise School is a smaller than average-sized primary school.
- The large majority of the pupils are White British and speak English as a first language.
- Mobility of families moving into and out of the area is high. In part this is due to the nearness of the local university and the hospital. As a result, most pupils in the older classes did not start at the school originally.
- There is a Nursery which is open for part of the week. Not all children go on to join the Reception class.
- The number of pupils known to be eligible for the pupil premium is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through provision extra to that which the school can provide, or with a statement of special educational needs, is also above average.
- Prior to the previous inspection, the school was in a category of concern.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- There is a breakfast club, run by the school, each morning.

What does the school need to do to improve further?

- Improve the quality of teaching and learning to be outstanding by following the school's stated policies more consistently by:
 - ensuring that pupils are given more opportunities to practice the mathematical and literacy skills they are taught
 - teachers more speedily amending the work to make it more challenging, when pupils have successfully mastered a skill
 - making information to pupils about how to improve their work more readily available.

Inspection judgements

The achievement of pupils is good

- Standards attained by pupils at the end of Year 2 and Year 6 in 2013 were in line with the national average. This represents a significant improvement over the past few years. The progress pupils made from Key Stage 1 to the end of Key Stage 2 is good overall. This is particularly the case in reading and writing.
- Pupils' progress in English has improved notably, because of the school's strong initial emphasis on raising the quality of teaching and learning in this area. The progress pupils make in reading in Key Stage 1 and Key Stage 2 is good, due to the regular, structured teaching of the links between letters and the sounds they represent. This has also had a positive effect on the progress pupils make in writing, which is also good.
- Progress in mathematics, while good, is not yet as strong. In part this is because teachers do not yet apply school policies, such as marking and letting pupils know what they need to do next, as consistently as in the teaching of literacy.
- The progress made by children in the Early Years Foundation Stage in early reading and writing is excellent. The standards that they attain in these aspects of learning are above those expected for their age.
- Pupils' progress has accelerated since the previous inspection, due to the strong leadership of the school. As a result, the difference in attainment between different groups has closed to a significant degree, eroding the backlog of under attainment of those older pupils who were in the school five years ago.
- Boys and girls from all groups make good progress throughout the school, including higher-attaining pupils, disabled pupils and those who have special educational needs and those who speak English as an additional language. Those supported by the pupil premium now also achieve similarly to their classmates, so that there is no discernable difference in their attainment in reading, writing and mathematics.
- The great majority of children start school in the Nursery with standards that are below the expectations for their age. They make at least good progress across all of the areas of learning. The majority of children who start school in Reception have standards which are below the expectations for their age. They make similar progress in all areas of learning for children in the Early Years Foundation Stage and over half attain a good level of development by the time they transfer into Year 1.

The quality of teaching is good

- Teaching is nearly always at least good and sometimes outstanding. Consequently, pupils' achievement is good. Teachers take care to make sure that learning captures pupils' interest. For example, pupils in Year 6 were fully involved in a discussion about 'what makes me angry' and what strategies they could develop to make the correct choices when this happens. They decided to make notes, of their own volition, in order to remember some of the things they could do if they were agitated.
- Adults' expectations of pupils' achievement are high. Children and pupils are visibly pleased with

what they and their friends manage to do. This was demonstrated by one pupil, who was keen to show her friends that she could place decimals in order of size and their enthusiastic praise for her achievement.

- Teachers and other adults work together effectively to ensure that pupils are given good support and encouragement to enable them to make good progress. The resulting pride pupils feel about their work is shown by the way they eagerly talk about it and also about the other opportunities that they have, such as working with the coach of a local premier league football club or visiting a local factory.
- Teachers match work carefully to different groups of pupil's needs. In nearly all lessons teachers are very proficient in following the school's teaching and learning policy and fine-tuning what they ask pupils to do when they see that a task has been mastered successfully. However, this is not always consistently the case.
- Pupils are effectively involved in evaluating the progress they make in their learning by assessing how well they and their friends have completed tasks in writing. The school is now working to apply the same level of pupil involvement and understanding in mathematics.
- Teachers ensure that children are given excellent opportunities to develop their spiritual and cultural understanding by allowing time for reflection and discussion. Links with many schools across the world are strong and have a very positive impact on pupils' understanding of world issues.

The behaviour and safety of pupils are good

- Pupils have very positive attitudes to school and to their learning. This is because of the support and encouragement given by all staff, the consistent messages of what is expected of all pupils and the effort teachers make to make learning as interesting and exciting as possible. Pupils new to the school say such as 'I was made to feel welcome...they look after new people'.
- The behaviour of pupils is good. Parents, staff and governors rightly share a positive opinion of behaviour in the school. Most parents who volunteered an opinion said that they would recommend the school to others.
- Anti-social behaviour is actively and consistently discouraged and rules are established from Nursery onwards. Bullying is rare and staff are swift to step in to resolve any disagreements in a calm manner. Pupils say that, on the rare occasions that there are disagreements, 'It is always dealt with by our teachers and taken seriously'.
- The adults who work in the school apply the behaviour-management policy consistently well. As a result, pupils' social and moral development is good. Those pupils with particular behavioural needs make the same good progress as the rest.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and show this by their relaxed and happy manner at all times. Pupils are proud of their successes and of their learning and willingly give praise to others.
- Safety is given high regard and adults explain why some things are not safe. A carefully constructed programme on e-safety is taught to all pupils to ensure that they remain safe at all times when using computers. Pupils are encouraged to learn to take responsibility for their

actions and consider the needs of others 'To make the world a better place'.

- Pupils have a good understanding of the various types of bullying and understand that any concerns should be discussed with adults within the school.
- The school has worked tirelessly to improve attendance which has significantly improved over the past year and is currently broadly in line with the national average. Pupils move in an orderly way when moving around the school and lessons start on time. The breakfast club provides a good start to the school day for those who attend.

The leadership and management are good

- The headteacher and the deputy headteacher share a determination for the school to be as good as it possibly can be. They have high ambitions and their tenacity, combined with that of the governors, has resulted in significant improvement in the standards of teaching and learning and attendance and since the previous inspection.
- The range of subjects taught is suitably wide and promotes sporting and cultural development extremely well. Opportunities are many and include learning Spanish, playing a brass instrument and going on many trips and visits at home and abroad, including to the local football club training ground and a factory. Pupils say that 'the subjects we learn about are fun'.
- Standards have been improved through training of teachers and clear policies. The initial focus was on improving the quality of teaching and learning in reading and writing and this has been effective. The approach to continuously improving teaching and achievement has resulted in high levels of morale among staff and pupils, and the support of parents.
- Leaders have a good awareness of the school's strengths and weaknesses and school self assessment is accurate. The plan for further improvement is focused on the right priorities identified by this assessment. Phase leaders monitor teaching and progress within their area effectively.
- The good progress made by all pupils reflects the leaders' successful approach to ensuring that they have equal opportunities to succeed. There is no discrimination within the school.
- Sports funding is being used effectively to develop teachers' skills and to provide access to coaching for football. Plans are firmly in place to extend this work to include cricket, working in partnership with a county cricket team during the summer term. Boys and girls are equally enthusiastic about the new and forthcoming opportunities.
- The school works together with other local schools in a mutually beneficial way. Its work with a very large number of schools in different countries worldwide has won national awards. These links are very strong and productive and have a positive impact both on pupils' understanding of major issues and also their preparation for citizenship. Pupils say that they enjoy 'learning about other countries. It is interesting'.
- The local authority provides support on an 'as needed' basis for this rapidly improving school.
- **The governance of the school:**
 - Governors have an accurate understanding of the school's strengths and areas for improvement, based upon their monitoring. Through good-quality training they have

developed skills to confidently interpret data. As a consequence, their work in supporting and challenging senior leaders about the quality of teaching and pupils' achievement is effective. School finances are managed well. Governors receive appropriate information about the management of teachers' performance and ensure that teachers' pay rises are linked to pupils' achievements. They have a good knowledge of how the pupil premium funding is spent and how effective this is on raising the achievement of those pupils eligible. Governors ensure that the school meets all requirements for safeguarding children. Policies are regularly reviewed to ensure that children are kept safe and free from harm. Information to parents is good and the web-site is informative and contains all required information.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103218
Local authority	Birmingham
Inspection number	431109

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Michael Reynolds
Headteacher	Kevin McCabe
Date of previous school inspection	17 May 2012
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