

Villiers Junior and Infant School

Inspection report

Unique Reference Number	104318
Local Authority	Wolverhampton
Inspection number	308571
Inspection date	3 December 2007
Reporting inspector	Barbara Crane

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 on roll	
School	610
Appropriate authority	The governing body
Chair	Robert Green
Headteacher	Shalina Lanni
Date of previous school inspection	4 July 2005
School address	Prouds Lane Bilston WV14 6PR
Telephone number	01902 558993
Fax number	01902 558994

Age group	3-11
Inspection date	3 December 2007
Inspection number	308571

© Crown copyright 2007

Website: 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 an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the pupils' achievement, the quality of teaching and learning, and how well the leadership promotes improvement. Evidence was gathered from observations, discussions and the school's assessments of pupils' progress. Other aspects of the school's work were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

Description of the school

This very large primary school serves an area in which many families face challenging circumstances. Children's attainment when they first start in the Nursery is well below average. The proportion of pupils with learning difficulties and/or disabilities (LDD) is lower than the national average. Although nearly a fifth of pupils speak English as an additional language, none is at an early stage of acquiring English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Villiers is an outstanding school. Pupils thrive in a happy community where everyone is valued. The comment made by one parent reflects the view held by many that 'the school gives a very strong foundation for children, with its very well organised structure, positive atmosphere and the commitment of staff.' Pupils develop good skills in literacy, numeracy and information and communication technology (ICT). They also develop as well rounded individuals who delight in learning. Consequently, pupils have a powerful springboard for their future success. The extent to which pupils relish their time at the school is reflected in their good attendance. Pupils in Year 6 say that they are 'proud to wear their uniforms' to show that they belong to the school.

Pupils' achievement is outstanding. Children start in the Nursery with skills that are well below expectations for their age. By the time they move to Year 1, they mainly meet the expectations in all areas of learning. This excellent start is successfully built on as pupils move through other year groups. As a result, standards in English, mathematics and science are above average by the end of Year 6. Standards in writing have risen in recent years because sharp targets are set so that pupils know exactly what to do to improve their skills. Pupils' skills in using ICT are highly developed and used very effectively to present their ideas. Pupils of all abilities make very rapid progress because excellent teaching gives them exactly what they need to do their best. Teaching makes fine use of assessments of each pupil's progress to adapt work to meet individual needs. Consequently, right from the start in the Nursery, children make speedy gains in their learning. There is very early identification of any pupils with specific learning difficulties and swift intervention through closely targeted support. The next small steps that these pupils need to take are set out clearly and achieved through high quality teaching. This supports their very rapid progress and reduces the number designated as having learning difficulties.

Teachers have high aspirations for pupils and make learning fun. Consistently high expectations result in pupils' excellent behaviour. The staff's understanding of how pupils learn best and their lively approach mean that pupils are alert in lessons. The confident use of ICT by teachers engages pupils' interest. Pupils work hard and with urgency, because teachers set out timescales for work to be completed. Excellent advice through marking leads to pupils having a crystal clear understanding of what they need to do next to improve their work. Challenging targets are set and pupils know how to reach them. Parents know about these targets and how they can help at home.

High quality support and guidance results in pupils' excellent personal development and sense of well-being. Procedures for safeguarding pupils are very robust. There is a strong sense of mutual respect between children and adults and relationships are excellent. Pupils confidently share any concerns with adults because they know these will be taken seriously. Effective partnerships with health agencies support pupils' well-being. Most pupils make good choices over healthy eating and drinking and they keep fit through plenty of exercise. They have an excellent understanding of how to keep themselves and others safe. Pupils trained as junior road safety officers widen others' understanding of safety in the wider environment. They make a good contribution to the community and enjoy making a difference. The school council's membership is restricted to pupils in Year 6, limiting other age groups' contribution. However, the council's initiative in conservation and recycling has raised everyone's awareness about not wasting resources. Pupil mentors support younger children in the playground at lunchtime so that they learn to cooperate in well organised games.

The excellent curriculum includes French and the opportunity for all pupils from Year 4 upwards to learn a musical instrument. Expert teaching in art and design, physical education and music boosts pupils' achievement in these areas. Sports partnerships with other schools and a wide range of visits, as well as visitors such as artists and musicians, further enhance pupils' learning. Every member of staff provides an extra-curricular activity. These range from a gardening club to a wealth of sporting and musical activities. Taking part greatly enhances pupils' enjoyment of school and the take-up of activities is extremely high.

The headteacher provides inspirational leadership that drives the school forward. Leaders and managers at all levels are zealous in their pursuit of excellence. Their sharply honed skills in monitoring, including meticulous tracking of pupils' progress, are used to excellent effect to bring about change. First-rate feedback to staff follows checks on what is working well and what needs to improve. This means that everyone knows what to work on next and has led, for example, to improvements in pupils' speed and accuracy in mental mathematics. Recent checks on pupils' progress revealed that skills in scientific enquiry do not quite match their knowledge of different aspects of science. Staff training has strengthened planning for the subject, with better opportunities for pupils to pose their own questions and devise investigations. It is too early to see the impact on pupils' progress. The school's success in achieving the priorities it sets for improvement is reflected in the impact of the work to improve pupils' capability in ICT and to raise standards in writing. There is excellent capacity to improve further. Governors work very effectively to support the school's work. They keep the school on its toes by asking pertinent questions about its performance.

Effectiveness of the Foundation Stage

Grade: 1

Very effective leadership and management ensure that children get an excellent start to their education. Procedures when children join the Nursery fully involve their parents so that children feel secure and settle in happily. Children's curiosity is harnessed through exciting activities that allow them to discover for themselves. They make fast gains in learning early literacy and numeracy skills and develop confidence and independence. Most go from a well below average starting point to levels close to those expected for their age by the end of the Reception Year in all areas of learning. This rapid progress springs from excellent teaching that provides what children need just at the point when it is needed. The staff can do this because they observe children's progress closely. They use their assessments very well to fine tune activities to individual children's needs.

What the school should do to improve further

- improve pupils' skills in scientific enquiry.

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.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

4 December 2007

Dear Pupils

Inspection of Villiers Primary School, Bilston, West Midlands, WV14 6PR

Thank you for the warm welcome you gave me when I spent the day at your school. It was a pleasure to talk with you and to see you working so hard. You told me how much you enjoy going to Villiers and I can see why. I am writing to tell you what I found out about your school.

- Your school provides you with an excellent education. You do very well in your work and reach good standards by the time you leave. This is because of the super teaching.
- You make lots of friends and enjoy helping your community and each other. Your behaviour is brilliant and you are growing up as sensible young people. Well done, everybody!
- There are so many exciting things for you to do every day in the lessons and in the extra activities.
- You know what to eat and drink to stay healthy and most of you make the right choices. You are very good at keeping yourselves and other people safe.
- Your teachers and support staff quickly give you help if you need it. They take very good care of you.
- Everyone has high hopes for you. The people in charge check how they can make things even better for you. All of the staff work really hard to make sure that this happens.

The staff have rightly noticed how good you are at learning facts in science but that you are not quite as confident in deciding how to set about experiments and investigations. I have asked them to make sure that you get better at this aspect of your work in science. I know you will enjoy this because you like a challenge! Your parents and the staff are right to be so proud of you. Keep on enjoying your time at Villiers. It is giving you a first-rate start.

Yours sincerely

Barbara Crane Lead inspector

4 December 2007

Dear Pupils

**Inspection of Villiers Primary School, Bilston,
West Midlands, WV14 6PR**

Thank you for the warm welcome you gave me when I spent the day at your school. It was a pleasure to talk with you and to see you working so hard. You told me how much you enjoy going to Villiers and I can see why. I am writing to tell you what I found out about your school.

- Your school provides you with an excellent education. You do very well in your work and reach good standards by the time you leave. This is because of the super teaching.
- You make lots of friends and enjoy helping your community and each other. Your behaviour is brilliant and you are growing up as sensible young people. Well done, everybody!
- There are so many exciting things for you to do every day in the lessons and in the extra activities.
- You know what to eat and drink to stay healthy and most of you make the right choices. You are very good at keeping yourselves and other people safe.
- Your teachers and support staff quickly give you help if you need it. They take very good care of you.
- Everyone has high hopes for you. The people in charge check how they can make things even better for you. All of the staff work really hard to make sure that this happens.

The staff have rightly noticed how good you are at learning facts in science but that you are not quite as confident in deciding how to set about experiments and investigations. I have asked them to make sure that you get better at this aspect of your work in science. I know you will enjoy this because you like a challenge!

Your parents and the staff are right to be so proud of you. Keep on enjoying your time at Villiers. It is giving you a first-rate start.

Yours sincerely

Barbara Crane
Lead inspector