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10 February 2011

Mrs Lynne Law
Executive headteacher
Field View Primary School
Lonsdale Road
Bilston
WV14 7AE

Dear Mrs Law

Special measures: monitoring inspection of Field View Primary School

Following my visit to your school on 8 February 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in March 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly Qualified Teachers may be appointed subject to consultation with me.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Wolverhampton.

Yours sincerely

Linda Rockey
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2010

- Improve the attainment of pupils across the school so that it is more in line with the national average by:
 - making sure that all groups of pupils, including those with special educational needs and/or disabilities, make consistently good progress in all subjects
 - using the tracking systems to identify and provide additional support for underachieving pupils
 - setting targets for pupils which are based on previous performance and challenge them to raise their expectations.

- Increase the proportion of good teaching and learning across the school by making sure that all teachers:
 - share the best practice in teaching and learning
 - match the level of work to the abilities of the pupils
 - engage the pupils in taking more responsibility for their own learning
 - ensure that pupils know how to improve their work.

- Develop the quality and consistency of leadership and management at all levels across the school by:
 - ensuring there is a secure structure of senior leadership in place
 - developing the work of the governing body in supporting and evaluating the school's work
 - developing the roles of middle leaders so they provide effective support for teachers and monitor the quality of learning.

- Improve attendance, to at least average, with a focus on the few families who persistently do not send their children to school, by:
 - using external agencies to support parents and carers in improving attendance
 - developing strategies to support parents and carers in improving attendance
 - developing strategies to further improve the punctuality of all pupils.

Special measures: monitoring of Field View Primary School

Report from the second monitoring inspection on 8 February 2011

Evidence

I observed the school's work, scrutinised documents and met with the executive headteacher, the head of school, the phase leaders, the special educational needs coordinator and three members of the governing body's monitoring committee. The executive head and I walked around the school to observe the learning environment and we did most lesson observations together.

Context

There have been two staff changes since October 2010. The Nursery teacher left in November 2010 and a new teacher has been seconded from St Martin's, the federated primary school. One of the Year 3 teachers left at the end of the autumn term and an experienced teacher has joined the staff team until July 2011. A Year 6 classroom has been refurbished after repairs to the roof and the Nursery has been renovated and made fit for purpose.

Pupils' achievement and the extent to which they enjoy their learning

Standards are rising but there is still a significant legacy of underachievement. School assessment data and national assessments in 2010 indicate improvement but there is some way to go to reach national averages by the end of Year 6. Currently, there is evidence of better progress in reading and writing across the school and progress in mathematics must accelerate if the challenging targets are to be met. The senior leaders are aware of this gap between national expectations and pupils' performance. Intensive teaching of mathematics to groups of similar ability in Year 6 is helping to accelerate their progress. The new strategies used to raise standards in reading, writing and mathematics are having a significant impact across the school. Different groups of pupils are closely tracked to identify any pupils that fall even further behind and need additional help. Pupils are more able to articulate their targets and most have a better understanding of how to improve their work.

Progress since the last monitoring inspection on the areas for improvement:

- Improve the attainment of pupils across the school so that it is more in line with the national average – satisfactory

Other relevant pupil outcomes

Attendance is improving as a result of the rigorous approach to tackling absence and punctuality. Very recent attendance figures have risen to average. Punctuality has improved as a result of the gates being locked at nine o'clock so that parents and carers have to drop their children at the main entrance and give a reason for their

lateness. The education welfare officer and inclusion manager conduct an unannounced attendance and punctuality check every half-term. Those pupils not in school are visited and their parents and carers asked for an explanation. This has had a positive impact and more pupils are in school every day and on time. On the first day of inspection, there were no first day absence calls following the previous day's 'focused home visits'. However, the many pupils who join the school after term begins pose a significant challenge, as new families have to be regularly educated about the school's no tolerance attendance policy. During the inspection, a whole-school act of worship created a purposeful start to the day.

Progress since the last monitoring inspection on the areas for improvement:

- Improve attendance, to at least average, with a focus on the few families who persistently do not send their children to school – satisfactory

The effectiveness of provision

During the inspection, nine part-lessons were observed and teaching in three of them was judged to be good or better. Over half were satisfactory, often with good features. Nonetheless, there is inadequate teaching. This must be addressed. The senior leaders have a comprehensive and detailed monitoring programme in place and are committed to staff development. This is evident in the improved provision in the Early Years Foundation Stage. Children are welcomed into a calm, focused and purposeful learning environment equipped with appropriate and attractive resources. Practitioners are starting to provide enriching opportunities for language development. Greater consistency of practice is evident in all classrooms, particularly in English and mathematics and pupils are enjoying the new thematic curriculum. Boys in Year 4 communicated their enthusiasm for their work on the 'Great Invaders' theme. Good and better teaching has good pace, clear learning objectives and content which motivates and involves pupils in their learning. Where teaching is inadequate, teachers' subject knowledge is weaker. Senior staff have introduced a new approach to the teaching of mathematics in September 2010 and pupils' books demonstrate a clear improvement in the quality and quantity of work produced. The presentation of pupils' work has markedly improved. Work is marked frequently, with detailed comments related to pupils' individual targets.

Progress since the last monitoring inspection on the areas for improvement:

- Increase the proportion of good teaching and learning across the school – satisfactory

The effectiveness of leadership and management

The executive head and the head of school are crystal clear about the areas for improvement and are actively moving the school forward. They know there is no time to waste in driving up standards. The school improvement plan provides a clear steer and is updated termly to reflect identified needs. Governors have a greater understanding of the school's progress towards the areas for improvement. The supportive monitoring committee are providing a greater level of challenge to the senior leadership team. The newly federated governing body is working well and has a good range of expertise to offer. The school's monitoring system is methodical and designed to support staff to develop their practice. Middle leaders are monitoring the quality of learning through regular checks on agreed classroom practice. They have won the respect of colleagues and are making a difference as they lead their key stages. Improving the quality of teaching is a priority. Staff from the federated school and a local outstanding school are providing mentoring support to help to develop effective teaching and learning in all classes.

Progress since the last monitoring inspection on the areas for improvement:

- Develop the quality and consistency of leadership and management at all levels across the school – good

External support

The local authority is providing good support. The level of funding provided has been crucial to improve the school building and provide additional resources. This improvement has made a significant difference to the Early Years Foundation Stage. The school improvement adviser has worked closely with the school to support the middle leaders' development. The rapid changes in staffing have been facilitated by the local authority and allowed for speedy change to ensure the pupils receive the best possible teaching to allow them to move towards the standards they are capable of. Regular reviews provide a level of accountability which helps focus on the main improvement areas facing the leadership.