

Villiers High School

Inspection report

Unique Reference Number	101928
Local Authority	Ealing
Inspection number	335810
Inspection dates	12–13 May 2010
Reporting inspector	Helen Pennington

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1208
Of which, number on roll in the sixth form	31
Appropriate authority	The governing body
Chair	Shahid Khan
Headteacher	Juliet Strang
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by five additional inspectors. They observed tutor time, assembly and 40 lessons and teachers, and held meetings with groups of staff, students and governors. They looked at progress reports, development plans, departmental evaluations, school policies and a range of other documentation, including 94 questionnaires from parents and carers and others from students and staff.

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

- the quality and impact of the curriculum, teaching and assessment on students' progress
- students' behaviour both in lessons and around the school
- the impact of leadership and management on improving the quality of teaching.

Information about the school

Villiers High School is slightly larger than average for a comprehensive school. The school population is ethnically very diverse. Almost all students come from minority ethnic groups; nearly half have Indian heritage and most speak English as an additional language. The proportion of students known to be eligible for free school meals is higher than the national average.

The school has been a specialist college in technology since 2003 and is currently part of the Paul Hamlyn Foundation Learning Futures project and has been selected as the only school in the United Kingdom (UK) to participate the Amnesty International Human Rights Friendly School global project. The sixth form opened in September 2009.

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?

3

The school's capacity for sustained improvement

3

Main findings

Villiers provides its students with a satisfactory education. It has stronger features, which include the quality of its care, guidance and support. An outstanding feature is the care which is provided for students with particular needs, such as those who may otherwise become disengaged from learning or who are new to the UK or from areas of conflict. The school is tenacious about securing external support for these students as well as implementing its own provision with, for example, a counsellor and a clinical psychologist in school to support students' emotional health and well-being.

Students make good progress during their time at Villiers and attainment at the end of Key Stage 4 is in line with national averages. As well as the majority of teaching securing good progress, there is a high level of intervention, including after-school and Saturday classes, to support students who might otherwise underachieve. The good curriculum also supports progress. 'Learning to learn' is a key feature with students enjoying opportunities to develop their skills as independent learners. To promote the development of literacy skills, all Year 9 students are successfully following a media studies course and will sit the GCSE this summer. At Key Stage 4 there is a good choice of vocational and traditional courses; all students follow a BTEC course in design and technology as part of the school's specialism. Plans are currently being implemented to make further changes so that the curriculum is even more specifically tailored to the needs of the students.

There have been improvements since the last inspection, particularly in curriculum provision. The school has systems in place to analyse performance data, but its self-evaluation lacks reference to specific measurable impact on outcomes for students and is overgenerous in some areas.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by:
 - ensuring that lessons are always sufficiently challenging for all students
 - embedding the existing good practice in assessment, including the regular marking of students' work, in all subject areas.
- Continue to support students with behaviour management so that they are more consistently well-behaved around the school and the low-level disruption which occurs in a small minority of lessons is reduced.
- Develop consistent systems to monitor effectiveness, including gathering evidence to demonstrate the impact of initiatives and policies.

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

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Outcomes for individuals and groups of pupils

3

In the majority of lessons observed during the inspection, learning and progress were good. Students made the most progress when they were active, engaged and had opportunities to work independently, in pairs or groups. Progress was limited, at times, by work which lacked challenge or was not planned to match different learning needs. Learning and progress for students with special educational needs and/or disabilities were also good, particularly when there was targeted support from a teaching assistant for them.

Attainment in English has been low in the past, but current projections, based on regular and accurate assessment, indicate that this is now more in line with attainment across the school and is close to national averages.

All students study for a qualification in enterprise at Key Stage 4 and this, together with their application of literacy, numeracy and information and communication technology, contributes to the satisfactory development of skills to support future economic well-being. Leaders have taken strong action to address lateness in the mornings and, while this is improving, some students are slow to move between lessons and are not punctual at other points during the day.

Most students report that they feel safe in school and they have a good understanding of how to avoid dangers associated with drugs and alcohol. They understand the importance of healthy lifestyles including a healthy diet and they participate well in PE and extra-curricular sports.

Apart from the lapses in behaviour, students make a good contribution to their own community and are involved in a range of activities including observing lessons and giving feedback, prefect duties and the school council. Some act as 'buddies', supporting students at the early stages of learning English. They also contribute well to the wider community, raising money for charity and taking part in, for example, the BBC schools reports.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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

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

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	
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of teaching is carefully planned, includes activities designed to be interesting and engaging for students and takes careful account of each individual's needs. For example, in a music lesson in Year 7 the teacher had taken great care to write out meanings for words from a song to help students develop their literacy skills. Teachers have good subject knowledge and create a positive learning environment where students feel confident and take an active part in lessons. In the best lessons probing questioning is used to gauge students' understanding and provide challenge, but this is not consistent and weaknesses in assessment restrict progress in a number of lessons.

As well as benefiting from the imaginatively designed curriculum, students also have access to a range of enrichment activities including sport, the school production and the Duke of Edinburgh's Award scheme. These are enjoyed and take-up is high.

An impact of the good-quality care, guidance and support arrangements in place are improved attendance and a significant reduction in the proportion of students who are persistently absent from school. Students report that they receive good guidance about option choices and are well prepared for the future. There are carefully thought-out arrangements to induct new students into the school involving well-organised peer support.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

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

The headteacher has clear vision and ambition for the school, which is communicated with and shared by the staff. Assessments, which have been standardised in school, are used to measure students' progress half-termly. The quality of teaching is monitored and judged accurately, but the process is inconsistent and the guidance on how to improve is sometimes absent or not specific enough to secure significant improvements. The school makes strenuous efforts to ensure that those who may be at risk are kept safe. Staff receive good-quality training on child protection and other regulations in relation to safeguarding are met.

The school works hard to promote equality and it uses partners, such as Amnesty International, to encourage students to learn more about different cultures and to tackle stereotypes. Leaders are generally aware of the performance of different groups, but progress in relation to ethnicity is not specifically monitored. Other partnerships, such as that with Imperial College where students studying physics in the sixth form spend one day per week, are used well to support the learning and well-being of students.

Governors are supportive of and visible in the school. They contribute to development planning and have recently begun undertaking 'learning walks', visiting lessons with senior staff. They review policies but do not formally monitor the impact of these.

The school knows its context well and has taken steps to engage with the community. The newly appointed parental engagement officer is helping the school to form stronger links with particular groups, especially the Somali and Afghani communities. There are several productive partnerships with other schools both nationally and internationally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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

Sixth form

The newly opened sixth form currently offers a very small range of courses. Progress made so far by students is satisfactory overall and almost half are making good progress. Students studying for the international baccalaureate qualification are more involved in contributing to the rest of the school than those on the BTEC course at present. They helped to organise the recent 'star awards' event, celebrating successes of students in the rest of the school. They have also made presentations in assembly and accompanied school trips.

Students appreciate the support they receive both at 'review days' and the individual meetings they have to discuss performance following examinations. They comment on the 'very good family atmosphere' the sixth form offers. Curriculum provision, including enrichment opportunities, is stronger for the international baccalaureate course than the BTEC.

At this early stage plans for development are mainly focused on the establishment of routines, but the head of sixth form also has a marketing strategy in place to increase student numbers.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

The number of questionnaires received from parents and carers was relatively low. Of those who did respond, most feel well informed about progress, are confident that teaching is good and are happy with their child's experience at school. While the large majority of parents and carers were happy with the way the school deals with unacceptable behaviour, some were not. Other evidence gathered during the inspection has resulted in behaviour management being identified as an area for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Villiers High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 1208 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	41	48	51	6	6	1	1
The school keeps my child safe	28	30	55	59	9	10	0	0
The school informs me about my child's progress	34	36	54	57	5	5	1	1
My child is making enough progress at this school	26	28	56	60	10	11	0	0
The teaching is good at this school	28	30	57	61	8	9	0	0
The school helps me to support my child's learning	26	28	45	48	16	17	4	4
The school helps my child to have a healthy lifestyle	25	27	54	57	13	14	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	28	50	53	12	13	1	1
The school meets my child's particular needs	19	20	56	61	9	10	1	1
The school deals effectively with unacceptable behaviour	20	21	54	57	10	11	4	4
The school takes account of my suggestions and concerns	11	12	53	56	16	17	5	5
The school is led and managed effectively	20	21	63	67	8	9	1	1
Overall, I am happy with my child's experience at this school	33	35	48	51	9	10	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 May 2010

Dear Students

Inspection of Villiers High School, Southall UB1 3BT

Thank you for your contribution to the recent inspection of your school. We enjoyed meeting you and seeing you at work. We judged that Villiers provides you with a satisfactory education.

We agree that you are all well cared for by the school and those of you who need it most receive exceptionally good support.

Your interesting curriculum helps you to make good progress because it is well designed to meet your needs. You told us that you particularly enjoy the 'learning to learn' course and we agree that this is having a positive impact on your independence as learners.

In order to help you make even more progress, we have asked the school to:

- increase the proportion of good and outstanding teaching by:
- ensuring that lessons always offer you enough challenge
- making sure that all teachers assess your progress in lessons and mark your work as well as the best ones do
- support you with behaviour management so that you are more consistently well-behaved around the school and the low-level disruption which occurs in a small minority of lessons is reduced
- carefully measure the impact of new initiatives and policies on outcomes for you.

You can help by getting actively involved in lessons and considering the impact of your behaviour on those around you.

The inspection team wishes you all the best in the future.

Yours sincerely

Helen Pennington

Lead inspector

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