

# 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>	344387
<b>Inspection dates</b>	10–11 March 2010
<b>Reporting inspector</b>	Brian Cartwright HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Reynolds
<b>Headteacher</b>	Kevin McCabe
<b>Date of previous school inspection</b>	20 May 2010
<b>School address</b>	Jervoise Road Weoley Castle Birmingham
<b>Telephone number</b>	0121 464 3233
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<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 March 2010
<b>Inspection number</b>	344387

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and one additional inspector. Inspectors spent the majority of their time in lessons, looking at the quality of teaching and learning. They observed all nine teachers at least once in the 14 lessons seen, met with senior managers, teaching staff and subject coordinators. They met with groups of parents, and groups of pupils. They also met with the Chair of Governors, the head of the partner children's centre and the nursery manager, and a representative of the local authority. They observed the school's work, scrutinised documents including governing body minutes and records of local authority monitoring visits, and conducted a thorough examination of pupils' work. Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following aspects:

- the quality of teaching and learning in all classes
- the standard of pupils' work across the school.

## Information about the school

The school serves an urban area that has high economic disadvantage. The proportion of pupils eligible for free school meals is much higher than the national average. The proportion of pupils with special educational needs and/or disabilities is above the national average. The proportion of pupils with statements of special education needs is lower than average. When the school was inspected in May 2008, it was judged to require special measures. Since then the school has appointed a new headteacher and deputy headteacher, and a new Chair of Governors. There have also been several changes of teaching staff, and the school now has a full complement of permanent qualified teachers. The school is in partnership with a neighbouring nursery school and children's centre.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Jervoise Junior and infant school is now a good school. In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The headteacher has transformed the quality of teaching and learning through his persistent, clear insistence that all pupils, irrespective of circumstances or previous attainment, can achieve well. He has established a professional working culture that has given teachers the confidence to develop their expertise. As a result, teachers are skilled at assessing the learning needs of every pupil and effectively plan and deliver good lessons that accommodate and challenge all pupils. Standards are recovering quickly, pupils' progress is good throughout the school, and they now thoroughly enjoy learning. Standards overall are broadly average in Key Stage 2 but writing in Year 6 is not yet as strong as reading, or mathematics. This reflects the legacy of weak teaching, including multiple staff changes for that class in previous years. The Chair of Governors has an expert understanding of pupils' progress and is proactive in driving improvements, particularly in addressing the needs of pupils with special educational needs and/or disabilities. These pupils are also making good progress now. In all these improving outcomes, the school has demonstrated a strong capacity for improvement. Accurate evaluation is contributing to direct further improvement

Parents and pupils recognise and value the improvements to virtually every aspect of school provision. The headteacher has established an effective curriculum that places pupil involvement at its heart. Pupils ask and eventually answer questions about the current topic, which are then displayed in every class on the 'Wonderwall'. This approach maximises pupils' interest in what they are studying. Teachers throw themselves wholeheartedly into creating a dynamic and enjoyable classroom experience, reinforcing pupils' engagement. For example, they use drama and role-play, song, filmmaking, working with teaching assistants as 'actors' in scenarios that excite and enthuse the pupils. As a result, pupils try their best to learn and want to improve. Pupils are becoming confident at assessing their own work. Thanks to the thorough marking of that work, pupils know how to improve their work, and know the levels that they are achieving. They have time in lessons to respond to the advice of their teachers.

Despite the pupils' obvious enjoyment of learning, the re-establishing of parental confidence in the school and the school's best efforts to contact parents on the first day of pupil absence, attendance remains below average. Figures this year have been distorted by unexpected events such as swine flu and bad winter weather.

**What does the school need to do to improve further?**

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- Improve attendance by;
  - building stronger working relationships with parents through the school, extending the example of good practice evident in the nursery
  - establishing a productive link with a school in similar circumstances that has successfully raised poor attendance.
  - Sustain the work of improving standards in writing by further widening the opportunities pupils have to write at length about subjects that motivate and inspire them.

**Outcomes for individuals and groups of pupils****2**

The previous history of underachievement was still evident in the results of standard assessment tests (SATs) in 2009, that showed attainment to be lower than average. But for the first time for many years, measures of progress in 2009 were no longer below average and were the first sign of improving academic outcomes. The older pupils started school with exceptionally low attainment. They are now making good progress. Inspectors judge their standards at Key Stage 2 to be broadly average, including reading and mathematics for Year 6, but Year 6 writing is still lagging behind. Nevertheless, writing is improving rapidly across the school as pupils get more practice, and are more motivated to respond to interesting assignments. That motivation is rooted in good teaching of a creative curriculum that involves a substantial element of pupil participation.

In lessons, pupils try very hard with their work and respond quickly to verbal and written advice from staff. They love activities that involve drama, information and communication technology (ICT) work, multi-media projects such as film making, and they work energetically together in groups, pairs, or when necessary, on their own. Classrooms and corridors have fresh displays of pupils' work; it is important for these pupils to see their work valued publicly. The rate of improvement is remarkable, with clear gains in standards since the start of the academic year. Improvements in mental mathematics skills have ensured a remarkable change in attitude towards mathematics; now pupils enjoy the challenges, and most importantly, are good at self-review and correction if a problem is not solved at the first attempt. This resilience reflects a general confidence about their learning, modelled by confident teaching and support staff.

Pupils told us they felt safe, really enjoyed school, with the older ones delighted in the way the school had improved; they cited much better behaviour, more trips and visits, 'good fun' lessons and very supportive staff. They knew about risks to their health and safety, understood how to deal with them, and how to seek help from the school or their parents. The majority participate in extra sporting activities during the week. The school council has some role in suggesting improvements to playground facilities. The school's own survey of pupils and parents confirmed that most are happy with all aspects of school life. Pupils behave well in and around school and take a pride in their appearance and new uniform. They are considerate towards each other, and other less

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fortunate communities through fund-raising events.

Pupils get on well with one another, and with staff; the school is a harmonious place to learn. However, despite the lively and vibrant atmosphere throughout the school, attendance remains disappointingly low. The school does pursue parents of persistent absentees through the courts, and very recent figures show some improvements. In the absence of a dedicated education welfare officer, the school has reassigned some responsibilities to include the school's learning mentor as part of the team trying to improve attendance. The nursery staff have begun to visit parents at home, and this has started to show benefits in better attendance and positive parental commitment to the school. There is a developing ability to connect parents to other local services through on-site provision for these parents, such as job-centre plus.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teaching and learning are good through the school, with many examples of outstanding practice. Teachers have a thorough understanding of pupils' current attainment, and know what their next steps in learning should be. A real strength for teaching is the way

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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teachers sense the pupils' response to their learning, and then swiftly adapt to maximise pupil progress. This may be, for example by a quick re-visiting of ideas with a small group, or by accelerating the lesson because learning is already secure. Equally important is the trust teachers place in pupils to self-assess, and then choose a pathway through the lesson. For example, in a demanding lesson about rainforest deforestation, pupils had the choice of leaving the class to engage in ICT research on fair-trade or to remain with the teaching assistant to go over some tricky aspects of deforestation and its impact on us in Britain. Remarkably, several pupils chose to stay behind to ensure they fully understood the ideas.

Underpinning the high quality of teaching is an interesting and effective approach to the curriculum, which gives pupils an important role in determining the content of the lessons they follow. Pupils contribute their own questions, and eventually their own answers, as part of a shared plan to learn about an issue (deforestation, for example). Teachers mould these questions into the overall plan for the topic, whilst ensuring full coverage of statutory requirements. In literacy, the school is trying to give pupils something worthwhile, in pupils' eyes, to write about. This can involve staff in setting up dramatic scenarios, which often include teaching and support staff acting in role complete with costume to set the scene for a story, or newspaper report, or poem. Pupils really love this approach as they see teachers fully committed to making the lessons interesting, but it is very demanding on staff.

The school has recently completely revised its approach to supporting pupils with special educational needs and /or disabilities, as a consequence of a careful analysis of 2009 performance data led by the chair of governors. A new special educational needs coordinator, new monitoring processes and a better understanding of individual learning needs has ensured that currently, most pupils with special educational needs are making good progress. The school is very effective at supporting the most vulnerable of pupils, including those in local authority care. Parents and carers receive good information on the progress of their children. The school work well with other agencies in order to meet complex needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has quickly established very high expectations of what pupils can do and what teachers should do, and knows how to maximise the benefit of partnerships

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with the local authority, local schools, and the local community. His excellent leadership has galvanised others to join in this mission of school improvement. He has introduced a new way to approach the curriculum that requires pupils to have a voice in their learning. With the effective support of local authority consultants, he has ensured staff fully understand how to assess the standards of pupils' work. At the same time, he has given staff the confidence to try new teaching methods and the reassurance that they were right to raise their expectations of what pupils can do, despite the odd setback in a few lessons.

The governing body, primarily through the chair, supported this transformation in professional approach from previously isolated teachers to strong teamwork. The result is a culture of demanding yet very enjoyable teaching that is delivering good learning, with very good humour. The school is a lively, energetic and happy place to work and learn. Governors have also considered how to best ensure equality of opportunity for pupils, particularly those whose circumstances make them vulnerable. Good policies and good identification of needs have ensured such pupils make good progress. It is also systematically improving access to the site for disabled pupils and other users. Procedures for ensuring the health and safety of pupils are robust and rigorously monitored by the schools business manager, who also works closely with the governing body to ensure scrupulous adherence to statutory safeguarding requirements.

The primary focus has rightly been on teaching and learning, but now the school is looking to widen the involvement of parents. There is a regular parents' forum, presently attended by about a dozen parents. A recent parental survey revealed very positive support, but with a low response rate. The headteacher set up the effective partnership between the Nursery and a children's centre and nearby nursery school. This is already improving the outcomes for pupils entering Reception. The school understands the local community and has begun to participate in local community action groups, but has yet to systematically consider how it may contribute more effectively to community cohesion. There are good links, however, with schools in London and abroad that involve pupils in exchanging work via e-mail.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start in the Nursery with skills and experiences that are variable and overall well below those expected at age three. From this generally low starting point, the skilled staff provide a wealth of opportunities that lead all children to make good progress towards their early learning goals. This is most evident in the systematic development of communication and language skills. Parents spoke very positively of the improvements they had seen in their child's development as a result of this good provision. Children settle quickly to activities, with no reluctance to leave parents, and they say they feel safe and know that adults care for them. The children are interested in teacher-led sessions, and take the opportunities to develop their own ideas independently because of their positive attitudes to learning that the Nursery and reception have developed. They behave very well. The partnership with a children's centre provides extremely effective support with expertise that is apparent in the planning of activities to move children forward.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Inspectors met with a group of ten parents, who all commented on the substantial improvements to the school in the past year, which they wholeheartedly welcomed. The school had recently conducted its own survey using Ofsted's questionnaire, and this affirmed that almost all of the 21 parents who responded are pleased with the educational provision of the school, and that their children enjoy school. Parents mentioned the positive impact of an ICT mathematics-learning programme that children enjoyed using at home. They felt concerns 'were dealt with immediately' by the headteacher, who was approachable and easy to talk to. Their children respected him and were no longer fearful of school. Other parents we met casually also affirmed their satisfaction with the school.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 March 2010

Dear Pupils

Inspection of Jervoise Junior and Infant School, Birmingham, B29 5QU

Thank you for your enthusiastic welcome we enjoyed as we inspected your school. We are delighted with the good quality of the teaching and learning we saw. Your approach to your work, particularly when you need to check answers, or think carefully about your understanding, is very good. Your work in class is at the standards we expect for your age in most cases, and we can see that writing is getting rapidly better than before. Thanks to the excellent leadership of Mr McCabe, and the skilled work of your teachers and classroom support staff, we are confident that the school no longer requires 'special measures' because now it is a good school.

We agree with you that learning and lessons are great fun, and that is because teachers put so much effort into making lessons enjoyable such as when they use drama to set up a story. You behave well in class and around the school, and always greet visitors with a cheerful 'hello'. The school is improving quickly, and there are two priorities for you and your teachers to consider. You will improve further with more practice, particularly when you are writing about things that interest you. Since the topics you study do give you the chance to find out answers to your own questions, you should have every opportunity to enjoy your writing. We also think that your attendance could be a lot better, and that really does need all of you to do your very best to attend school every day.

Best wishes for your future

Yours sincerely

Brian Cartwright

Her Majesty's Inspector

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