

Villiers Primary School

Prouds Lane, Bilston, WV14 6PR

Inspection dates 21–22 January 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is not consistently good across the school. As a result, pupils do not make good progress from Year 1 through to Year 6.
- Pupils' progress in mathematics in Key Stage 2 is too slow.
- Too few pupils achieve the higher levels at the end of Year 2 and Year 6. This is because not all teachers ensure that the work provided for the most-able pupils is challenging enough.
- Pupils have too few opportunities to apply their mathematical skills in other subjects.
- The quality of marking in pupils' books is not consistently good in all classes.
- Not all teachers inject a sense of urgency into learning. As a result, pupils do not make as much progress as they could in the time available.
- Teachers do not always insist that pupils take the pride in all their work that they show in English and mathematics. Pupils are not always encouraged to take care with handwriting, spelling and grammar.
- Senior leaders and governors do not check closely enough on how effectively extra government funding is improving the progress of disadvantaged pupils.
- Senior leaders do not always check quickly enough that their guidance on how to improve teaching has been followed by all staff.
- Teachers with additional responsibilities are not fully involved in monitoring the quality of teaching in their area of responsibility.

The school has the following strengths

- This is an improving school. Leaders, staff and governors are committed to ensuring that improvement continues.
- The headteacher and senior leaders are making changes that are improving the quality of teaching. This is helping pupils to make faster progress than in the past.
- Children in Nursery and Reception get off to a good start because of effective teaching.
- Pupils' achievement in reading by the end of Year 6 has improved markedly since the school was judged to require special measures.
- Phonics (the sounds letters make) teaching is good.
- Pupils make good progress in mathematics in Key Stage 1.
- Pupils behave well. They are kind and caring towards one another and are respectful towards adults. Pupils enjoy school and trust the adults to look after them. As a result attendance continues to improve.
- The wide range of lunchtime and after school clubs, trips, visitors into school and opportunities to learn to play musical instruments promote pupils' social, spiritual and cultural development effectively.

Information about this inspection

- Inspectors observed 32 lessons or parts of lessons, six of which were completed jointly with senior leaders.
- Inspectors undertook 'learning walks'. These comprised short visits to a number of lessons to speak to pupils and look at their work, examine displays and to observe behaviour.
- Meetings were held with senior leaders, three representatives from the governing body, teachers who hold additional responsibilities and a representative from the local authority.
- Inspectors talked to groups of pupils, listened to them read and observed them during playtimes and lunchtimes. Inspectors spoke to pupils informally around the school.
- Inspectors considered the 79 replies to the staff questionnaire. There were too few responses to the online parent questionnaire (Parent View) to be viewed. The views of parents were sought at the start of the school day as they brought their children to school.
- The inspection team reviewed a range of documentation including the school development plan, safeguarding policies, minutes of meetings, information about pupils' attainment and progress and records relating to pupils' behaviour and attendance.

Inspection team

Rachel Howie, Lead inspector	Her Majesty's Inspector
Helen Booth	Additional Inspector
Dennis Brittain	Additional Inspector
Simon Mosley	Her Majesty's Inspector

Full report

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.

Information about this school

- This is a larger-than-average primary school.
- An above average proportion of pupils, a third of the school, are disadvantaged and supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals.
- Almost half of the pupils are from minority ethnic groups. The largest group represented are of Indian heritage. At one in five, the proportion who speak English as an additional language is average.
- The proportion of disabled pupils and those who have special educational needs is just below average, at around 13%.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The onsite Nursery is run by the school and has morning and afternoon groups. Children attend part-time in the Nursery and full-time in Reception.

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that it is consistently good or better by ensuring that:
 - teachers always provide pupils, especially the most able, with work that is challenging and enables them to learn quickly
 - teachers encourage pupils to work at a good pace so that time in lessons is not wasted
 - the good practice in marking evident in the school is shared with all staff
 - teachers expect pupils to present their work to a good standard in all subjects and apply their spelling and grammar skills in lessons other than English.
- Accelerate pupils' progress in mathematics in Key Stage 2 by:
 - ensuring that pupils have opportunities to apply their mathematical skills in other subjects and in real-life contexts
 - encouraging pupils to explain their ideas and answers fully, using appropriate vocabulary
 - ensuring that teachers' marking and feedback enable pupils to see where they have made errors or how to move onto the next stage of learning
 - sharing the effective strategies being used in Key Stage 1.
- Improve leadership and management by:
 - enabling teachers with additional responsibilities to monitor the quality of and lead improvements in the teaching of their subject or area
 - ensuring that leaders check that guidance given to staff on how to improve their practice has been acted upon swiftly
 - monitoring and analysing the impact of pupil premium funding more closely to identify which strategies are the most effective for improving pupils' progress
 - ensuring that governors act swiftly on the recommendations of the pupil premium funding review and rigorously hold leaders to account for the use of this funding.

Inspection judgements

The leadership and management requires improvement

- Leadership and management require improvement because pupils in all classes do not yet achieve equally well and make good progress. Senior leadership has strengthened considerably since the time of the last inspection and inadequate teaching has been eradicated. Effective coaching and training are leading to improvements in the quality of teaching. However, further work is necessary to secure good teaching for all pupils.
- The headteacher is very effectively supported by the deputy headteacher. They have an accurate knowledge of the improvements that have been made in the school and the weaknesses that are still to be addressed. Leaders at all levels, including governors, and other staff are committed and dedicated to ensuring that the school can be judged as good as soon as possible. Almost all parents who spoke to inspectors are supportive of the school's work and recognise the improvements that are being made.
- Senior leaders make frequent checks on the quality of teaching. The teachers and teaching assistants who spoke to inspectors said that they receive precise advice about how to improve their practice. In some instances senior leaders are too slow to check that their advice has been implemented and sustained.
- The recently-appointed assistant headteachers are good role models for the staff within their phase. They work together effectively as a team and have a clear picture of the strengths and weaknesses of the staff they line-manage. They are providing effective leadership in their areas of responsibility. The assistant heads with responsibility for English and mathematics understand where improvements need to be made and have taken appropriate action. It is too soon to see the full impact of their work.
- The leadership of the early years is effective and contributes well to the good achievement and teaching in this area of school.
- Teachers with responsibility for subjects other than mathematics and English are not yet fully involved in monitoring the quality of teaching, learning and assessment in their subject area. They are too reliant on the senior leaders. As a result of coaching and training their skills are improving but they are at an early stage of development.
- Appropriate systems are in place for managing teachers' performance. This year's targets for staff link to the national Teachers' Standards and to the school development plan. The impact of performance management is not yet fully evident in ensuring consistently good teaching and learning.
- The school provides an appropriate range of subjects and ensures that effective provision is in place for pupils' spiritual, moral, social, and cultural development. New topics have been introduced, such as 'The Empire Strikes Back' and 'Chocolate', which capture the interest of the pupils. Visitors to the school and trips to places of interest complement these themes effectively. Opportunities to learn about British values, for example, democracy, are made explicit in school planning. However, in some classes, subjects such as history, geography and religious education are not taught sufficiently well to ensure that pupils make good gains in their skills and knowledge. Opportunities for pupils to develop their musical skills or to learn a musical instrument are good. For example, during Year 4, all pupils have the opportunity to learn the ukulele, the fife and a brass instrument. The wide range of clubs that are provided are well attended.
- In some respects pupils are well prepared for life in modern Britain. Pupils understand how to keep themselves safe, for instance, when using the internet. They are taught the values of kindness, respect and tolerance and understand how to value the opinions of others. Pupils understand that discrimination of any kind is not tolerated. They develop a sense of responsibility and pride in their school through roles such as recycling monitors, school councillors, head boy and girl and playground patrollers. However, leaders have not yet been successful in ensuring that all pupils reach their potential by the time they leave the school. In addition, pupils' knowledge and understanding of faiths, other than Christianity, is weak.
- The impact of the use of pupil premium funding is not monitored closely enough. As a result, although the attainment gap between disadvantaged pupils and their peers is closing, leaders do not know which

strategies have been the most effective in achieving this.

- The primary school sport funding is used well to provide specialist physical education (P.E.) teachers and a range of after school clubs. However, leaders do not monitor the impact of this funding on increasing the numbers of pupils engaged in physical activity and clubs, or how effectively it is leading to improved standards in P.E.
- The local authority has provided effective support and challenge to the school since the last inspection. The local authority advisor has visited the school frequently and the resultant reports have accurately acknowledged where improvements have been made and given clear advice about the next steps to be taken.
- Safeguarding arrangements meet current requirements.
- **The governance of the school:**
 - Governance has improved since the time the school was judged to require special measures. Governors now have an accurate view of the school's performance and are beginning to ask more challenging questions of the senior leaders. Governors make regular visits to the school; however, these visits are not yet precisely enough focused on the areas for improvement set out in the school development plan.
 - Governors have a good understanding of the quality of teaching in the school and ensure that progression through the salary scale points is related to quality of teaching and performance.
 - Governors understand what the pupil premium funding is spent on but do not hold the leaders to account for how well this money is helping disadvantaged pupils to catch up with their peers.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. This is because staff have high expectations. Pupils are well supervised and generally move around school sensibly. They are polite and respectful. Inspectors observed several occasions when pupils spontaneously helped one another, for example, to fasten up coats or help in learning if a friend was stuck. Pupils are punctual to lessons and are dressed smartly.
- School leaders have been successful in supporting the small number of pupils who demonstrate less positive behaviour.
- Good attitudes to learning are fostered from when children begin in Nursery. Pupils of different ages told inspectors that they like school and that lessons are becoming more interesting. When teaching is good, pupils concentrate and try their best to get their work completed quickly and to a high standard. When teaching is less than good there is sometimes a lack of urgency about the pace of work and pupils take less care with their presentation and handwriting.
- Pupils understanding the importance of treating others fairly and equally. One pupil summed it up saying, 'We look different on the outside but we are all the same inside.' Pupils learn to work with those from other year groups, for example, Year 6 pupils 'buddy read' with Reception children.
- Attendance has improved since the time of the last inspection and is now in line with the national average. School data show that it is continuing to improve. The number of pupils who are persistently absent has reduced significantly. This is a result of more rigorous procedures to follow up absences. Incentives have also been introduced to reward good attendance, for example, bronze, silver and gold badges and an end-of-year trip to the cinema. Pupils are keen to achieve these rewards.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are well supervised and adults are vigilant. Pupils feel safe in school and have confidence in the adults who take care of them. Pupils told inspectors that the school council also listen to their concerns or worries and bring them to the attention of the adults.

- Parents agree that pupils are safe at school. They stated that, in more recent times, staff respond promptly to any concerns they raise and that pupils with extra needs are well catered for.
- The pupils spoken to were able to talk about different forms of bullying and told inspectors that children sometimes 'fall out' with one another, but bullying is extremely rare. Pupils were confident that if bullying should occur, adults would take it 'very seriously' and sort it out.
- Pupils in Nursery and Reception are able to talk about rules in the classroom that keep them safe when they are playing.

The quality of teaching

requires improvement

- Previous weaknesses in teaching have affected pupils' achievement over time. Teaching is improving but it is not yet consistently good across the school. Inadequate teaching has been eradicated and an increasing proportion is now good. However, a large proportion requires improvement. As a result, too few pupils make good progress.
- Teachers do not always monitor pupils sufficiently closely when they are working on their own. On occasions pupils have to wait once they have finished a task. Some pupils do not have a sense of urgency about completing tasks and do not work as quickly as they could.
- Some teachers' expectations of what pupils can achieve have not been high enough. This prevents the most able pupils from making fast enough progress.
- The work in pupils' books in some classes, particularly in topic work and religious education, is scruffy and poorly presented. Pupils are not consistently encouraged to take care with handwriting, spelling and grammar. In some books seen by inspectors, pupils had presented work in their English and mathematics books well, taking care not to make errors and to write neatly. In the same pupils' topic books, writing was poorly formed and littered with simple mistakes.
- Marking is too variable across subjects and between classes. At its best, in English books, marking provides pupils with clear advice about how to improve their work. Pupils then respond and make the suggested improvements with their 'Perfecto Pen'.
- Teaching for pupils who are disabled or have special educational needs has improved. However, as for other pupils in the school, teaching for these pupils is not consistent and requires improvement. This is because the support provided is not always effective enough to ensure good progress.
- The teaching of mathematics in Key Stage 1 is good. Pupils are taught new concepts effectively and are moved on to new learning quickly. In contrast, pupils' progress in mathematics in Key Stage 2 is too slow. Some teachers do not encourage pupils to explain their ideas and answers fully, using appropriate vocabulary. Pupils have too few opportunities to apply their mathematical skills in other subjects and in real-life contexts. Teachers' marking does not always help pupils to move their learning forward. This limits the progress that pupils make.
- The teaching of reading is good. Pupils are taught phonics from Nursery onwards and this helps them to read unfamiliar words. This means that pupils are able to read and enjoy texts of increasing difficulty. Pupils are encouraged to read at home and are heard regularly at school.
- There are positive relationships between pupils and adults. Expectations of behaviour are high and this supports pupils' learning. Pupils respond quickly and positively to teachers' instructions and explanations.
- Teaching in Early Years Foundation Stage is good.

The achievement of pupils requires improvement

- Achievement for all groups of pupils has improved since the time that the school was judged to require special measures but it is not yet good. Rates of progress for pupils currently in the school are improving but are not yet good in all classes and subjects. This is because the quality of teaching is variable.
- In the past, progress in reading and writing in Key Stage 1 has been too slow. As a result, at the end of Year 2 in 2014, the proportion of pupils reaching the expected level in writing was well below the national average and below in reading. The proportion achieving the higher Level 3 in reading and writing was well below the national average.
- The 2014 Year 6 test results indicate that the proportion of pupils achieving the expected levels in reading, writing and mathematics was below the national average. This represents an improvement from the previous year, particularly in reading; however, too few pupils attained the higher Level 5, particularly in mathematics.
- Too few pupils make better than expected progress in writing and mathematics from the end of Key Stage 1 to the end of Key Stage 2. This prevents them from reaching the standards they are capable of. The 2014 results and the school's tracking information show that progress in reading is good.
- The most-able pupils make inconsistent progress. This is because they are not always provided with work that is challenging enough, particularly in mathematics. As a result they do not all make the progress they are capable of.
- Pupils' progress in mathematics in Key Stage 2 is too slow. This is because pupils are not routinely expected to explain their answers using mathematical vocabulary and marking does not help pupils to understand what they need to do next. In addition pupils have too few opportunities to practise their mathematical skills in other subjects.
- Pupils make good progress in mathematics in Key Stage 1 and achievement is above average. This is, in part, because the 'Every Child Counts' programme accelerates learning.
- As a result of improving teaching, pupils are making up for previous lost ground. Work in pupils' books and school tracking information show that an increased proportion of pupils are making good progress. Pupils currently in Year 6 are on track to be in line with the national average at the expected and higher levels in reading and writing by the end of the school year. Mathematics remains the weaker subject.
- In the most recent Year 1 phonics check, the proportion of pupils reaching the expected standard was above the national average. This represents a significant increase from 2013. This is because the teaching of phonics is good. Pupils that do not reach the required standard in Year 1 do so by the end of Year 2.
- Disadvantaged pupils do not achieve as well as other pupils in the school or when compared to other pupils nationally. However, the 2014 test result show that the attainment gaps are narrowing. When compared to other pupils in the school, disadvantaged pupils were two terms behind in mathematics, and one and a half terms behind in reading and writing. When compared to other pupils nationally, the gaps are wider: three terms in mathematics and two and a half terms in reading and writing.
- In the Early Years Foundation Stage children join the school with skills and knowledge below that typically expected for their age. As a result of effective teaching children make good progress and an above average proportion reached a good level of development in 2014. Evidence from children's books and assessment information shows children are on track to achieve similar results this year.
- Pupils enjoy reading and are positive about their reading experiences at school. Pupils who read to inspectors were confident and used their knowledge of phonics to tackle unfamiliar words. Older pupils could talk about a range of authors and identify their favourites.

- As a result of focused interventions disabled pupils and those with special educational needs make similar progress to other pupils in reading and writing. Their progress in less good in mathematics.

The early years provision are good

- Children enter Nursery with knowledge, understanding and skills that are below that typical for their age. The quality of early years provision has improved markedly since the last inspection and by the time children leave Reception, the majority are now well prepared to start Year 1. In 2014 an above average proportion of children reached a good level of development. This is because teaching has improved and is now good.
- The early years provision is well led and managed. Activities are generally well organised, resources are used effectively and children's progress is monitored carefully. Staff work together effectively as a team to plan stimulating activities for the children. For example, children were keen to show inspectors their 'igloo' and talk about what they were learning about cold places. In addition, children make effective use of the newly-refurbished outdoor learning area, which provides a good range of learning opportunities. Inspectors observed Nursery children excitedly searching in the sand pit for 'number treasure'.
- Through careful monitoring of pupils' progress, leaders are aware that the most able pupils do not always make the progress that they are capable of. As a result, an increased focus has been placed on providing more challenging activities.
- There are strong systems in place to record the progress of different groups of children. 'Learning journeys' in all classes clearly show how children are progressing over time. Parents contribute effectively to these by completing 'Wow vouchers' at home. Parents who spoke to inspectors stated that their children are safe and well looked after, and had settled quickly into the routines of Nursery and Reception classes.
- Teachers and teaching assistants make sure that children are safe. As a result, children grow in confidence and relate well to adults and other children. For example, one child spontaneously offered to shine his torch on the inspector's notes to help him see better. Their positive attitudes and behaviour support their learning well.

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	447403

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	620
Appropriate authority	The governing body
Chair	Robert Green
Headteacher	Duncan Cocker
Date of previous school inspection	10 July 2013
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