

Inspection of a good school: Jervoise School

Jervoise Road, Weoley Castle, Birmingham, West Midlands B29 5QU

Inspection dates:

27 and 28 February 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Simon Byrne. This school is part of DRB Ignite 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, Robert Bowater, and overseen by a board of trustees, chaired by David Sheldon.

What is it like to attend this school?

Pupils are happy and feel safe at this inclusive school. Leaders have been working hard to improve the education for the pupils. Parents recognise the improvements that the school has made, yet there is more work to be done.

The school has taken firm steps to deal with unwanted behaviour. Pupils understand that they are expected to behave in ways that reflect the school expectations: ready, respectful, safe. The school takes extra care to support those pupils who need more help to maintain good behaviour. Effective action is taken to deal with any incidents of bullying.

The school is determined that all pupils will do well. Pupils enjoy the full range of curriculum subjects. There is a strong focus on reading and mathematics. However, some pupils do not develop the skills needed to become fluent and confident readers. Others have gaps in their basic writing skills. This means that some pupils do not achieve as well as they could.

Pupils enjoy the educational visits and after-school clubs such as sports, cookery and yoga. Key stage 2 pupils learn French and to play a musical instrument. These activities broaden pupils' horizons and help to foster a love of learning.

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

The school has been through a difficult time in the last few years, including high staff turnover and changes in leadership. Effective help has been provided by DRB Ignite multi-academy trust. The school is now moving forward at a pace.

The curriculum is ambitious and well sequenced from early years to Year 6. It focuses on the important subject knowledge and vocabulary that pupils need. In most subjects, teachers check pupils' learning and address any gaps in their understanding.

Consequently, pupils are ready to tackle more complex work. For example, in geography pupils use their geographical knowledge and vocabulary to enhance their understanding of climate zones and biomes. In art, pupils confidently discuss different kinds of art using their knowledge of artists such as Picasso and Chen Zhe.

The mathematics curriculum is well planned. Children make a strong start in learning about number. They learn to recognise and understand the value of early numbers. They use mathematical language to explain their thinking. This lays good foundations for Year 1. The school has introduced extra sessions to help pupils to remember key knowledge. This is beginning to pay off. In 2023, pupils achieved well in the Year 4 multiplication tables check.

Leaders have taken decisive actions to improve the way that early reading is taught. The school follows a well-structured phonics programme. Early reading books are well-matched to the sounds that pupils are learning. Teachers have high expectations and deliver phonics well. Most pupils acquire the phonics skills needed in early reading. Children in Reception Year join in with stories, rhymes and songs. Staff encourage children to use new vocabulary. This supports their knowledge about language. The reading curriculum beyond phonics is still taking shape. Pupils do not have the right support to help them to develop their comprehension and fluency skills in key stage 2. This limits pupils' progress.

The writing curriculum is at an early stage of implementation. Pupils write for a range of different purposes. However, weaknesses in spelling, punctuation and handwriting are not picked up over time. As a result, some pupils do not achieve as well as they could.

The school has strengthened their systems to identify and support pupils with special educational needs and/or disabilities (SEND). Individual pupil plans set out clear steps for learning. Teachers use resources such as communication mats and task cards where needed. This helps pupils with SEND to learn the curriculum and achieve well.

The school has introduced a new behaviour policy. This has raised expectations. Staff follow the systems consistently. Parents value the class 'DoJo' communication system. Most pupils behave well. Disruptions to learning have significantly reduced over time.

The school checks and tracks pupils' attendance regularly. They work with families where poor attendance is an issue. Attendance is improving. Nevertheless, this continues to be a priority.

The school prioritises pupils' well-being and personal development. Pupils talk maturely about mental health awareness. Pupil representatives from every class are elected to the pupils' parliament. This supports pupils' understanding of democracy and human rights.

Staff are positive about the school. They feel valued and 'part of a caring team'. They appreciate the support and consideration they receive from leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The writing curriculum is not delivered consistently well. This limits the quality of pupils' writing in English and other subjects. The school should ensure that teachers give sufficient focus to developing pupils' handwriting, spelling and punctuation skills so that pupils are well prepared for the next phase in their education.
- Pupils do not have the right support to help them to develop comprehension and fluency skills as they move beyond early reading. As a result, some pupils lack the confidence to read independently. They do not read widely or show an interest in reading. This limits pupils' comprehension and fluency. The school should ensure that pupils receive appropriate and timely support to develop their confidence and a wider love of reading.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the predecessor school, Jervoise School, to be good in February 2014.

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 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

Unique reference number	142353
Local authority	Birmingham
Inspection number	10294620
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of trust	David Sheldon
Headteacher	Simon Byrne
Website	www.jervoise.drbignitemat.org
Date of previous inspection	11 September 2018, under section 8 of the Education Act 2005

Information about this school

- There has been a change to the school's senior leadership team since the last inspection. The headteacher joined the school in September 2022. The deputy headteacher was appointed in September 2022. The special educational needs coordinator was appointed in January 2023.
- The school does not use any alternative provision.
- The school runs a before-school club managed by the school.

Information about this inspection

Inspections are a point-in-time judgements about the quality of a school's education provision.

- This was the first inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in this evaluation of the school.
- The inspector met with the headteacher and other senior leaders. Meetings were also held with members of the multi-academy trust, including the chief executive officer.

- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspector looked at samples of pupils' work in other subjects, including science, art and French.
- The inspector observed a selection of pupils reading to members of staff. Other pupils were heard read their own work during lessons.
- To evaluate the effectiveness of safeguarding, the inspector: checked the school's single central record; spoke to senior leaders about safeguarding procedures; took account of the views of staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with groups of pupils to talk about their learning and life in school. The inspector also met with parents at the end of the school day.
- The inspector considered a range of documents, including leaders' self-evaluation and plans for improvement. The inspector checked records of attendance and behaviour. The inspector also observed pupils' behaviour at playtime and lunchtime and talked to them about behaviour, bullying and welfare.
- The inspector reviewed responses to Ofsted Parent View and the pupil and staff surveys. The inspector also gathered the views of pupils and staff on site through discussion with these groups and from their online questionnaire responses.

Inspection team

Marilyn Mottram, lead inspector

Ofsted Inspector

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