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Mrs L Hadley
The Headteacher
Jervoise Junior and Infant School
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Dear Mrs Hadley

Ofsted monitoring of schools with a Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 5 October 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please pass on my thanks to those teachers observed, the staff and pupils who met me, and your link adviser for his time and views.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in February 2007, the school was asked to:

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

Having considered all the evidence, I am of the opinion that at this time the school is making inadequate progress overall, particularly in addressing the first issue for improvement.

Standards are not yet high enough and the rate of pupils' progress has been far too inconsistent between year groups and within subjects. For example, last academic year the majority of Year 6 pupils made good progress in writing, but in Year 3 too many underachieved in the subject. In mathematics Year 2 pupils made good progress but most made inadequate progress in Year 4. Provisional Year 6 results for 2007 indicate that standards in English rose slightly, but they fell in mathematics and science. Attainment in mathematics and science remains extremely low and

standards in both subjects are not improving at a fast enough rate. The numbers of pupils reaching both the expected and the higher levels in these subjects are too low. In contrast, Year 2 standards in 2007 rose markedly in reading, writing and mathematics, thereby reversing the three year decline in results. In mathematics there was a 19% rise in the proportion of pupils reaching the expected Level 2 and a 10% improvement in the numbers gaining the higher Level 3. In writing there was nearly a doubling of the proportion of pupils reaching the expected Level 2 but none reached the higher Level 3. Overall standards improved from extremely low to significantly below average.

Satisfactory progress has been made on increasing the challenge and pace in lessons. In August 2007 the leadership appointed new teachers to improve provision in those years where underperformance was greatest. Teaching has improved, particularly in Years 3 and 4, and the early signs indicate that pupils are learning much more. Work is now suitably matched to pupils' differing capabilities and all lessons move along at a brisk pace. Pupils report that teaching is better and they find work more interesting and enjoyable. The older pupils are aware of their English and mathematics targets but many are unclear what National Curriculum level they are working at.

A satisfactory start has been made on improving provision in mathematics and checking pupils' progress in the subject. A better curriculum and improved teaching and behaviour have led to accelerated rates of progress in some years. In the small number of mathematics lessons observed, pupils were making satisfactory progress towards meeting the lesson objectives. Book scrutiny reveals that pupils in Years 5 and 6 have made satisfactory progress in their number work since the beginning of the autumn term. The initiatives to improve writing skills are paying dividends. The older pupils' writing is developing well, particularly the way they organise and structure narrative. A sound tracking system has recently been put in place and the school is now tracking pupils' progress effectively. This said, the lack of an adequate system until fairly recently has hindered the leadership's ability to properly evaluate pupils' progress and quickly tackle underperformance. Teachers are now being held to account for the progress pupils make and data is being effectively used to set appropriate whole school targets and inform intervention.

The local authority (LA) has provided the school with a satisfactory range of support. It has had a positive impact on improving the tracking of pupils' progress and increasing the level of challenge and pace in lessons. It has not yet been fully effective in ensuring pupils make at least satisfactory progress in English and mathematics each year. A monitoring and intervention group (MIG) has met termly to evaluate the progress made on each point for improvement. The LA inspected the school in June 2007 and clearly identified its strengths and weaknesses. The judgement that the school was making satisfactory progress in raising standards and accelerating pupils' progress does not sit comfortably with the school's inconsistent past performance. The satisfactory progress judgements made on the other two points for improvement were fair and accurate.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

David Rzeknik
Her Majesty's Inspector