



# William Morris School

## Inspection Report

---

**Unique Reference Number** 122998  
**Local Authority** Oxfordshire  
**Inspection number** 292552  
**Inspection dates** 18–19 October 2006  
**Reporting inspector** Brenda Iles

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Bretch Hill
<b>School category</b>	Community		Banbury
<b>Age range of pupils</b>	3–11		OX16 0UZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01295 258224
<b>Number on roll (school)</b>	196	<b>Fax number</b>	01295 252317
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Gregory Williams
		<b>Headteacher</b>	Mrs Sally Newman
<b>Date of previous school inspection</b>	10 February 2003		

---

<b>Age group</b> 3–11	<b>Inspection dates</b> 18–19 October 2006	<b>Inspection number</b> 292552
--------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is smaller than average. It has a nursery class that provides part-time education for children from age three. Most pupils are of White British heritage. The school serves an area of significant social and economic disadvantage and staff recruitment has been an issue. The percentage of pupils who have learning difficulties and disabilities is higher than most schools. The proportion of pupils eligible for free school meals is above average. The school is part of a local group of schools that links community needs and staff training opportunities. It is receiving additional help through the Intensive Support Programme (ISP).

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Standards in Years 2 and 6 in English and mathematics are very low. The recent progress of most pupils is now satisfactory. Senior managers and inspectors agree that difficulties in recruitment, teaching and leadership led to a lack of rigorous monitoring and evaluation which resulted in inconsistencies in teaching and learning and a decline in standards.

Recent improvements show that the school has satisfactory capacity to improve. The leadership team is now much clearer about the way forward and is working with governors as a committed team. Recent actions have improved attendance, ensured assessments are accurate and introduced strategies to raise achievement. The school's tracking data shows that most pupils are now making satisfactory progress and the legacy of underachievement is being addressed. Standards in English, mathematics and science are well below average but the early stages of recovery are apparent. However, the school's plan and self evaluation do not focus precisely enough on accelerating the pace of improvement.

Children's attainment when they start school is well below the expected levels for their age group. Foundation Stage provision is good and the children make good progress but few achieve the goals expected for their age by the time they transfer to Year 1. Although some good lessons were seen on the inspection, teaching is mostly satisfactory. Inconsistencies in teaching have led to significant gaps in the development of pupils' speaking and writing and there has not been sufficient, consistent challenge for the more able. Pupils with learning difficulties achieve well because they receive good support.

Through its improved and now good pastoral support and care, the school has begun to raise the pupils' levels of confidence and enjoyment. Parents are satisfied their children feel safe and happy in school and say that the improved targets are helping to guide their children to produce better work. Pupils' personal development and well-being are satisfactory but they have too few opportunities to take responsibility for their own learning.

### What the school should do to improve further

- Raise standards and achievement in mathematics and in English, particularly speaking and writing.
- Improve leadership and management making sure that there are well focused plans for improvement which are evaluated rigorously and which contribute to better quality teaching and learning.
- Improve the consistency of teaching so that pupils of all abilities, especially the more able, make better progress.

## **Achievement and standards**

### **Grade: 3**

Attainment is well below average when children start school, particularly in their communication and personal and social skills. In the short time spent in the Foundation Stage children progress well but few achieve the expectations for their age group. Standards are well below average on entry to Year 1.

Teacher assessments at the end of Year 2 and national test results for Year 6 confirm standards are consistently well below average in English and mathematics. Speaking and writing skills are particularly weak. Pupils struggle with new vocabulary and have difficulty expressing their ideas in discussions and in their writing. These weaknesses also hamper progress in mathematics. Pupils with learning difficulties make good progress because they receive well focused support. Recent action to address significant underachievement in English and mathematics is showing signs of success and the start of an upward trend. The Intensifying Support Programme (ISP) and some good teaching are helping to raise standards. Pupils strive to meet their group targets, but at times more able pupils are not challenged sufficiently.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Children in the Foundation Stage make good gains in their personal, social and emotional development. Pupils contribute to school life through the work of the school council and the research group. They are pleased with the equipment they chose to make playtimes more enjoyable and said they enjoyed exploring how to make learning in mathematics fun. Pupils feel secure, adopt safe practices and understand how sensible eating and regular exercise underpin a healthy lifestyle. Much good work has been done to raise attendance which is now about average.

Pupils mostly behave well and have good attitudes but expectations of some groups of pupils are not high enough. Through successful links with other schools, local activities and participation in the Comenius project pupils develop life skills that enable them to contribute to their community. They enjoy opportunities to take part in gardening and charity events and are proud of their success. However, their skills in using their initiative and working independently are underdeveloped because of weaknesses in basic skills in English and mathematics.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Caring relationships, trust and respect enable pupils to feel well supported and enjoy their lessons. There is evidence of good practice, for example in the use of language and questioning techniques to encourage pupils to develop their communication skills. In other good lessons teachers used ICT, drama and dance to promote language development. These practical activities made learning fun and provided opportunities for pupils to talk about their work. These good features are not yet sufficiently consistent to close, at a faster pace, the gap left by a history of underachievement. Teaching does not consistently link priorities to improve speaking, writing and problem solving skills across the curriculum. Approaches to teaching do not offer enough practical, relevant experiences to engage higher levels of interest and motivation in learning and encourage more personal responsibility. Assessment information is used to set targets for pupils and where marking is good pupils understand what they need to do to improve their work. All pupils know their targets but they are not sufficiently engaged in negotiating them. Targets for more able pupils are not always demanding enough. Teaching assistants offer good support to pupils with learning difficulties and disabilities and enable them to succeed.

### Curriculum and other activities

#### Grade: 3

The satisfactory curriculum adequately meets the needs of all learners. Where links are made between subjects, pupils speak excitedly about their work, for example when describing a dance they performed during their learning about volcanoes. The use of information and communication technology (ICT) is improving. Pupils now use computers more confidently but there are not enough opportunities for pupils to practise and apply their literacy, numeracy and computer skills in other subjects. This has an adverse effect on pupils' achievements. Through clubs, visits and an annual arts week pupils' learning is enriched and they gain an increased awareness of different cultures. Closely-focused support ensures pupils with learning difficulties are fully included in all activities. The curriculum supports personal development well, for example through the 'nurture group' and the good attention given to feelings, relationships and keeping safe and healthy. Children in the Foundation Stage enjoy a wide range of activities that promote learning through play. Outdoor provision is used well.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. The school's support for vulnerable pupils, including those with learning difficulties and disabilities, allows them to progress well in their personal development. Pupils and their families are well known by staff and

much successful work ensures pupils are 'ready to learn'. Arrangements for child protection are strong. Pupils feel safe and secure and they know who to turn to if they have problems. Inspectors agree with the very positive views of parents who value the school's support for their children. Academic guidance is satisfactory. Almost all pupils know their learning targets but there are inconsistencies in tracking how their progress towards achieving them is monitored.

Well-planned personal, social and health education lessons teach pupils how to take care of themselves. The pupils appreciate the help and guidance they receive to enable them to make safe and healthy lifestyle choices.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. A period of challenge and instability reduced the effectiveness of the leadership team and governors and led to a decline in quality. There is now a stable team who promote good care and support and have the vision and capacity to improve standards and achievement. Recent actions to reverse the downward trend are, as the headteacher describes, starting to show 'the green shoots of recovery'. Self evaluation judgements are mainly accurate but there are weaknesses in how leadership and management operate. The school plan does not focus precisely enough on raising standards and accelerating the pace of improvement. It is not yet evaluated critically enough to improve further the quality of teaching and learning and enable staff to understand the urgency to raise expectations and outcomes for pupils. The school fully accepts the need to improve further the quality of teaching and learning. Governors are supportive, fulfil their statutory duties and monitor some aspects of the school's work. Subject leaders also monitor aspects of teaching and learning but this evidence is not recorded systematically. As a result, there are insufficient links between the school's evaluation of its work and priorities in the long term plans which inhibit the pace of change.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for helping us during your school inspection. We enjoyed talking to you and visiting lessons. We thought you behaved well and were pleased that so many of you told us that you like coming to school.

As visitors we felt welcome and support the views of your parents that William Morris provides good care and support. Your headteacher, teachers and governors understand the school's strengths and what needs to improve to make your learning enjoyable. We particularly enjoyed visiting the Foundation Stage and were impressed by the way children played happily together and organised themselves.

We saw some good lessons and know you enjoyed opportunities to create volcano dances and act out stories. We understand that you find some aspects of your learning hard and know you need more help to improve your speaking, writing and mathematics. When your new computers arrive they will help you to do more research for yourselves and use your ICT skills much more. We also know how much you value visits and opportunities for gardening and sports. We were pleased to see you looking after younger boys and girls, making sure everyone has a friend. We are also pleased you know who to go to if you have a problem and that you feel school is caring and safe.

There are ways in which we think your learning can improve. Attending school regularly and taking fewer holidays in term time will help you to make faster progress. We also think your teachers should improve the planning of lessons so that they are more exciting and help you to make faster progress in English and mathematics. We also think your headteacher and senior staff can spend more time helping teachers to plan good lessons and evaluate how well you are improving.

We enjoyed being with you. Enjoy helping your school to continue improving!

Yours sincerely,

Brenda IlesLead Inspector