

Villiers Primary School

Prouds Lane, Bilston, WV14 6PR

Inspection dates 9–10 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils' overall progress in the nursery and reception classes and in Key Stage 2 is inadequate.
- Standards at the end of Year 6 declined in 2012 and have continued to decline in this academic year.
- Leaders and managers have not done enough to halt the decline in achievement and improve teaching.
- Progress in reading and writing requires improvement in Years 1 and 2.
- Disabled pupils and those who have special educational needs make inadequate progress because work they are given to do does not match their ability well enough and teaching assistants are not always engaged in helping pupils to learn.
- Teachers do not use time efficiently in lessons so pupils spend too long sitting and listening instead of learning with each other.
- The tasks pupils are given do not lead to enough learning. They do not challenge pupils or interest them enough.
- Teachers do not teach phonics (letters and the sounds they make) effectively and they do not give pupils enough opportunities to practise their writing skills in other subjects.
- Teaching in the nursery and reception classes does not give children enough chance to learn by exploring and making choices.
- Teachers' marking does not always give pupils enough information to help them improve their work.
- The assessments teachers make of pupils' standards are not accurate. This means leaders have inaccurate information about how well pupils are doing and make inaccurate judgements about how good teaching is.
- A few pupils are not attending school frequently enough and attendance is getting worse. Leaders have not done enough to stop this.
- Members of the governing body do not have an accurate view of the weaknesses of the school and are not challenging it to improve sufficiently.

The school has the following strengths

- Pupils make good progress in mathematics in the Early Years Foundation Stage and in Years 1 and 2.
- Most pupils behave well in lessons and around the school and they enjoy good relationships with staff.

Information about this inspection

- Inspectors observed 34 lessons, six of which were seen together with senior leaders. In addition, inspectors made other short visits to lessons and to learning areas in their course of their observations of pupils' behaviour. They also listened to pupils read.
- Inspectors observed senior leaders reporting back to teachers on the quality of their teaching.
- Inspectors took account of the 17 responses to the online Parent View survey and spoke informally to parents and carers as they brought pupils to school.
- Meetings were held with two groups of pupils, representatives from the local authority, the Chair of the Governing Body, senior and middle leaders, and teaching staff.
- The information from 63 staff questionnaires was considered.
- Inspectors observed the work of the school, and looked at pupils' books and at a number of documents, including the school's own data and monitoring of how well pupils make progress. They also checked planning documents, records of checks on the quality of teaching, and records of behaviour, attendance and punctuality, as well as documents relating to safeguarding.

Inspection team

Simon Blackburn, Lead inspector	Additional Inspector
Enid Korn	Additional Inspector
Dennis Brittain	Additional Inspector
Suha Ahmad	Additional Inspector

Full report

In accordance with 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 in the school.

Information about this school

- This is a larger-than-average primary school.
- A new headteacher was appointed to the substantive post in April 2013.
- About half of the pupils are from minority ethnic groups and the proportion of pupils who are known to speak English as an additional language is well above the national average.
- The proportion of pupils known to be eligible for support through the pupil premium, which is additional funding provided to the school for looked after children, pupils eligible for free school meals and children with a parent in the armed services, is above average.
- The proportion of pupils supported through school action is above average but the proportion supported through school action plus or with a statement of special educational needs is well below average.
- The school meets the government's floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and after-school childcare for pupils.

What does the school need to do to improve further?

- Rapidly improve teaching so that none is inadequate and much more is good or better by ensuring that teachers:
 - are precise about what they want each group of pupils to learn and how they are going to check how successful they have been
 - make accurate use of information about what pupils already know and can do to plan work which challenges all groups of pupils and helps learning to move at a brisk pace
 - use time more efficiently in lessons so that pupils spend more time actively engaged in, and making decisions about their own learning
 - plan more lessons that excite pupils and engage their curiosity
 - use teaching assistants and other adults more effectively, so none of their time is wasted, and check that their support is helping pupils make better progress
 - use marking to inform pupils about how well they are doing against their targets and what they need to do to improve their work.
- Raise standards in reading and writing by:
 - ensuring that the teaching of phonics (letters and their sounds) is more closely matched to pupils' abilities and moves learning on more quickly
 - provide more opportunities for pupils to practise and develop the skills of writing at length in different subjects.
- Improve achievement in the Early Years Foundation Stage by ensuring that teachers provide appropriate opportunities for children to explore and develop their own ideas.

- Improve leadership and management and increase the pace of school improvement by:
 - implementing more rigorous checks on the accuracy of assessments of attainment and progress made by teachers in all year groups
 - improving the accuracy of school self-evaluation by rigorously analysing all available information
 - implementing more rigorous checks on teaching that focus on how successful teaching is at moving learning on and how the teacher can improve their practice
 - improving the attendance of pupils, working with families to reduce the number of pupils who are absent for more than 15% of sessions.

- Improve governance by ensuring that members of the governing body:
 - are better informed about the school's performance
 - use the information to set more challenging targets for improvement
 - actively check that improvements that are detailed in development plans are having the intended effect on pupils' achievement and wellbeing
 - make regular checks on all welfare requirements for the Early Years Foundation Stage.

An external review of governance should be undertaken to assess how this aspect of leadership and management should be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Attainment of pupils finishing Year 6 fell from well above national averages in 2011 to be close to national averages in 2012. Unvalidated results that arrived in the school during the inspection show that attainment has fallen sharply again in English and mathematics in 2013.
- In 2012, a high proportion of Year 6 pupils made the expected progress in English but a lower-than-average proportion made expected progress in mathematics. The latest information from test results indicates that pupils currently in Year 6 have made inadequate progress in both English and mathematics.
- Pupils who are eligible for support through pupil premium funding make inadequate progress. In 2012, they completed Year 6 with attainment in both English and mathematics that was about two terms behind pupils who were not supported by the extra funding. The data for the current Year 6 show a two-term gap in their attainment in mathematics and a three-term gap in English.
- The proportion of pupils who reached the expected standard in the phonics screening check was well below the national average in 2012 and has not improved in 2013.
- Disabled pupils and those with special educational needs make inadequate progress. The work they are given is often not well matched to their ability so they fall further behind their peers.
- Children join the nursery with skills, knowledge and understanding that are below expectations for their age. They make inadequate progress overall in the Early Years Foundation Stage and children leave reception with attainment that is generally well below average. However, their progress in mathematics is good in the nursery and reception classes and so their attainment is higher than in other areas of learning. Their personal, social and emotional development is good in the nursery classes.
- Pupils' progress in reading and writing in Years 1 and 2 requires improvement, and they complete Key Stage 1 with attainment that is still well below average. Progress in mathematics is good because the 'Every Child Counts' initiative accelerates their learning and as a result, pupils' attainment in mathematics is average at the end of Year 2.
- Pupils from different ethnic backgrounds make similar progress except in mathematics, where pupils from Indian backgrounds make better progress than other pupils.

The quality of teaching

is inadequate

- The majority of teaching does not challenge or motivate pupils and too much teaching is inadequate. Expectations of what pupils can achieve are not high enough.
- Assessment information is not always accurate and teachers do not use it effectively to plan lessons that ensure that all pupils have work that is hard enough for them. Too often, the same task is given to all pupils and they lose interest because it is not demanding enough.
- Teachers are not precise enough about what they want children and pupils to learn. This means that sometimes tasks do not lead to good learning. Too often, teachers plan a range of activities for the class without knowing what they are looking for that will confirm whether pupils have

learned or acquired new skills.

- Teaching often prevents pupils from actively engaging in learning. Pupils are required to listen to lesson introductions that are unhelpful. It is a testament to the pupils' good attitudes to learning seen during the inspection that this rarely resulted in any deterioration in behaviour.
- Another reason that pupils lack active engagement in lessons is that they are rarely given the opportunity to find things out for themselves. Children in the Early Years Foundation Stage do not have sufficient chances to pursue and explore their own ideas. Activities for older pupils are also lacking in opportunities for pupils to determine what they want to learn or how they want to learn it.
- Teaching assistants do not always support pupils well enough during introductory activities. For example, in a Year 4 lesson, a teaching assistant was not engaged with pupils until the introductory session ended and so pupils who may have benefitted were not helped. Teachers do not routinely check how much progress pupils make when they are working with assistants.
- Pupils do not always get the help they need rapidly enough. In Years 1 and 2 groups of pupils are withdrawn to reduce class sizes for English and mathematics lessons but the pattern of withdrawal is not always clear and the effect that these changes have on learning is not evaluated.
- Some marking of literacy work in Year 5 is of high quality, providing clear and specific information about how pupils can improve their work, which is followed by pupils' comments, showing that they understand what they need to do. More often however, marking gives a comment about pupils' work but does not identify how they can move more rapidly towards their targets.
- Teachers are too reliant on computer software to teach pupils about letters and sounds (phonics). Pupils do not get enough opportunity to practise making the sounds that letters make and all pupils are expected to move on at the same pace, regardless of how well they can read and sound out the letters. The pace is often too slow, although some good practice was seen where pupils worked through sounds rapidly together.
- There are too few opportunities for pupils to write at length in subjects other than English. Worksheets that encourage short answers and sometimes single words are used extensively in the reception classes and in the foundation subjects like history in Key Stages 1 and 2. As a result, pupils do not get enough practice and their skills are less well developed.

The behaviour and safety of pupils

requires improvement

- Attendance was average in 2012 but has fallen during the current academic year. The work that the school does with parents and carers of pupils who are persistently absent is having little effect and persistent absence increased this year.
- The school keeps a wide range of records relating to pupils' behaviour including lunchtime incidents, bullying and racist incident logs, and accident books. However it does not draw all this information together to discover patterns in behaviour and safety that it can use to develop more effective policies and procedures to improve behaviour.
- Pupils' behaviour around the school is good, and they respond positively to one another and to

visitors. They play together compassionately and their social development is good.

- Attitudes to learning are generally good in lessons, with very little low-level disruption, even when the teaching does not engage pupils. However, Year 6 pupils are keener to talk about the social interactions they enjoy at school than their enthusiasm for learning in lessons. Relationships between pupils and staff are excellent and teachers know their pupils very well.
- The very large majority of parents who responded to the Parent View questionnaire agreed that the school ensured that pupils were well behaved and that bullying was well dealt with. Pupils agreed and in the meetings inspectors held with them they demonstrated a good understanding of the different forms bullying can take and how to keep themselves safe.
- The school's curriculum makes a strong contribution to the personal development of its pupils. The wide range of enrichment activities, including residential trips and visits, for example to the Houses of Parliament, ensures that pupils' spiritual, moral, social and cultural development is well catered for. The school production of *The Pirates of Penzance* took place during the inspection, with excellent performances throughout and exemplary behaviour from the Year 3 and 4 audience.
- The breakfast club and after-school child-care provide good care for the pupils who attend.

The leadership and management are inadequate

- Leadership at all levels has not been strong enough to make essential changes to teaching, and so achievement has continued to decline. Leaders' evaluation of their own practice and of the school's overall effectiveness is inaccurate and overgenerous.
- Expectations are not high enough to ensure that teachers demand the very best of their pupils, and checks on teachers' performance do not focus sufficiently on the impact that teaching has on pupils' progress over time, with the result that judgements made by school leaders on the quality of teaching are too positive.
- Leaders do not make systematic checks on the accuracy of teachers' assessments of learning, with the result that inaccurate assessments are used to judge pupils' progress and they go on to underachieve. Pupil-premium funding has been allocated to specific extra support for pupils but the most recent assessment results show that this has been unsuccessful in closing gaps in their attainment.
- The ineffective use of pupils' progress information by leaders and managers in every position is hampering the schools' ability to improve. Leaders do not have a clear understanding of which groups of pupils are underachieving and so are unable to take decisive action to improve rates of progress.
- Performance management (the system for making judgements about how well teachers are doing) is well structured but shortcomings in the monitoring of teaching quality and pupils' progress result in generalised statements that do not provide precise information to help teachers improve. As there are these major weaknesses in the leadership of teaching, the school should not appoint newly qualified teachers.
- Plans to improve aspects of the school's work do not target all the essential areas for development and are not specific enough to allow governors and other stakeholders to check

whether sufficient progress is being made toward their achievement.

- The curriculum (subjects and topics taught) is successful at fostering pupils' spiritual, moral, social and cultural development, as well as enhancing their personal and emotional wellbeing. It does not ensure that pupils make the academic progress they should because leaders do not make rigorous checks on its implementation.
- The school's engagement with the local authority has reduced over recent years but the authority has continued to offer it support and challenge, particularly as achievement has declined.
- All statutory requirements with regard to safeguarding are met.
- **The governance of the school:**
 - The governing body does not have a thorough understanding of the school's weaknesses. Governors have been too reliant on the information that the school's senior leaders have presented and have not challenged this robustly to ensure that they hold leaders to account. They have a lack of knowledge of pupils' progress and attainment across the school, the quality of teaching and the performance of teachers and leaders. Governors have approved the allocation of pupil-premium funding to provide one-to-one tuition and small-group teaching in all year groups but these actions have not been effective in reducing academic disadvantage. Governors have not ensured that the welfare requirements for children in the Early Years Foundation Stage are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104318
Local authority	Wolverhampton
Inspection number	412439

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	616
Appropriate authority	The governing body
Chair	Robert Green
Headteacher	Duncan Cocker
Date of previous school inspection	3 December 2007
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