

William Morris School

Bretch Hill, Banbury, Oxfordshire, OX16 0UZ

Inspection dates 14–15 May 2015

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

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leaders and managers have failed to arrest a decline in the quality of teaching so that pupils' achievement by the end of Key Stage 2 has fallen and is now inadequate. Achievement is particularly weak in mathematics.
- Leaders do not pay enough attention to the impact teachers make on pupils' progress when setting teachers' development targets and checking they are meeting them.
- Governors have not been effective in holding the school leaders to account for the quality of teaching and the progress that pupils make.
- The school's collection of information about pupils' progress and the quality of teaching is scant and not systematic. As a result, the areas requiring improvement are not effectively identified or tackled.
- Pupils in Key Stage 1 reach standards that are consistently below national averages and there is no evidence of improvements.
- Disadvantaged pupils are making inadequate progress and the gaps between their achievement and that of their peers have widened.
- Subject leaders have not had the opportunity to develop their skills and so have been unable to lead improvements in their areas of responsibility.
- Teachers underestimate what pupils can achieve. Tasks set do not help all pupils make progress.
- Pupils' behaviour requires improvement. Pupils do not always listen to instructions and quickly settle to work. This low level disruption slows learning.
- Pupils have a poor understanding of what constitutes bullying and are unclear about risk, thus compromising their ability to keep themselves safe.
- Children in the Reception class are not helped to achieve a good level of development.

The school has the following strengths

- Children have a good start to school in the Nursery, where they make good progress.
- Pupils in Key Stage 2 made stronger progress in writing in 2014.
- The recently appointed special educational needs coordinator has clearly identified pupils' needs and begun to take action to improve support, so these pupils are beginning to make better progress.
- Strategies to improve pupils' punctuality have led to more pupils being on time for school.
- Pupils are polite and courteous.
- Relationships across the school are strong; pupils and adults respect and trust each other.

Information about this inspection

- Inspectors observed pupils learning in 11 lessons or part-lessons. The lead inspector carried out a learning walk with the special educational needs coordinator to observe various group activities supporting pupils' better understanding and progress.
- Meetings were held with senior and middle leaders, teaching and non-teaching staff, members of the governing body and with pupils from Years 2 to 6. The lead inspector met with a representative of the local authority and a local leader of education.
- The inspectors listened to pupils from Years 1 and 2 read.
- Inspectors looked at the school's development plans. They also looked at safeguarding documentation and minutes of the governing body meetings. They looked at some records of pupils' progress and evaluated work in pupils' books.
- Inspectors considered the 13 staff questionnaires that were returned.
- Inspectors considered the 12 responses to the online parent questionnaire Parent View. They also noted comments from parents, including an email.

Inspection team

Jenny Batelen, Lead inspector

Additional Inspector

Alison Botarelli

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

- William Morris School is smaller than the average-sized primary school.
- Nearly all pupils are White British, the remainder coming from a range of other ethnic heritages.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Almost half of the pupils are known to be eligible for support through the pupil premium (additional funding for pupils known to be eligible for free school meals and children in the care of the local authority). This is much higher than average.
- The school does not meet the government's floor standards, which set the minimum expectations for attainment and progress.
- The school has a Nursery which children attend part-time in mornings or afternoons. There are single-year classes in Reception, which children attend full time, and also in Years 1, 2 and 3. There are mixed-aged classes for Years 4/5 and Years 5/6. This can vary depending on the numbers of pupils in each year.
- The governors manage a breakfast club.
- The headteacher took up her post in September 2014 but was absent through ill health during the period of the inspection. At the time of the inspection the school was led by two acting part-time deputy headteachers who both have full-time class teaching commitments, with some time for leadership tasks. At the request of the governors they are currently being supported by a local leader of education and the local authority.

What does the school need to do to improve further?

- Establish a secure leadership team with the knowledge and skills to rapidly raise achievement by:
 - ensuring roles and responsibilities for all leaders are clear and understood with dedicated time for leaders to effectively lead and contribute to school improvement
 - embedding a cycle for school improvement that includes the collection and analysis of information about pupils' progress so that areas for development are clearly identified, acted upon and regularly monitored
 - equipping members of the governing body to rigorously challenge leaders to improve all areas of the school, including teaching and achievement.
- Raise achievement so that the majority of pupils make at least good progress, especially in mathematics, by:
 - setting realistic and challenging targets for all pupils to achieve the best they can
 - monitoring the progress of pupils regularly and putting support in place to ensure targets are met
 - ensuring that checks on pupils' attainment and progress are correct
 - routinely practising basic skills and establishing a secure understanding of the language associated with each subject, especially mathematics.
- Improve the quality of teaching across the school, including in the Reception year, so that it is consistently good and secures rapid progress for all pupils by:
 - raising expectations of what pupils and children can achieve, and setting challenging and exciting tasks that fully engage pupils so that they concentrate and do not disrupt their own and others' learning
 - using questioning consistently well to determine pupils' understanding and to deepen their thinking
 - ensuring oral and written feedback focuses on improving skills and is linked to pupils' targets for improvement
 - using the system of setting targets for teachers linked to pupils' progress to rigorously check that the quality of teaching is improving
 - increasing pupils' understanding of different forms of bullying and how to respond to any that happens

- developing pupils' understanding of risk so they know how to keep themselves safe.

External reviews of governance and of the school's use of pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Senior leaders and governors have failed to create an ethos that leads to a continuous drive for improvement. As a result pupils' achievement has not improved and the quality of teaching is inadequate.
- Leaders do not track the progress different groups of pupils make carefully enough. As a result different groups of pupils, including disadvantaged pupils, make inadequate progress.
- School leaders and governors have not evaluated how well the school uses its additional pupil premium funding to help disadvantaged pupils to make enough progress to close the gaps in their learning with their peers. The school is not consistently ensuring equal opportunities for all pupils.
- Mathematics teaching is particularly poor and is leading to weak achievement in this subject throughout the school. Children in the Reception class and pupils in Key Stage 1 make inadequate progress in literacy and mathematics and so attainment is consistently below the national average.
- Senior leaders manage teachers' performance poorly. Targets set for teachers to help them improve their practice do not relate closely enough to the Teachers' Standards and are not challenging enough.
- Leaders' evaluation of the school's work is not accurate in the judgements made. They overestimate how well the school is performing compared to the national picture. School development plans are not clear enough about how progress will be made and are not evaluated properly to check actions have worked.
- Some middle leaders, including those who lead subjects, have not been given the opportunity to develop their skills or time to review and manage their area of responsibility. As a result, they do not know about the quality of teaching or the standards that pupils reach. They are not able to contribute to school improvement and raise standards.
- The acting deputy headteachers are making every effort to effectively lead the school at the time of the inspection. They have implemented some improvements, particularly in ensuring that policies are being updated and reviewed so they help secure improvements for the school. However, as full-time class teachers, they are not able to spend enough time monitoring the work of the school.
- The recently appointed special educational needs coordinator has been effective in analysing the needs of pupils. She works with staff to establish the best ways of supporting disabled pupils and those who have special educational needs. She has put in place a range of intervention strategies to help pupils make more progress, and there is evidence of some rapid improvements. The school's improving provision for disabled pupils and those who have special educational needs shows it is committed to ensuring there is no discrimination.
- The range of subjects studied is broad and balanced. Pupils have opportunities to visit places of interest and to welcome visitors, who share their knowledge and experience. However, opportunities are missed for pupils to develop further the skills learnt in English and mathematics across all subjects.
- Pupils' spiritual, moral, social and cultural development is promoted through assemblies and the school's values of respect, pride, bravery and justice. Strong relationships are fostered well. Pupils learn about different cultures and faiths and celebrate those represented in the school. As a result they are adequately prepared for life in modern Britain.
- The development of the school breakfast club has ensured that pupils who had struggled to be punctual are enabled to be on time to school, so the percentage of late arrivals has reduced considerably in the last few months.
- The primary physical education (PE) sport funding has mainly been used to involve the school with a local sports partnership that gives access to expert advice and in-school support for teachers and sports coaches. Pupils enjoy PE and teachers have gained confidence in teaching the subject.
- A recent local authority safeguarding review, and the school's response to this, has ensured safeguarding procedures meet statutory requirements so that pupils are kept safe and staff understand their responsibilities.
- Parents spoken to, and the few who responded to Parent View, have mixed views about how well the school is led and managed. A third would not recommend the school.
- The local authority has given intensive support to the school since September 2014 but it is too early to determine its impact. The school intervention leader has challenged the headteacher to monitor and evaluate the work of the school and to monitor the progress pupils make. Recently this has begun to be developed by the acting deputy headteachers with the support of the local leader in education.
- The school should not seek to appoint newly qualified teachers.

■ The governance of the school:

- Since the last inspection, governors have not held school leaders to account for the quality of teaching

or the standards being achieved at the school. The governing body has been through a period of change and this has resulted in a lack of challenge to school leaders. Governors have not asked questions about the quality of teaching, how leaders manage staff performance and ensure that teaching improves or weaknesses are tackled. They have not checked how the school is performing compared with national standards and so have not challenged leaders to make improvements to, for example, mathematics teaching. They have not evaluated how well additional funds, such as pupil premium, help improve outcomes for pupils.

- In September 2014 the governors undertook a review of their work. New governors took up positions and as a result there have been some improvements. Policies have been reviewed and there is an improving understanding of how well the school is performing compared with national. Governors have begun to challenge school leaders to provide better information so that they can effectively manage their role. They have a better understanding of the quality of teaching and are more aware of teachers who are not playing a strong enough role in leading improvements in the school.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement.
- Pupils enjoy talking about their school and their work. They understand the school's values and the majority of pupils enact these.
- Where lessons engage pupils' interest most pupils settle quickly to their tasks and listen carefully to each other and adults. However, not all pupils have sufficient interest and excitement about their learning and as a result they do not always focus on their activities. They do not get on with their work and sometimes slow down the progress of the lesson.
- Pupils understand the systems to help them behave well. They value the rewards they receive, but also appreciate the chance to reflect on their own behaviour and how this helps them to improve.
- Pupils move around the school sensibly, behave well in the lunch hall and play sensibly and safely together at playtimes.
- The elected school council provides a way for pupils to contribute to leadership in the school, such as leading fund-raising events and helping interview for new staff.
- Staff and parents have mixed views about how well pupils behave, and over half the staff do not consider that behaviour is consistently well managed. Pupils recognise that behaviour in some lessons requires improvement.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- Pupils are not secure in their understanding of what constitutes bullying, and have a limited understanding of risk, compromising their ability to keep themselves safe. However, pupils have a good understanding of how to be safe when using modern technologies. This was clearly demonstrated when a pupil in Year 2 explained why it was necessary to close down their work securely so that no one else could access it.
- Attendance has been below the national figure for two years. Recent work with some families has decreased the number of pupils late to school or persistently absent, and attendance overall is improving.

The quality of teaching

is inadequate

- Because teaching is inadequate too many pupils make limited progress in reading, writing and mathematics.
- Teachers underestimate what pupils can achieve. As a result the tasks they set do not challenge pupils to reach the standards appropriate for their age. Pupils themselves comment that they 'would like work to be a bit harder'.
- Pupils are not always encouraged to take a pride in their work. This means they do not try to do their best so work is difficult to read both for them and their teacher, and is therefore difficult to correct. Pupils report enjoying using cursive handwriting, but this is not consistently evident in the books of older pupils.
- The collection of information about how pupils are progressing has not been systematic or shared effectively with staff. Teachers are only just beginning to understand how to plan for all groups of pupils in their class and to ensure that tasks are provided to help all make good progress.

- There has been some recent progress in teaching. Pupils know what they must do to make improvements. They understand and value the recent development in teachers' marking of their books and in enabling them to assess their own work. This is strong in some writing books where pupils and teachers evaluate how well they have done and how they could improve. However, teachers' feedback does not always relate well enough to pupils' targets to ensure pupils understand how to reach them.
- Inadequate teaching of mathematics means pupils do not have a secure grasp of the basic skills required, or know and understand the language of mathematics. They have a lot of gaps in their knowledge and, despite recent changes to the way mathematics is taught, standards are not improving enough. 'Hotch Potch' time, when pupils practise a range of skills, is beginning to help them secure better skills.
- The school's focus on improving the teaching of phonics has not been successful. Teachers have not ensured pupils use these skills when reading and writing. As a result, younger pupils are hesitant in their reading, constantly stopping to work out words, and this hinders their understanding of what they are reading. Pupils do not consistently use their grammar, punctuation and spelling skills to make sure that their written work is of a good standard.
- When teaching is better, adults use questions skilfully to understand how well pupils are learning and to help deepen their thinking. However, this is not consistently used across the school. Sometimes adults are too quick to supply answers or do not challenge pupils to think further about the task they are doing.

The achievement of pupils

is inadequate

- Pupils across the school, including those from different ethnic heritages, do not make enough progress. Different groups of pupils, including disadvantaged pupils, do not make enough progress from their varied starting points to ensure they achieve all they can.
- Children in Nursery make good progress, but this slows in the Reception class so that a low proportion of children leave early years well equipped to start in Year 1, especially in literacy and mathematics skills.
- Pupils in Year 1 improved the standards reached in the phonics screening check in 2014, and at a faster rate than national, although they remain below the national level. Current school checks suggest that there will be a further improvement this year.
- In 2014, pupils in Year 2 reached levels that were well below those attained nationally in writing and mathematics. Results were also low in 2013 and these results were lower than 2012. Levels in reading were below those nationally, but had improved on those attained in 2013. However, school predictions and work in books indicate that there will be no improvements overall in Key Stage 1 made this year.
- When pupils left the school in Year 6 in 2014, standards in mathematics were well below those found nationally. Standards in reading and writing were also below national expectations. Although there was some improvement in writing, this still showed pupils had made too little progress during Key Stage 2.
- Current work in books shows limited progress across Key Stage 2, and the progress of pupils currently in Year 6 is inadequate.
- Significant gaps in pupils' mathematical understanding, their weak grasp of mathematical language and basic skills, means they attain low standards and progress is inadequate.
- The most able pupils are making inadequate progress, especially in mathematics. They are not given sufficiently challenging work to help them to reach the higher levels.
- Disabled pupils and those who have special educational needs have made inadequate progress. Teachers have not planned activities that help these pupils achieve well. Recent developments include a clear analysis of their needs and more appropriate provision through planning work and support in class and intervention groups. This means that these pupils are now beginning to make better progress.
- The progress of disadvantaged pupils is consistently below that of other pupils nationally and so the gaps between their attainment and that of their peers are not closing. In the 2014 national tests, the gap in disadvantaged pupils' attainment compared with other pupils nationally was equivalent to three and a half terms in reading, three terms in mathematics and three and a half terms in writing. The gaps widened in mathematics, and closed slightly in reading and writing, having widened by five terms and four terms respectively in 2013. Compared to other pupils in the school the equivalent gaps were two and a half terms for reading and three terms for writing and no gap for mathematics.

The early years provision

is inadequate

- Leaders of the early years have not ensured that children make progress throughout their time in the

provision. Leaders are unclear about the skill levels of children when they start the Nursery and Reception classes. Links with other providers are not strong enough to support this process.

- Children have a good start to school in the Nursery class. Good phonics and handwriting teaching helps children to establish good skills in writing, and using sounds they learn to name objects and develop early reading skills. Adults use questioning to help children develop their thinking and language skills, as they encourage children to speak in full sentences. The range of activities interest and excite the children so that they learn well.
- This good practice is not continued in the Reception class. Children are not helped to make progress, particularly in literacy and mathematics skills. Boys and disadvantaged children's progress is weaker than that of their peers.
- Activities in Reception do not interest children sufficiently. Adults do not make enough of opportunities to develop and extend children's skills. As a result some children, especially boys, lose concentration and so make inadequate progress towards a good level of development. Consequently, many are ill prepared for entry to Year 1.
- Children mostly play well together, both inside and outside. They engage in their own play as well as working with adults, usually showing respect for each other. However, in Reception, adults do not correct or model good behaviour and do not establish high expectations.
- The early years area is safe and children learn how to play safely and use equipment in a safe way.
- Parents feel that their children are happy at school and most feel that any concerns would be dealt with. There is limited evidence that parents contribute information about successes at home to inform the collection of evidence about how well children are progressing.

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	122998
Local authority	Oxfordshire
Inspection number	462382

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	175
Appropriate authority	The governing body
Chair	Charlotte Christie
Headteacher	Lorna Middleton
Date of previous school inspection	16–17 May 2013
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