

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk **Serco**
www.ofsted.gov.uk **Direct T** 0121 683 3888



30 September 2011

Mrs 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 28 September 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 third 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 – good.

Progress since previous monitoring inspection – good.

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

Joanne Harvey
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 third monitoring inspection on 28 September 2011

Evidence

I observed the school's work, scrutinised documents and met with the executive headteacher, the head of school, special educational needs coordinator, middle leaders, groups of pupils, the Chair of the Governing Body and a representative of the local authority. The executive headteacher and I walked around the school to observe the environment and I carried out all of the observations and work scrutiny with the executive headteacher or the head of school.

Context

There have been several staff changes since February 2011. The nursery teacher has left and been replaced by a newly qualified teacher who has been appointed on a temporary basis. A temporary teacher has been appointed to cover the maternity leave of an existing reception teacher. A new assistant headteacher has been appointed who also shares the teaching of a Year 4 class with another part-time teacher. A new teacher has been temporarily appointed to an additional class in Year 5 due to rising numbers in this year group. A previously seconded teacher has been permanently appointed as class teacher in Year 3. The special educational needs coordinator left the school prior to the last monitoring visit. Since then, the school has worked with its partner federated school to provide this role. The role is carried out by the assistant headteacher of the partner school.

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

Standards have continued to rise and progress to accelerate securely. The legacy of underachievement has been further reduced across the school. School assessment data and national assessments in 2011 confirm this continued improvement. Pupils in Year 6 made accelerated progress so that the majority of targets set for them were met or exceeded. Attainment in English and mathematics exceeded the government targets and came close to broadly average for the first time in recent years, although a disappointing number of pupils achieved the highest grade in English. The current Year 6 is on track for higher attainment still. Similarly, at the end of Year 2, though attainment remains below average, a greater proportion of pupils reached the levels expected for their age. In the Early Years Foundation Stage, outcomes in all areas have continued to rise steadily over recent years. For the first time, attainment in, for example, problem solving, reasoning and numeracy, is approaching those expected for children's ages by the start of Year 1. Though the majority of pupils in school now make at least expected progress and, for an increasing proportion, the progress they make is good, there is still some variation between classes, groups and subjects. For example, in part of a mathematics lesson

in Year 4 pupils made good progress in their learning about division because the teacher used carefully chosen questions to check their understanding and modified his plans instantly to meet their needs. In part of another lesson in Year 5, pupils made satisfactory progress in developing their spelling and reading strategies because the activity was planned to meet the needs of the average ability in the class but the teacher did not sufficiently modify plans to ensure that pupils of lower ability could understand what was expected of them or that those of higher ability were challenged to do their best.

Attainment in writing remains a relative weakness, though good examples of writing were seen in pupils' books and on display and pupils were seen to be developing their basics skills in writing much earlier. A focus on introducing new teaching methods for mathematics has paid dividends because progress is much improved in many classes and there remain only a very few pockets where progress has been below expectation. Because pupils' performance is monitored so closely, school leaders know very well where there is potential for individuals and groups of pupils to get left behind and interventions are put in place swiftly to address this. A more rigorous approach to monitoring and providing for the needs of pupils with special educational needs and/or disabilities is ensuring that their progress is also quickening and is similar to their peers. Pupils themselves say that they now know their targets well, that they are clearer about what they need to do to improve and that they are ambitious to achieve as well as they can.

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 – good.

Other relevant pupil outcomes

Leaders have continued to embed more rigorous procedures to encourage good attendance and punctuality to school. For the vast majority, attendance has improved and is average or better. There remains a very small and reducing minority for whom attendance and punctuality remain disappointing. However, the school is working hard, in partnership with other agencies to address this. Similarly, punctuality has improved considerably and there remains only a very few families who are still to be convinced of the importance of their children coming to school on time.

Good behaviour, courtesy and manners were observed during the inspection both within classrooms and around the school. Pupils themselves say that they are pleased with how behaviour has improved, particularly on the playground. They say they feel happy and safe at school.

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 – good.

The effectiveness of provision

A mixture of good and satisfactory teaching was observed during the inspection. Evidence in school, including in pupils work and school data confirms that the good features of teaching are much more widespread because of the embedded programme of staff monitoring and well focused development opportunities which are themselves carefully monitored to evaluate their impact. Importantly, inadequate teaching has been tackled successfully. Carefully structured programmes put in place to support teaching and learning in English and mathematics are ensuring the effective teaching and good progress in the development of pupils' basic skills across school. This support has also helped to improve teachers' subject knowledge and confidence so that many lessons are now delivered with enthusiasm and at a good pace. Assessments are accurate and therefore planning more closely matched to the differing needs of pupils. Teachers have improved their ability to ask well directed questions to challenge and extend learning. Some have yet to bring these features consistently to all lessons. Similarly, excellent examples of developmental marking are now widespread but there remain a very few instances where the school marking and feedback policy are not applied to the same high standards or the same high expectations for presentation. The Early Years Foundation Stage environment continues to improve, though leaders recognise that though much improved, there is more to be done to bring the quality of nursery provision to that found in the reception classes. The skills of teaching assistants have been well developed so that they make a strong contribution to supporting the progress of individuals and groups across the curriculum.

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

- increase the proportion of good teaching and learning across school – good.

The effectiveness of leadership and management

The executive headteacher and head of school have remained steadfast in their drive for improvement. They have a very strong handle on all that is happening in school because systems for monitoring and evaluating success are rigorously applied. They have grown the capacity of leadership astutely by carefully building the confidence and skills of middle leaders so that they can now use their own initiative to drive further improvements. For example, intervention strategies and resources to implement them have been made readily and instantly available so that

they can be used swiftly and effectively. Leaders have overhauled mathematics targets and reading assessments. Pupils' rapidly improving comprehension skills and accelerated progress in mathematics are a testament to their success. Because of the good quality information they receive from senior leaders, the governing body is more confident and able to ask leaders challenging questions about the success of the schools' work and to hold school leaders accountable.

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

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

External support

School leaders say they have particularly valued the support of the local authority since the last monitoring visit. Additional funding has helped to secure improvements to the Early Years Foundation Stage, the number of teaching assistants, and resources in mathematics and English. The regular reviews are valued as is the ongoing more informal support which is available as needed. The consultant providing support for teachers of with pupils with English for Speakers of Other Languages (ESOL) has also made a valuable contribution.