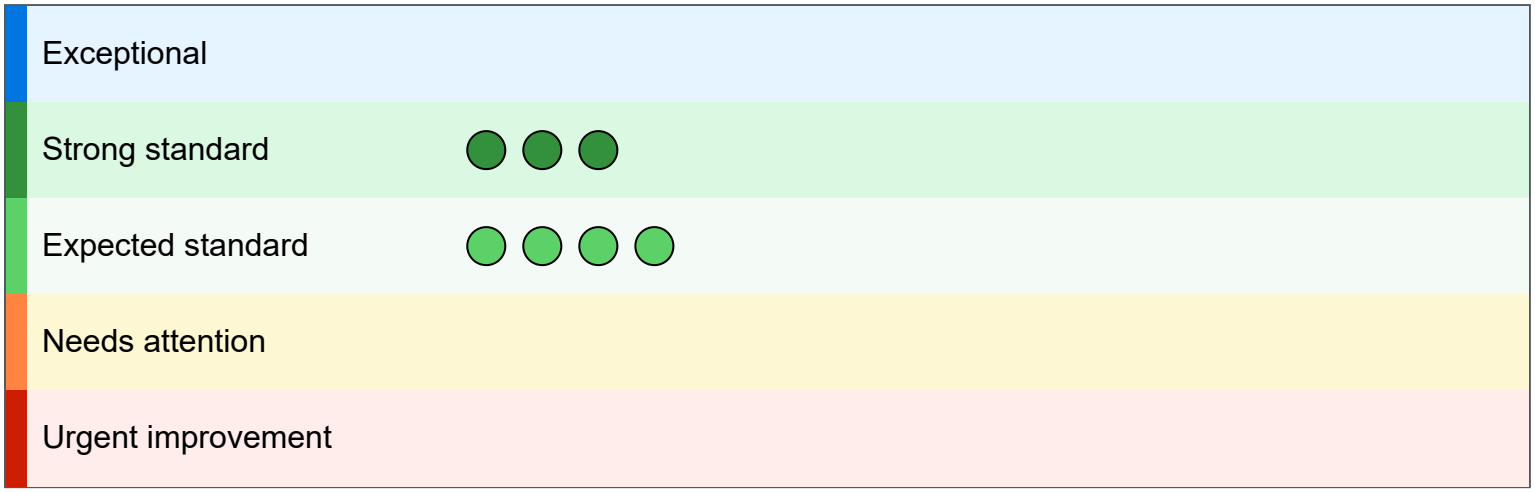
Jervoise School

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

Unique reference number (URN): 142353

Inspection report: 14 July 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard

Children in the early years thrive in a supportive and engaging learning environment. Leaders have made intentional decisions to ensure that, from their starting points, children access an ambitious curriculum that equips them with the knowledge and skills they need. Staff carefully select topics that build and extend children's knowledge. They use stories and real-life experiences to make learning meaningful and plan rich opportunities for learning, both indoors and outdoors. These experiences enable children to practise new skills and learn through play.

Skilled staff support children effectively across all areas of learning. Developing children's communication is a priority. High-quality interactions enable children to develop their vocabulary and language skills. Consistent routines help children feel safe. Staff promote independence and teach children to manage their own self-care. Children show resilience and take pride in their achievements. Effective phonics teaching ensures that children develop the knowledge and skills needed to read and write accurately. Children with special educational needs and/or disabilities benefit from carefully targeted support that helps them achieve well.

Children are very well prepared for the next stage of their education.

Leadership and governance

Strong standard

Leaders demonstrate a secure understanding of the school’s context and community. They are thoroughly committed to acting in pupils' best interests and maintain high expectations across all aspects of school life. They have a clear understanding of what pupils need to feel safe, thrive and achieve highly, both academically and in their personal development.

Leaders have accurately identified the school’s strengths and priorities for improvement and have taken effective action to address them. They model a culture of ambition, care and accountability. Leaders regularly review and adapt learning and pastoral support to meet pupils’ needs. Leaders ensure that every child has the opportunity to succeed, especially those who may need additional help.

Leaders at all levels take responsibility for developing their areas of work. This has led to improvements in key priorities, including the teaching of reading and writing. Leaders carefully plan professional learning opportunities for staff so that, at every stage of their career, staff receive relevant training that aligns closely with the school’s improvement priorities. Staff work collaboratively to implement agreed approaches, creating a consistent and positive experience for pupils in learning and behaviour. Staff are very positive about leaders’ careful consideration of their workload and wellbeing.

Trustees have a detailed and accurate understanding of the school’s strengths and areas for development. Their oversight extends across all aspects of the school’s work. Leaders actively engage with a wide range of external partners and agencies. They value the professional challenge and support provided through the trust.

Personal development and wellbeing

Strong standard

Leaders have created an ambitious personal development programme that is tailored to the context and needs of the school community. The curriculum develops pupils' character, resilience and confidence. Leaders adapt the curriculum to respond to emerging risks and the local environment. Pupils are taught to keep safe, including when online. For example, they have been taught about water safety. Pupils receive first-aid training and enjoy reading children's newspapers to deepen their understanding of world events. They are well prepared for life in modern Britain.

Leaders work in partnership with parents and carers to ensure that pupils receive a relationships, sex and health education that supports them to gain an age-appropriate understanding of healthy relationships, puberty and mental health.

Leaders provide many opportunities for pupils to undertake responsibilities within the school. This is closely aligned with the development of career aspirations and pupils are eager to complete applications and attend meetings to carry out their roles in school. Pupils are empowered to make a difference to their school and community. They have campaigned to local leaders regarding traffic control outside of the school and have identified a priority to reduce smoking in the local area. Members of the pupil parliament value the opportunity they have to support the school and leaders, acting upon their suggestions, for example the provision of new bins to reduce litter outside.

Leaders carefully plan a wide range of opportunities for pupils to enrich their learning beyond their studies. Leaders ensure that all pupils are able to benefit, identifying and removing any possible barriers to participation. Visits encompass high-quality cultural and social experiences that support pupils to develop a broad understanding of the views and beliefs of others. Pupils are respectful and reflective on what they have gained from these experiences and are keen to share their knowledge and skills with others.

Expected standard

Achievement

Expected standard

Leaders prioritise the development of the skills pupils need to succeed in reading, writing, mathematics and across the wider curriculum. Pupils develop reading fluency, produce high-quality written work and know, understand and use subject-specific vocabulary. They benefit from an effective focus on speech, language and communication from the early years onwards. This supports the development of confident speaking and listening skills.

Leaders have implemented strategies to identify and address gaps in knowledge for all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders carefully monitor the impact of these approaches, which support pupils to make considerable gains in their learning.

Most pupils achieve well in national assessments. Outcomes for disadvantaged pupils have, in some areas, been above national averages over time. Pupils typically achieve well from

their starting points and are well prepared for the next stage of their education. This is particularly evident for the youngest pupils as they move into Year 1.

Attendance and behaviour

Expected standard

Leaders maintain high expectations for all pupils to attend school. They carefully monitor pupils' attendance and act swiftly when concerns arise. Leaders have shared their expectations clearly with parents and carers. They have built effective relationships and provide support to help families overcome barriers to attendance. Leaders' approach has been successful for many pupils. For example, disadvantaged pupils have above average levels of attendance. Leaders have worked successfully to reduce the number of pupils, who are persistently absent. Over time, this number has fallen. Leaders continue to work effectively with external agencies to improve attendance further.

Leaders have outlined clear expectations of behaviour and effectively support pupils to understand them and behave well. Any rare instances of unkind behaviour, including bullying, are dealt with promptly and effectively. Staff have a consistent approach that supports pupils to learn about and recognise their own emotions. Pupils feel safe and well supported by trusted adults. Leaders are relentless in their ambition to support all individual pupils to be attentive to their learning. Leaders make purposeful and thoughtful adaptations to the behaviour policy to support pupils with special educational needs and/or disabilities to manage their behaviour. Pupils are well supported by targeted pastoral support, which allows them to feel understood and settled at school.

Curriculum and teaching

Expected standard

Leaders maintain a sharp focus on ensuring the curriculum meets the needs of all pupils. They have established an ambitious, well-sequenced curriculum that is designed to help pupils build knowledge and skills across a broad range of subjects. Staff provide targeted support for pupils with special educational needs and/or disabilities and those who may be vulnerable, enabling them to access the curriculum fully.

Leaders have high expectations that pupils secure the foundational knowledge and skills needed for future learning. Reading is prioritised from the early years through effective phonics teaching and a carefully planned reading curriculum that sets out the knowledge and skills pupils are expected to develop. Teachers support pupils to develop accurate letter formation from the start, helping them establish the transcription skills needed for writing. Leaders also place much emphasis on vocabulary, carefully identifying and teaching the words that pupils need to know within each subject. Learning is broken down into small, manageable steps that build progressively over time. Teachers routinely check pupils' understanding and adapt their teaching to address any gaps in learning. Leaders are continuing to refine the curriculum to strengthen opportunities for pupils to make links between learning across different subjects.

Inclusion

Expected standard

Leaders have created an inclusive culture, where the needs of all pupils are understood and supported. Leaders quickly identify any barriers to pupils' learning or wellbeing, including for

those with special educational needs and/or disabilities (SEND). Leaders put in place specific support to help all pupils access the ambitious curriculum. They build collaborative relationships with parents and carers, and work with external agencies to ensure pupils receive the help they need.

Leaders monitor the progress of pupils with SEND and those with other vulnerabilities. Proactive steps such as the use of sensory activities and helping pupils understand and manage their emotions, support pupils to be ready to learn. Teachers use a range of strategies to support pupils' learning and help them succeed. Occasionally, these support strategies are not reviewed quickly enough to check whether any changes are needed.

Leaders use additional funding effectively to support the learning and attendance of disadvantaged pupils. Leaders' focus on high-quality teaching and personalised pastoral support has improved outcomes for these pupils. Leaders ensure that pupils known or previously known to social care receive effective support, which helps them to feel safe and be engaged with learning.

What it's like to be a pupil at this school

Pupils are known well and cared for in this inclusive and welcoming school. Leaders' commitment to developing pupils' hearts and minds impacts positively on pupils' experiences. Pupils embrace the school values of responsibility respect, ambition, courage and pride in all areas of school life. Pupils are eager to learn and enjoy attending school. They are taught a wide range of subjects through an ambitious curriculum that helps them build knowledge and develop new skills over time. As soon as they join the school, pupils are well supported to develop important skills in reading, writing and mathematics. This enables them to achieve well across the curriculum and prepares them for the next stage of their education.

Pupils behave well. Leaders have high expectations and use consistent language and routines that support pupils to know what is expected of them. Staff help all pupils to gain a sense of belonging at Jervoise and provide extra support to anyone who needs it. Pupils feel safe at school and know that trusted adults will help them. Bullying is rare and pupils are taught to recognise if this happens and what to do. Pupil peer mediators and play leaders act as role models during the exciting and well-resourced breaktimes.

Pupils have many opportunities to contribute to wider school life. They are proud of the roles they have as librarians, waste warriors and in the 'super safeguarding kids council', where pupils help to educate others on staying safe. Pupils are clear on their responsibilities and the positive impact that they have on each other and the community. They benefit from a range of extra-curricular activities that allows them to share their interests and to learn new skills with their peers. Pupils enjoy yoga, craft and cookery clubs together. They also enjoy visiting a variety of places and attending a residential trip to support their learning, aspirations and development.

Next steps

- Leaders should ensure that the review of support strategies for individual pupils are consistently timely and rigorous and that changes are made as soon as they are needed.
- Leaders should ensure that work to improve attendance continues to support the most vulnerable pupils.

About this inspection

This school is part of the 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 (CEO), Robert Bowater, and overseen by a board of trustees, chaired by David Sheldon.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the headteacher, deputy headteacher and other leaders. They also spoke with the CEO, trust leaders and trustees during the inspection.

Inspectors visited lessons and looked at pupils' work in books. Inspectors spoke to pupils at social times and met with groups of pupils, staff, parents and carers.

The inspectors confirmed the following information about the school:

The school provides a breakfast club.

The school currently uses no alternative provision.

Headteacher: Victoria Shuter

Lead inspector:
Jess Chambers, His Majesty's Inspector

Team inspectors:
Steph Withington, Ofsted Inspector
Kate Mather, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

203
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

54.19%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.49%
Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

22.17%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	61%	Close to average
2024/25 (final)	83%	62%	Above
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	44%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	74%	Close to average
2024/25 (final)	87%	75%	Above
2023/24 (final)	68%	74%	Below
2022/23 (final)	52%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (final)	87%	72%	Above
2023/24 (final)	68%	72%	Close to average
2022/23 (final)	74%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (final)	83%	74%	Above
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	59%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	46%	Above
2024/25 (final)	71%	47%	Above
2023/24 (final)	71%	46%	Above
2022/23 (final)	31%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	76%	63%	Above
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	38%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	59%	Above
2024/25 (final)	76%	59%	Above
2023/24 (final)	76%	58%	Above
2022/23 (final)	69%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Above
2024/25 (final)	71%	61%	Close to average
2023/24 (final)	82%	59%	Above
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	68%	-10 pp
2024/25 (final)	71%	69%	1 pp
2023/24 (final)	71%	67%	3 pp
2022/23 (final)	31%	66%	-35 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-18 pp
2024/25 (final)	76%	81%	-4 pp
2023/24 (final)	71%	80%	-9 pp
2022/23 (final)	38%	78%	-41 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	78%	-4 pp
2024/25 (final)	76%	78%	-2 pp
2023/24 (final)	76%	78%	-1 pp
2022/23 (final)	69%	77%	-9 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (final)	71%	81%	-10 pp
2023/24 (final)	82%	79%	3 pp
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	8.4%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	18.3%	13.0%	Above
2023/24 (3 term)	24.1%	14.6%	Above
2022/23 (3 term)	28.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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