

# Jervoise Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	103218
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	319398
<b>Inspection dates</b>	20–21 May 2008
<b>Reporting inspector</b>	Anthony O'Malley HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sandra Whitehouse
<b>Headteacher</b>	Christine Thorpe
<b>Date of previous school inspection</b>	22 February 2007
<b>School address</b>	Jervoise Road Weoley Castle Birmingham B29 5QU
<b>Telephone number</b>	0121 4643233
<b>Fax number</b>	0121 44642541

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## Introduction

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

## Description of the school

This is an average sized primary school serving an area of economic disadvantage. Most pupils are of White British background. A number of other minority ethnic groups are represented at the school and a few of these pupils are at the early stages of learning English. The proportion of pupils with learning difficulties is above average. The school was previously inspected in November 2005 and February 2007 and given, on both occasions, a Notice to Improve. Standards and achievement were too low, particularly in mathematics.

At the time of the inspection, the headteacher was on long term medical leave. The deputy headteacher is serving as acting headteacher. For four days each week, she receives support from a consultant headteacher. The consultant headteacher is returning to her own school following the inspection but will continue to be involved in the support the local authority plans to provide for the school.

## 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 special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Overall effectiveness, although judged by the school to be satisfactory, is inadequate. Although, children make satisfactory progress in the Foundation Stage, they still start Year 1 with performance levels that are well below those normally expected. From this point, pupils make inadequate progress. National tests at the end of Year 6 show exceptionally low standards in English, mathematics and science. From lesson observations, analyses of pupils' work and data, it is clear that, whilst the progress made by pupils has recently improved, standards remain far too low and pupils continue to underachieve. For example, in Years 4 and 5 almost half of the pupils have exceptionally low standards in literacy and numeracy. The school identifies a high proportion of pupils to have learning difficulties. However, it fails to provide effective additional support for these pupils and they, too, make inadequate progress.

This unsatisfactory progress is a consequence of inadequate leadership and management. Pupils, staff and parents recognise that the school has recently received very effective support from the consultant headteacher appointed in January 2008. Indeed, the systems for monitoring pupils' progress she has introduced are beginning to have a positive impact. However, the school's own senior and middle leaders, together with the governing body, have failed, over a lengthy period, to secure improvement and still lack the capacity to sustain the recent gains without external support.

The quality of teaching varies but is inadequate overall. Typically, it fails to provide the right amount of challenge for the range of abilities in the school because teachers do not use assessment effectively enough to build on pupils' learning and plan their next steps. For example, the most able pupils rarely receive work that stretches or excites them because expectations of what they can achieve are not high enough. The curriculum is satisfactory. There is sufficient guidance for teachers to secure a consistent approach to the development of skills in literacy, numeracy or information and communication technology (ICT), and appropriate opportunities for pupils to apply these skills in other subjects. The range of educational visits and after school activities are adequate and contribute to the pupils' enjoyment and personal development. Care, guidance and support are satisfactory because improved systems for monitoring academic progress are now in place, alongside good procedures for safeguarding pupils and established procedures for protecting the most vulnerable pupils.

Pupils' personal development and well-being are satisfactory, as is their behaviour in class and in the playground. In discussions with inspectors, pupils commented that behaviour has improved and that they feel safe at school. They are happy with how the school handles bullying or incidents of racist name calling. The pupils' moral and social development contributes to the sound behaviour. Spiritual and cultural awareness are less well developed. Pupils make a satisfactory contribution to the life of the school and participate in a range of local and national events.

## Effectiveness of the Foundation Stage

### Grade: 3

Children start in the nursery, with skills and knowledge well below those expected of three year olds. They make satisfactory progress and enter Year 1 with skill levels that remain well below average. Staff recognise the emotional needs of the children and take great care to ensure that they settle well, are happy and feel safe and secure. In the Nursery and Reception classes, activities take into account the different needs of the pupils but planning does not sharply identify the precise skills and knowledge to be developed for these groups. There is a satisfactory curriculum with an appropriate emphasis on personal development and improving communication skills. This gives children a sound start to their learning. The outdoor environment is uninspiring and offers only a narrow range of opportunities for children to play, talk and listen together through practical and imaginative activities.

### What the school should do to improve further

- Improve leadership and management at all levels in the school.
- Improve standards and achievement in English, mathematics and science.
- Improve the quality of teaching and learning so that it meets the needs of all pupils.

## Achievement and standards

### Grade: 4

Children make satisfactory progress in Nursery and Reception but many fail to meet the goals expected for their age. They make good progress in personal, social and emotional development, but their knowledge and understanding of the world remains particularly limited. There are signs of improving progress for pupils in Years 1 to 6, but these are very recent and from an exceptionally low base. Observations in lessons, discussions with pupils and scrutiny of work show that, for many pupils, achievement and standards remain inadequate. The school does not track speaking and listening skills but these too are well below what is expected. Pupils with learning difficulties make unsatisfactory progress and they leave the school lacking the literacy and numeracy skills vital to success in the next stage of their education. Pupils from minority ethnic groups and those who are at an early stage of learning English also make inadequate progress.

## Personal development and well-being

### Grade: 3

Most pupils play and work well together, although a few are less considerate of others in the playground or when moving around the school. Fixed term exclusions have reduced over the previous two years. Pupils trust adults and say that when problems arise they are quickly resolved. They have increasing opportunities to take part in the school's decision making processes through the school council and take responsibility for each other through the peer mediation system. They have a satisfactory awareness of the need to adopt healthy lifestyles. Salads are a popular choice at lunchtimes and pupils enjoy exercise. They are aware of strategies to stay safe. Pupils leave school with a number of positive personal qualities, but their understanding about life in a multicultural society and aspirations for their futures are limited. Attendance is below average.

## Quality of provision

### Teaching and learning

#### Grade: 4

There is not enough good teaching to remedy the pupils' longstanding underachievement and there are too many instances of inadequate teaching that hinder pupils' progress. Teachers do not use assessment information effectively to plan learning and, consequently, many pupils do not make progress in line with their capabilities. For example, the work set in mathematics for the most able pupils is very similar to that given to pupils of average ability. Typically, the most able pupils have to complete a task set for the majority of the class before tackling an extension activity. In other lessons, pupils of all abilities receive the same very simple task to complete without any consideration of skills they have previously learned. Planning in classes where there are pupils at an early stage of learning English does not identify strategies to help them succeed. The marking of pupils' work usually acknowledges effort and achievement but rarely points out what pupils need to do next to improve. Teaching assistants often successfully help pupils understand the lesson activity, but their expectations are occasionally too low and their support fails to promote independent learning.

### Curriculum and other activities

#### Grade: 3

A recent review of the curriculum has improved the focus given to raising standards in literacy and numeracy. Policy documents provide appropriate guidance for staff to develop these skills in a range of contexts. Pupils in Years 5 and 6, identified as underachieving, receive intensive focused teaching to help them reach challenging targets. The school recognises the importance of physical education and the time allocated to these sessions contributes successfully to the pupils' enjoyment of school. Similarly, the pupils speak positively of their educational visits and of the good range of visitors who help bring learning to life. The resources for ICT are satisfactory and pupils have regular access to the computer suite. The range of after school clubs is satisfactory.

### Care, guidance and support

#### Grade: 3

Staff have a high concern for the welfare of their pupils and know them well. As a result, pupils say that they feel safe, have someone to turn to, and like their school. The school has effective and established arrangements for safeguarding the pupils. A relatively small proportion of parents completed the pre-inspection questionnaire but the great majority of these value the care provided by the school. Vulnerable pupils receive good personal support from the learning mentor and from the links with partners such as the education welfare officer and the Behaviour Support Service. These links are helping pupils grow in confidence and aid their personal and social development. Academic guidance is weaker because, although strong systems are now in place to monitor pupils' progress, teachers are not consistently using these to plan appropriate lessons.

## Leadership and management

### Grade: 4

The effective work of the consultant headteacher has served to underline that, without external support, the school's own leaders and managers do not have the capacity to bring about the urgent improvements needed to raise standards and achievement. They do not have realistic view of the school's performance because self-evaluation is inadequate. The monitoring of teaching and learning is over generous and does not provide staff with the guidance they need to improve. Subject leaders have limited opportunities to monitor the quality of teaching in their subject areas. For example, despite exceptionally low standards in English, the subject leader has not conducted any formal lesson observations in three years. Not surprisingly, the plans subject leaders produce for improvement do not focus sufficiently on how to improve teaching to secure better standards. The governing body is not involved sufficiently in setting a clear direction or holding the school to account for what it achieves.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	4

### Achievement and standards

How well do learners achieve?	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	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

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

22 May 2008

Dear Pupils

Inspection of Jervoise Junior and Infant School, Weoley Castle B29 5QU

Thank you for being so helpful to us when we came to inspect your school. You gave us some very useful information when you talked with us and showed us your work. This helped us to make the judgements I am now sharing with you.

You told us that the adults in the school work hard to take care of you and help you to feel safe in school. You try hard to behave well in lessons. The school gives you the chance to help each other by becoming a member of the school council or a peer mediator.

We have decided your school is not doing as well as it should and needs some extra help; we call this 'special measures'. The adults that work with you will have help to improve your school. Other inspectors will be visiting your school regularly to check its progress.

Having looked closely at your work, I have judged that many of you are not making enough progress in three very important subjects. I have therefore asked your headteacher, governors and staff to:

- help you to make better progress in English, mathematics and science
- make sure all of your lessons are well planned and help you to learn as well as you can
- make sure that everyone helps you to achieve your very best.

You can play your part by coming to school more regularly, by behaving as well as you can, and by working hard in lessons.

We wish you every success in the future.

Yours sincerely

Anthony O'Malley Her Majesty's Inspector



22 May 2008

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Yours sincerely

Anthony O'Malley  
Her Majesty's Inspector