



# Jervoise Junior and Infant School

## Inspection Report

**Unique Reference Number** 103218  
**Local Authority** Birmingham  
**Inspection number** 294493  
**Inspection dates** 21–22 February 2007  
**Reporting inspector** Derek Watts

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

<b>Type of school</b>	Primary	<b>School address</b>	Jervoise Road
<b>School category</b>	Community		Weoley Castle
<b>Age range of pupils</b>	3–11		Birmingham B29 5QU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 4273233
<b>Number on roll (school)</b>	227	<b>Fax number</b>	0121 4282541
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Sandra Whitehouse
		<b>Headteacher</b>	Linda Sutton
<b>Date of previous school inspection</b>	10 November 2005		

<b>Age group</b> 3–11	<b>Inspection dates</b> 21–22 February 2007	<b>Inspection number</b> 294493
--------------------------	--	------------------------------------

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized primary school serving an area of economic disadvantage. Most pupils come from a White British background. The remainder come from a wide range of other ethnic backgrounds. A few pupils speak English as an additional language but none are at an early stage of learning English. The proportion of pupils with learning difficulties and disabilities is above average. Children's attainment on entry to the Nursery is well below expectations.

The school was inspected in November 2005 and given a Notice to Improve. This was because pupils were not making sufficient progress and teaching and learning were inadequate. There were also weaknesses in assessment and in the way that subjects were being managed. Staffing has changed significantly since the last inspection.

## 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, HMCI 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 standards and pupils' achievement, particularly in mathematics.

Jervoise is promoting pupils' personal development satisfactorily. However, underachievement found at the last inspection has persisted until recently because of weaknesses in teaching. The school's overall effectiveness is therefore inadequate, but there are positive signs that things are improving.

After the last inspection, standards in Year 2 fell further to exceptionally low levels, particularly in writing. National test results for Year 6 in 2006 were well below average and pupils made unsatisfactory progress in English, mathematics and science. Inadequate teaching, identified at the last inspection, remained until recently and this hindered the school's drive to raise achievement. The teaching team has been strengthened by new appointments. This, together with improved monitoring of lessons and development of teaching skills, has led to recent improvements. With a more effective leadership team and a settled teaching force, there are clear indications that underachievement is being checked. However, standards are still too low.

Teaching and learning are now satisfactory and have some good features. As a result, pupils now make at least satisfactory progress in lessons. However, occasionally challenge and pace are not high enough and learning slows. There have been good improvements in provision for English and pupils are making satisfactory progress in reading and writing. Mathematics has not had the same attention and pupils are not making the progress they should in this subject. Improved assessment and target setting mean that teachers generally have a better understanding of how well pupils are doing. Pupils themselves have a clearer view of what they need to do to improve. Systems for assessing and tracking pupils' progress are now satisfactory.

Care and guidance for pupils are satisfactory. A positive atmosphere and clear expectations from all staff have led to improvements in behaviour. Behaviour and relationships are now good. Pupils enjoy school and show a keen interest in the activities offered. They have a good understanding of the importance of healthy eating, keeping safe, and regular exercise. A sound curriculum is enhanced by a good range of sports clubs. Children get a sound start to their learning in Nursery and make steady progress through the Foundation Stage. Leadership and management are satisfactory. The headteacher continues to strive to make the school better and recent initiatives are having a positive impact. The roles of other leaders have been extended so they are more effective in helping to improve the school's performance. Leaders and managers are focused on improving educational provision and raising achievement. However, the monitoring of pupils' progress in mathematics is not sufficiently rigorous which means underachievement is not being tackled as quickly as it should be.

Improvements to attendance, behaviour, teaching and learning demonstrate the school's sound capacity to improve.

### **What the school should do to improve further**

- Raise overall standards by increasing the rate of pupils' progress throughout the school.
- Improve provision for mathematics and implement rigorous checks on pupils' progress in this subject in order to raise achievement further.
- Ensure that all lessons are suitably challenging and maintain a brisk pace.

## **Achievement and standards**

### **Grade: 4**

Pupils' progress over time has been unsatisfactory as a result of past weaknesses in assessment, teaching and learning. Standards in Year 2 in 2006 and were exceptionally low. Standards in Year 6 were well below average in English, mathematics and science. Performance data indicated that pupils did not make enough progress from their starting point in Year 2. Weaknesses in literacy and numeracy skills have meant that pupils are not sufficiently well prepared for their future learning.

Recent and significant improvements in teaching mean that pupils are now making at least satisfactory progress in lessons. There is still a way to go to raise standards and make up for the legacy of underachievement during past years but this is being successfully tackled. Effective strategies are being used to raise achievement in English. Pupils are provided with a wider range of reading and writing opportunities. Investigative work is being increased in science which is improving progress in this subject. The main area of weakness is mathematics where provision is not sufficiently well matched to pupils' abilities.

Children in the Foundation Stage make satisfactory gains in all areas of learning. At the start of Year 1, standards are generally below expectations. However, until recently this secure start has not been built on which has resulted in very low standards at the end of Year 6. Throughout the school, pupils with learning difficulties make satisfactory progress.

## **Personal development and well-being**

### **Grade: 3**

There have been good improvements in this area. Pupils and staff report that behaviour has improved. This is now good and pupils are caring and respectful individuals. Attendance is satisfactory and improving further because the school has good strategies for checking and rewarding good attendance.

Pupils clearly understand right and wrong and their moral development is good. They develop good social skills in a variety of settings. Spiritual and cultural development is satisfactory but pupils' understanding about life in a multicultural society is limited. Pupils understand well the importance of healthy eating and exercise and know how

to stay safe. Older pupils respond well when given extra responsibility, for example regularly befriending younger children at playtimes. School council members take their roles seriously and are pleased that their ideas are acted upon. Younger pupils are not represented on the school council and therefore have limited opportunities to make their views known. Pupils make a satisfactory contribution to the community by, for example, carol singing in the locality.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Lessons seen and pupils' work show that teaching and learning are satisfactory and improving. Teaching and learning are frequently good, particularly in Years 3 to 6. There are instances of outstanding practice that are being shared across the school to strengthen the overall quality of teaching. As a result, pupils are beginning to make up for lost ground. In all lessons, teachers have good relationships with their classes and manage pupils well. Learning objectives are effectively shared with the class so pupils know what they are to learn. Teachers' questioning and explanations promote learning well. Pupils respond well to their teachers. Assessment has improved and is usually used effectively to match tasks to pupils' different abilities and needs particularly in English. As a result, pupils are suitably challenged, interested, and make good progress. However, occasionally work is not well matched to pupils' needs, particularly in mathematics. Challenge and pace are not as high in these lessons and so pupils' learning slows. Teachers direct teaching assistants well so they can give good quality help to those who need it.

### **Curriculum and other activities**

#### **Grade: 3**

The school is taking effective action to improve provision in English, particularly in writing. Opportunities for pupils to write in different styles and for different purposes have been extended and this is contributing to better achievement. Planning in mathematics does not always cater for pupils' differing academic needs. In Years 1 and 2 in particular, an over reliance on worksheets in mathematics and science limits opportunities for pupils to organise their own work

The Foundation Stage curriculum places much importance on developing personal and social skills and so children settle quickly into learning routines. Outdoor activities in the Foundation Stage are not always sufficiently well planned and so opportunities to develop speaking and listening, role play and physical development are missed.

Good attention is given to sport and personal and social education, placing real importance on keeping fit and adopting a healthy lifestyle. A good range of extra-curricular sports clubs complements this provision. Opportunities are limited for pupils to develop creative talents outside of lessons, for example by playing a musical instrument. The curriculum is enriched with an appropriate range of visits and visitors.

Parents have suitable opportunities to be involved in their children's learning through homework and adult learning initiatives provided by the school.

## **Care, guidance and support**

### **Grade: 3**

Pupils receive good care and feel safe and happy. They say adults support them and quickly sort out any problems. Child protection and health and safety procedures are good. The school works well with outside agencies to provide support for pupils. This has been instrumental in improving pupils' attendance. There are satisfactory arrangements for settling children new to the school. A transition manager finds interesting ways to familiarise pupils in Year 6 with their secondary school and provides effective support for them. The school is beginning to set individual targets for pupils to help them to improve. This is having a positive impact in English, but in mathematics targets are not always closely matched to pupils' learning needs.

## **Leadership and management**

### **Grade: 3**

The headteacher has continued the drive to make the school better and has successfully brought about improvements to behaviour, teaching and learning. She is now supported more effectively by other senior leaders. Teamwork amongst the staff has improved and there is a clear commitment to whole school improvement.

School self-evaluation is satisfactory. The school has accurately identified where improvements are needed in English and action taken is beginning to have an impact. Checks on mathematics are not as rigorous and, as a result, there is a lack of sharp focus on the aspects of this subject that need to be improved. Teaching has been strengthened by new appointments. Together with effective support from senior leaders and the local authority, this has led to recent improvements in the quality of teaching. Whilst these positive changes are too recent to have had a significant impact on achievement, there are clear signs that learning in lessons is improving. Better assessment and tracking systems mean that the school now has clear information on how each individual is progressing. However, senior leaders are not always using assessment data well enough to plan long term improvements and set clear targets.

Governors are supportive and, under the headteacher's leadership, have a clearer understanding of the school's performance. A large underspend of funding has been used appropriately to improve educational provision.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found out. There are a number of strengths in the school but there are a few things that need to improve. There are clear signs that things are getting better. In order to make sure that this continues, we have decided to give the school a Notice to Improve. This means that an inspector will visit to check the school's progress.

These things are strengths of the school

- You clearly enjoy school and the activities provided in and out of lessons.
- Teaching has improved so you are keen to learn in lessons
- Behaviour has got better and is now good and you are friendly, helpful and respectful.
- You get on well with other pupils and adults.
- You have a good understanding of how to keep yourself healthy.

These are the things the school has been asked to do now

- Help you to make better progress to raise the standards you reach at the end of Year 6.
- Improve activities in mathematics and make regular checks on your progress to make sure you all achieve as well as you should in this subject.
- Make sure that in all lessons you have to think hard and work at a good rate.

Finally, thank you once again for all your help. We wish you all the best for the future.