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18 October 2010

Mrs Lynne Law  
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 Wednesday 13 October 2010, 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 first 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

Newly Qualified Teachers may not be appointed.

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**

## **Special measures: monitoring of Field View Primary School**

### **Report from the first inspection on Wednesday 13 October 2010**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with a group of pupils, the executive headteacher, the head of school, the senior leadership team, the special educational needs coordinator, the Chair of the Governing Body, and a representative from the local authority.

#### **Context**

In September, Field View Primary School was formally federated with St Martin's Church of England Primary School. The headteacher from St Martin's was appointed as the executive headteacher of both schools. Since October 2009, she has supported Field View on a part-time basis. There have been significant staff changes. A deputy headteacher from St Martin's was seconded to Field View from January 2010 and took up the substantive post as head of school in September. At the same time, an assistant headteacher, three teachers, and five teaching assistants also started at the school. One teacher returned from maternity leave. Additionally, the special educational needs coordinator began to work across the federated schools. Two teachers have been promoted to leadership roles. One has responsibility for Key Stage 1 and English, the other for Key Stage 2 and mathematics. The learning environment has been improved significantly and a maintenance programme is now in place.

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

Attainment remains significantly below national expectations. Inspectors' analysis of the school's assessment data, pupils' work and their lesson observations confirm that the gap between what pupils are attaining and what they are capable of is closing, albeit slowly in some year groups. School data show that progress across Key Stages 1 and 2 is satisfactory and beginning to accelerate. A comprehensive and detailed tracking system highlights those pupils who are falling behind and the leaders hold teachers to account for pupils' progress. Regular, in-depth discussions are held with staff to make sure pupils get the interventions they need to catch up if they fall behind. Most pupils, though not all, know their English targets and can explain what they need to do to improve their work. In some classes, progress in English and mathematics is starting to accelerate because of the quality of teaching and teachers' use of developmental marking against identified targets. The new special educational needs coordinator has made a good start and systems are in place to ensure pupils' specific needs are clearly identified and subsequently met.

Progress since the last section 5 inspection:

- 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 still too low. This is despite the hard work by staff to encourage regular and timely attendance. The school has a range of strategies which are yet to have a significant impact, particularly on those few families whose children are persistently absent. That said, there are some encouraging signs. Since the last inspection, attendance has been closely monitored and swift action taken to arrest poor attendance and lateness. The school takes attendance seriously and after the bell has sounded, the gates are locked so that all parents and pupils have to enter school through the front door and give an explanation for any absence or lateness. The school leaders are prepared to prosecute those who flout the law and whose children are, therefore, persistently absent. As a result of the targeted approach to improving attendance such as the attendance certificates, celebration assemblies and a class trophy display together with regular visits from the education welfare officer, attendance is slowly improving. Nonetheless, the rate of improvement is not good enough.

Most pupils behave well in class and when moving around school unsupervised. They show good manners and are courteous and thoughtful towards one another. During the inspection, the pupils took part in a lively act of collective worship. They listened well and joined in with obvious enjoyment. Most responded thoughtfully to the spiritual content of the presentation.

Progress since the last section 5 inspection:

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

### **The effectiveness of provision**

There has been some improvement in the quality of teaching since the last inspection. The majority of teaching and learning observed by inspectors in 16 lessons were good or better. However, teaching and learning were inadequate in two lessons. All teachers were seen. Much of the satisfactory teaching demonstrated good features and there is increasing consistency of practice. The new approach to teaching mathematics is beginning to have an impact on standards. This was most obvious in the recent work recorded in Year 2 mathematics books. Compared with last autumn term's books, inspectors noted clear improvement in teachers' expectation and the standard of pupils' work. There is unambiguous strength emerging in the teaching of basic skills. For example, the consistent use of specific language to develop reading and writing supports pupils' learning. In a mixed Year 1

and 2 literacy group session, pupils were practising the 'sh' sound. The teacher encouraged a strategy used throughout the school. 'Fred fingers' clearly helps pupils spell new words building on the previous skills taught. Some teachers and teaching assistants are not as confident in all aspects of the policy and the new literacy leader is aware of the importance of monitoring and supporting colleagues. This has to be addressed in order that the pace of some lessons is not allowed to drift. The new leaders recognise the urgent need to model best practice. The federated schools have both a national lead teacher in mathematics and a local authority lead teacher in literacy, so this is in hand. Increasingly, pupils are taking on more responsibility for their own work. Targets in some classes are made explicit and some pupils, particularly in Key Stage 2, talk readily about the next steps to improve their work.

Progress since the last section 5 inspection:

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

### **The effectiveness of leadership and management**

The executive headteacher and head of school provide good leadership. They are clear about what needs to be done and are driving improvement well. New termly planning documents to support improvement are detailed and written in an accessible style. New appointments have been made and induction is underway. It is too early to judge the impact of the middle leaders on raising attainment but they have a good understanding of what needs to be done. Clear lines of accountability mean that everyone feels responsible for the ambitious targets set to reach age-related expectations. Regular and systematic monitoring and evaluation of teaching, planning and standards of pupils' work are helping to ensure consistency of practice. Leaders at all levels are fully aware that there is no time to lose. The new Chair of the Governing Body is committed to making the school a place where all pupils make good progress through effective teaching. This is not yet the case. Nevertheless, improved tracking of individual progress has resulted in a better understanding of those who are underachieving. There is a lack of strategic leadership by the governing body but these are early days. The hard federation formalised at the start of the term provides significant opportunities for the sharing of experience and good practice across the two schools. The Chair of the Governing Body is fully aware that governors are responsible for challenging and holding the school to account. The governing body is taking more responsibility for challenging and not just accepting the senior leaders' explanations of school improvement.

Progress since the last section 5 inspection:

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

## **External support**

The local authority prepared a statement of action to support the school. It is now satisfactory following the required amendments. The local authority funded a formal partnership arrangement with St Martin's. The school improvement adviser has supported staff effectively to address many of the barriers that have prevented the school from moving forward. The executive headteacher and head of school work closely with the local authority and additional staff from St Martin's. The recent support provided by St Martin's subject leaders has been of good quality. Consequently, improvement since March has been sound. There is a clear determination to improve. The new leaders of English and mathematics have made a good start in establishing their roles. However, again, the impact of their actions is not yet fully evident because much of this work has only recently started.

## 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/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 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.