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2 July 2009

Mr K McCabe  
The Executive Headteacher  
Jervoise Junior and Infant School  
Jervoise Road  
Weoley Castle  
Birmingham  
West Midlands  
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Dear Mr McCabe

Special measures: monitoring inspection of Jervoise Junior and Infant School

Following my visit to your school on 23 and 24 June 2009, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the third monitoring inspection since the school became subject to special measures in May 2008. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Birmingham.

Yours sincerely

Brian Cartwright  
Her Majesty's Inspector

Special measures: monitoring of Jervoise Junior and Infant School

Report from the third monitoring inspection on 23 and 24 June 2009

## Evidence

The inspector observed the school's work, scrutinised documents, and met with the executive headteacher, teachers, groups of pupils and a representative from the local authority.

## Context

The school has appointed the current executive headteacher as the substantive headteacher from September 2009. A substantive deputy headteacher has been appointed from September 2009. There have been no changes to staff complement since the previous visit.

## Achievement and standards

The school's own information shows a mixed picture in respect of standards and achievement. It indicates that standards are still low, and that many pupils are still not achieving well despite the improvements in teaching noted below. The most acute shortfalls are in Year 6 mathematics, where a significant minority of pupils are not making the expected progress. Conversely, standards and progress in other year groups are at least satisfactory. They are good for some middle and more able pupils. In lessons, pupils are consistently working well, and they are spending a high proportion of lesson time doing written work, practical work, or other pupil-centred tasks. This welcome increased level of activity shows in pupils' exercise books and in the high volume of display work around the school. The display work is significantly better in quality compared to a year ago. It is indicative of higher expectations of staff and higher aspirations of pupils. Pupils are keen to show their work to inspectors and proud of their achievements.

This improving academic culture has yet to impact upon the outcomes of formal assessments in literacy and numeracy for Year 6 pupils. The legacy of previously weak provision shows acutely in written work, for example in poor spelling despite quite imaginative writing. Pupils' mathematical understanding is still weak, despite the currently good teaching provision across the school for this subject. For example, a well taught lesson on charts and pictograms revealed that pupils had an incomplete understanding of the basic principles of a chart. Pupils of all ages have had insufficient opportunity in the past to explain their understanding of mathematical processes and therefore continue to show a generally weak grasp of mathematical terms and operations. This continues to hamper their ability to apply their skills to solving problems. Pupils with learning difficulties and/or disabilities are tracked carefully and well supported depending on their needs. They are making appropriate academic progress. One emerging factor affecting the tracking and monitoring of pupil progress is the high proportion of pupils leaving and arriving at



the school during the year. In many cases, pupils arrive with no previous performance data.

Progress since the last inspection on the areas for improvement:

- improve standards and achievement in English, mathematics and science – inadequate.

### Quality of provision

Teaching continues to improve, as does the richness and motivational approach of the curriculum. Teaching has been good enough to secure measurable improvements in the progress of the majority of middle and higher ability pupils. This quality has not been in place long enough to raise standards significantly. Teachers are planning work well and are effectively differentiating tasks to match the different needs and interests of their pupils. The practice of involving pupils in an element of choice for their lessons has further developed. This is generating high levels of engagement and enjoyment of pupils in their lessons. In one lesson, pupils acted out the work of a palaeontologist, digging for fossils and bones and attempting to reconstruct a 'dinosaur'. Pupils said they really enjoyed this approach and would welcome more homework 'because they can do extra things and learn even more!' Teachers have fully committed themselves to this approach, delivering good lessons overall. The pace of all the lessons seen on this visit was high, as was the academic challenge. A wide range of different lesson activities ensured pupils stayed motivated and on task. Occasionally, the demand proved to be a step too far in practice, but pupils did not give up and continued to try their best to complete the task.

The working ethos in all the classrooms was excellent, indicative of a secure approach to classroom management and confident teaching. In one lesson, the teacher and classroom support assistant took on roles of characters and created a very entertaining illustration of the points being made. One pupil exclaimed that 'this was so funny!' and the staff captured the enjoyment of learning that is consistently apparent. In another lesson, children became so engrossed in their learning that they wanted to continue to complete the task thoroughly. The teacher wisely allowed the lesson to overrun because pupils were so enjoying their learning. Marking shows evidence of pupils responding to corrections in the majority of instances, although this good practice needs further development. Recent changes to the school day to include opportunities for pupils to reflect upon their work have provided the time pupils need to respond to the marking.

Progress since the last inspection on the areas for improvement:

- improve the quality of teaching and learning so that it meets the needs of all pupils – good.

### Leadership and management

The supportive yet demanding approach of the senior leadership of the school has enabled teachers to rekindle their love of the profession. Their consistently high level

of commitment and enthusiasm has transformed the day-to-day experience of pupils, and of teaching and support staff. Well targeted professional development, coupled with advice and guidance from the school leadership team and specialist local authority advisory staff, has restored morale. This positive climate for teaching and learning has not been in place long enough to cause standards to rise substantially. There is clear evidence of a better working culture, better display and learning environment, and much better motivated pupils. The overall quality of education in this school is now improving quickly.

Progress since the last inspection on the areas for improvement:

- improve leadership and management at all levels in the school – good.

### External support

The local authority continues to provide effective support to the school, including strategic guidance and leadership. The school is being closely monitored, with clear benefits to the school arising through consultancy from specialist education staff. The financial planning for the school is now agreed and understood by all parties, with continued local authority support expected to continue beyond the school emerging from category.