



Jervoise Junior and Infant School

Inspection Report

Unique Reference Number 103218
LEA Birmingham
Inspection number 276872
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Andrew Cook HMI

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

Type of school	Primary	School address	Jervoise Road
School category	Community		Weoley Castle
Age range of pupils	3 to 11		Birmingham, West Midlands B29 5QU
Gender of pupils	Mixed	Telephone number	0121 464 3233
Number on roll	304	Fax number	0121 464 2541
Appropriate authority	The governing body	Chair of governors	Mrs Sandra Whitehouse
Date of previous inspection	22 May 2000	Headteacher	Mrs Linda Sutton

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Jervoise Junior and Infant School is larger than most primary schools and is set in a housing estate where there is a good deal of social and economic disadvantage. Many of the children who start in the school's Nursery have ability that is well below average. The proportion of children eligible for free school meals is much higher than average as is the number of children who have learning difficulties and disabilities. The school has suffered from a high number of temporary staff over the last few years but, since the appointment of the current headteacher just over a year ago, this has now been resolved.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the pupils' achievement and standards, and the quality of teaching.

Although the school has improved since the appointment of the current headteacher it still needs to improve further. Better teaching and improved behaviour and attendance have not been in place long enough to improve the progress pupils make, especially in Years 3 to 6. The school judges its overall effectiveness as satisfactory. However, because of the low standards pupils reach by the end of Year 6, particularly in mathematics, inspectors judge that the school is not effective enough.

Children make good progress in the Nursery and steady progress in the Reception class and Years 1 and 2. However, by the end of Year 6 many pupils make too little progress and do not achieve standards that are high enough. Teaching in some lessons needs to improve. The school has begun to make better use of assessment but this is still in the early stages of development. The new headteacher has given some staff leadership and management responsibilities and they are confidently helping her improve the school. More needs to be done to develop the role of some subject coordinators. Pupils and parents can see the difference that the headteacher has made and appreciate what she is doing. Governors are becoming more involved with helping the school because of the accurate information the headteacher is giving them. Currently, the school does not provide good value for money and a large surplus budget has not been spent effectively to raise standards. The areas for improvement raised by the last inspection were not dealt with for some time. The new headteacher has worked hard to speed up progress but there is still a long way to go. Under the leadership of the headteacher, there is strong evidence that the school has the capacity to improve.

What the school should do to improve further

- Ensure pupils make consistent progress year by year, especially in mathematics, so by the end of Year 6 they reach the standards expected of them.
- Continue to improve teaching so that it is always at least satisfactory and has a positive impact on the pupils' achievement.
- Develop the leadership and management skills of the subject coordinators so that they improve teaching, learning and standards.
- Develop the use of assessment information to improve the pupils' progress.

Manage the budget more effectively to improve standards and achievement.

Achievement and standards

Grade: 4

When children start in the Nursery their ability is well below average, especially their skills in speaking and listening. The progress they make in the Nursery is good so that by the time they enter the Reception class their ability is broadly average. In Years 1 and 2, pupils make satisfactory progress but this is not built on throughout Years 3 to 6. Consequently, by the end of Year 6 pupils have not reached high enough standards. Progress in mathematics is particularly weak; the results in the national tests at the end of Year 6 in 2005 for this subject were exceptionally low and did not meet the targets that had been set. Girls achieve better than boys by the end of Year 2 but this progress does not continue and by the end of Year 6 some of the girls do not achieve as well as they should. There are very few pupils who reach higher than average standards and the school knows that it needs to do more to help these pupils achieve as well as they should. Children who have learning difficulties and disabilities make satisfactory progress, as do the small group of children who speak English as an additional language.

Personal development and well-being

Grade: 3

Pupils' social and moral awareness is sound. They respond well to opportunities to take responsibility, such as links developed between pupils in Years 2 and 5. Spiritual and cultural development is fostered effectively in assemblies and religious education, but the school accepts the need to expand pupils' cultural experiences. Pupils display positive attitudes and enjoy school, especially lessons which are interesting and exciting.

The headteacher has successfully improved standards of behaviour, which were a cause for concern, by raising expectations of what is acceptable. Behaviour has improved and is now satisfactory. Attendance remains below average but effective action has resulted in a significant improvement and fewer persistent absentees.

Pupils are enthusiastic about recent improvements and think that the elected school council helps them participate positively in the school community; as one member said 'we now get things done'. The pupils' improved behaviour ensures the school is a safe place. Pupils are encouraged to drink water and eat fruit and this helps them adopt a healthy lifestyle. Although the school is attempting to raise standards, current attainment in English and mathematics does too little to promote pupils' life skills and their future prospects.

Quality of provision

Teaching and learning

Grade: 4

The school's view that teaching overall is satisfactory is too generous because teaching is not consistent enough to ensure all pupils make sufficient progress. In some lessons,

teachers struggle to maintain attention and when they talk to the class, pupils talk to each other and this stops them learning. The school is aware of why teaching is still not good enough; rigorous monitoring of lessons is helping them to improve and providing the basis for good advice. In many classes, higher attaining pupils are not challenged sufficiently, the pace of lessons is slow and the content lacks excitement.

Outstanding teaching occurs, for example in a Year 6 religious education lesson exploring features of Islam. Pupils were fully involved and listened sensibly to a Muslim girl who explained aspects of her faith. Lower attaining pupils, including those who have learning difficulties, receive good support from both teachers and assistants and they progress satisfactorily.

The way the school uses the assessment of pupils' progress needs further development. For example, the use of assessment to help teachers plan the next stages in learning has only just started and is not effective enough across the school.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum. There has been rightly a focus on English and mathematics although the impact of this has not yet been seen in the standards pupils reach. Improvements in the way teachers plan lessons and the appropriate resources they use are beginning to help pupils make better progress. At times, teachers do not always choose exciting activities to teach because they are concerned about maintaining good behaviour. This is not always effectively helping pupils to learn. More should be done to make lessons enjoyable so that pupils are eager to learn, as seen in a Year 3 lesson when pupils made 'rock cakes' to illustrate igneous rocks. A range of satisfactory activities and enrichment broadens the pupils' experiences, particularly in religious education where visits to places of worship enhance their learning and understanding of different faiths. Pupils have satisfactory opportunities to learn about healthy lifestyles. There is a good range of out-of-school clubs offered, mainly to Years 3 to 6, and despite the lack of a playing field there is a flourishing football club.

Care, guidance and support

Grade: 3

The school makes appropriate efforts to look after the pupils. The learning support mentor and her team are especially effective in helping vulnerable pupils and those who could become disenchanted. Pupils understand that adults provide them with sound pastoral support, and academic and personal guidance. They know that if they have worries there is someone, particularly teachers and assistants, to whom they can turn. The focus on the importance of good behaviour has reduced concerns over bullying and racism. Systems for child protection are fully in place and used effectively by staff.

Good progress has been made in developing and using systems to identify how well pupils are achieving and this information is used to set individual targets. These targets

have only been in place for a short time and have not yet consistently improved the progress pupils make.

Leadership and management

Grade: 3

The headteacher has been tireless in her efforts to improve the school since her appointment just over a year ago. She has a passion for the school, wanting it to be a great place for pupils and staff; this is one of her strengths. She has successfully enthused and empowered staff so that they feel more confident in the school's future. There have been recent improvements in teaching, children's behaviour and attendance because of what the headteacher has done. However, there is still some way to go because changes made in the last year have not yet resulted in enough improvements to standards and the pupils' progress.

The deputy headteacher, assistant headteacher and mathematics coordinator have effectively supported the headteacher and are now key players in moving the school on. Other subject coordinators have not yet developed their roles and therefore are not effective.

The governors of the school are not as effective as they could be. They are becoming more aware of how well the school is doing because the headteacher is giving them accurate information. They are currently relying heavily on the headteacher's efforts to improve the school and make too little contribution to the strategic work of the school. In the past the governors have allowed the school to build up excessive amounts of money that should have been spent on improving the school. They are aware that they must take action on this matter.

Leadership and management in the school are satisfactory overall, mainly as a result of the headteacher's effectiveness. The headteacher's commitment to the school and the enthusiasm and support she receives from her staff show that the school has the capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

The Pupils Jervoise Junior and Infant School Jervoise Road Weoley Castle Birmingham B29 5QU

11 November 2005

Dear Pupils

I am writing to thank you for showing us how well your school is doing. The inspectors thought your school was improving quickly and you are very lucky to have lots of adults that want the best for you.

These are the things we especially liked:

The way your headteacher has made such a difference to everything the school does. She works very hard to make the school a better place for you. The way some of you showed us how good your behaviour can be. The fact that more of you are coming to school every day and making sure you are not late. The improvements made to the school building, making it a brighter and better place to be in. This is what you deserve!

These are the things that we think the school should improve:

- Some of you need to work harder so that you do as well as you can. This is very important for those of you in Years 3 to 6.
- Teachers need to make sure that lessons are always exciting and fun so that you enjoy them and work really hard.
- Teachers need to make sure that you do well in all subjects.
- Teachers need to keep checking how well you are doing so that they can give you work that is not too easy and not too hard.
- The governors and the headteacher need to make sure they use the money they have been given to continue to make your school a better place.

Yours faithfully

Andrew Cook Her Majesty's Inspector of Schools