

Field View Primary School

Inspection report

Unique Reference Number	104313
Local Authority	Wolverhampton
Inspection number	382267
Inspection dates	28–29 November 2011
Reporting inspector	Joanne Harvey HMI

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 of pupils on the school roll	372
Appropriate authority	The governing body
Chair	Wendy Collymore
Headteacher	Lynne Law (Executive Head)
Date of previous school inspection	16 March 2010
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Introduction

When Field View Primary School was inspected in March 2010, it was judged to require special measures. Subsequently, the school was inspected on three occasions. At the last monitoring inspection, the school was judged to be making good progress in making improvements.

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 17 lessons taught by 14 teachers. Inspectors held discussions with representatives of the governing body, groups of pupils, leaders at all levels, the Early Years Foundation Stage leader, the special educational needs coordinator and with parents and carers. Inspectors observed the school's work and looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans and school policies. The school is federated with a nearby primary school and children's centre which were inspected separately.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are pupils making quick enough progress to reach at least average standards by the time they leave the school?
- Has the proportion of good teaching improved?
- Has the quality of leadership and management at all levels, including governance improved sufficiently to drive school improvement effectively?
- Are effective measures being taken to improve pupils' attendance, including punctuality?

Information about the school

This is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is well above average. Over half the pupils come from White British backgrounds, but a much higher than average proportion come from a range of ethnic minority backgrounds and have a first language other than English. The proportion with special educational needs and/or disabilities, including those with a statement of special educational need, is well above that normally found. The largest proportion of these has speech, language and communication, or moderate learning needs. A higher proportion than is normally the case start and leave the school part way through their education. The school has achieved Healthy School status.

In September 2010, a formal link was made with St.Martin's School and Children's Centre in a nearby location. The executive headteacher spends equal time between both schools which share one governing body and a special educational needs co-ordinator.

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The school has successfully addressed the issues raised at the last inspection and its overall effectiveness is now satisfactory. It has some good and outstanding features.

Success has been ensured because school leaders, staff and the governing body have worked together highly effectively to drive rapid improvements to secure good quality leadership, safeguarding pupils, teaching, learning and the curriculum. They have made significant improvements to the care guidance and support they offer, which is now outstanding. As a consequence, the achievement of pupils and aspects of pupils' personal development have also improved markedly. Pupils demonstrate their enjoyment of school through their good and improved behaviour and their significantly improved, above average attendance. The Early Years Foundation Stage provides a good start for children.

From significantly below average starting points, children progress well in the Early Years Foundation Stage and continue this good progress through Key Stages 1 and 2. After several years below the government's expected standards (floor targets), pupils' attainment has shown steady and secure improvement. Whilst still low at the end of Year 6 in 2011, other year groups coming through the school are now close to attaining broadly average standards in English and mathematics. For some, this represents accelerated progress over recent terms in order to successfully make up for previous underachievement, which has now been eradicated.

The proportion of good teaching has improved so significantly that its impact on learning is now good. Some outstanding teaching, secured excellent progress for pupils. The most effective elements have yet to be consistently applied across the school. For example, a few instances remain where teachers miss opportunities to maximise pupils' learning, particularly for higher-attaining pupils. This is because they do not actively engage often enough with all pupils during lessons to check pupils' understanding and modify lesson plans accordingly.

The good curriculum is enriched well and in English and mathematics is very well structured to ensure the progression of pupils' knowledge and skills. Leaders recognise that there are not yet enough meaningful and relevant opportunities for pupils to apply their literacy and numeracy skills in other subjects. Some pupils have not developed the skills which enable them to sustain their concentration when working independently. Provision in the Early Years Foundation Stage ensures children make good progress with their all important early language and number skills, and in their personal development, particularly when they are working at well-

planned tasks under the direction of the class teacher. Their learning slows for example, when they work independently at activities which are not resourced well enough or planned sufficiently well to stimulate or challenge them to move their learning on.

Staff form extremely strong and trusting relationships with pupils so that pupils feel safe and behave well. Barriers to learning are swiftly minimised for pupils whose circumstances make them more vulnerable, often using strong partnerships with other agencies. Those who need extra help with their learning are given well-focused additional support so that they make at least good and sometimes outstanding progress from whatever their starting points. Those for whom English is not their first language do at least as well as their peers and those who are entitled to claim free school meals, often do even better.

Success is due in no small part to the exceptional leadership of the executive headteacher supported by the effective head of school. Their drive for improvement has been underpinned by rigorous, detailed and accurate systems for monitoring and evaluating the school's work. Middle leaders have begun to evidence their impact though they have yet to play their full part. These achievements provide clear evidence of the school's good capacity to continue to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment to be consistently at least average and quicken progress by:
 - ensuring teachers share the highest expectations of what pupils can achieve and consistently challenge pupils to excel
 - asking questions throughout lessons to assess pupils' understanding, modify plans and further challenge their thinking
 - developing pupils ability to learn independently and take responsibility for leading their own learning
 - providing more cross curricular and creative opportunities for pupils to practice their skills to the highest standard in a range of relevant contexts
- Strengthen leadership and management by empowering middle leaders to play their full part in driving school improvement
- Strengthen leadership and improve provision and outcomes in the Early Years Foundation Stage by:
 - ensuring rich and imaginative experiences are planned and resourced for all 6 areas of learning indoors and outdoors
 - using assessment to plan work that is well matched to the needs of the children in all six areas of learning indoors and outdoors
 - developing leadership which can drive improvements from within the setting

Outcomes for individuals and groups of pupils

3

Pupils enjoy their learning and are keen to do well. While attainment is low, detailed and effective monitoring of individuals and groups of pupils means that, from low starting points, progress for all groups is good and for some it is outstanding. The performance of some groups, such as those who are entitled to claim free school meals, exceeds that of their peers. Evidence confirms that the proportion of pupils who make accelerated progress has grown. For example, in a well planned Year 6 lesson pupils made outstanding progress in their comprehension skills. The teacher’s clear expectations supported pupils’ independent work that was checked regularly. Effective questioning checked pupils’ understanding and challenged them to extend their thinking while addressing misconceptions. Paired work then extended this even further, strengthening their learning skills. In some other lessons seen, progress was relatively slower because pupils were not always given enough time to formulate and volunteer a contribution to be checked by the teacher before being given the answer so the lesson could move on, or they were not given the opportunity to test out and demonstrate their learning independently. Thus, the teacher could not be assured for example, of whether the task was challenging them to do their very best.

Pupils now acquire an impressive range of personal skills to promote maturity. Good personal skills, along with the satisfactory basic skills of the majority, good attendance and presentation, ensure that they are prepared well for the next stage of their education and lives. They can talk with confidence about how to keep themselves safe because they say the emphasis is put on this in all that they do. They enjoy physical activity and can talk confidently about what constitutes a healthy diet. The school cultivates mutual respect and cooperation and promotes pupils’ confidence and self-esteem well. Their spiritual, moral, social and cultural development is good because of the good number of opportunities pupils have, for example, to reflect on and explore topics such as ‘feelings’ and ‘what gift they could give to the world’. A particular strength comes from the routine way in which they share and celebrate the faiths, cultures, traditions and languages of their friends. They have a good sense of right and wrong and are usually sensitive to the needs of others. Behaviour is at its best around school where good manners are the norm, and in lessons where behaviour makes a strong contribution to learning. They are proud to make their contribution to the smooth running of the school though there are relatively fewer opportunities to make a contribution beyond the school community.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	4
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The large majority of teaching observed during the inspection was good or better and there are now many consistent features such as detailed and differentiated planning informed by accurate assessments, positive and stimulating learning environments, and clear and well known targets and feedback which help pupils to improve their work. All adults delivering the carefully structured programmes that support teaching and learning in English and mathematics with small groups of similar ability are well trained. They demonstrate strong subject knowledge. Adults who support pupils with a specific need do this highly effectively so that the progress of these pupils is very secure. A very few inconsistencies remain in teaching which occasionally prevent pupils from consistently making the best progress. For example, whilst the higher-attaining pupils make good progress, expectations could sometimes be even higher for them and more opportunities seized to help them to really excel. Sometimes teachers are not active enough in engaging with all pupils to check their understanding, improve their independent learning skills and move their learning on.

The curriculum for English and mathematics is now very well established. The broader curriculum is well enriched supporting engagement and enjoyment. Pupils talk enthusiastically about a range of exciting visits out and visitors to school which help to bring topics to life. A more creative 'thematic' approach to the curriculum is being carefully developed to ensure the progression of knowledge and skills in all subjects. At present it does not allow enough planned opportunities for pupils to apply their basic skills to the highest standards in a range of contexts. Extra-curricular activities are many and varied to suit all interests; they are enjoyed by pupils and have a high take-up.

Providing outstanding care and guidance for all pupils lies at the heart of the school's ethos, as is reducing barriers to learning for those who may be in vulnerable circumstances. It is tenacious in seeking and protecting the well-being of its pupils. It is no surprise that pupils say that they feel very well cared for and that they 'really matter'. For those facing emotional and social challenges, additional nurture and support is readily available, often in partnership with a range of other agencies. Excellent work with partners such as social care, educational psychology, and speech and language therapy ensure that the best use is made of all services available. Partnerships, facilitated through the federation enable seamless work with families through the Children's Centre Family Support Worker and Parent Partnerships.

Alongside a 'zero tolerance' policy, the Inclusion Manager has worked relentlessly to improve partnerships with parents and carers and to motivate pupils to encourage them in the importance of good attendance. As a consequence it has risen from low to securely above average.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management have improved significantly. The senior leadership's drive to raise aspirations for pupils and staff has resulted in a strongly united team, generated high morale and improved the capacity of leadership at all levels. Senior leaders extensively monitor and accurately evaluate the effectiveness of provision and its impact on learning. Governors and middle leaders are developing their skills and knowledge and become increasingly involved in this process but have yet to fully play their part in driving systems for improvement themselves. Members of the governing body make an important contribution. They provide much help and support around school and ask challenging questions about performance. The governing body fulfills its statutory duties well, including those for safeguarding. Indeed, at the time of the inspection, its record keeping in this regard was exemplary. The school operates an innovative 'early concerns' approach to recording any worries about pupils and ensures these are closely tracked to resolution. Parents and carers were keen to share with inspectors their confidence that children are safe in school.

The school is inclusive and the performance of different groups of pupils is tracked to ensure equality of opportunity. The increasingly positive outcomes for the many groups in school are testament to its success. The school is a strong and cohesive community and has suitable plans to extend its duty in this regard beyond the immediate locality. Partnerships are developing well. The benefits seen from the close working within the federated partnership are many. They include for example shared staff development opportunities and the sharing of resources, including a mini bus, to improve value for money. Importantly they bring members of different communities together to pool their talents, share experiences and celebrations, for example the recent success of the joint football team.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the setting with skills, knowledge and abilities that are well below those typical for their age. They make good progress in their important early literacy, mathematical and personal skills because these receive a strong focus. They have so much catching up to do they are still below those expected by the time they enter Year 1. The indoor environment has been improved giving children more opportunities to explore and solve problems for themselves. However, there are still not enough of these opportunities so children sometimes spend too long as a whole class waiting to take their turn. Children make good progress when working with adults who intervene appropriately and encourage them to think, and then stand back to let them solve problems for themselves. However, at times all adults are so engrossed in the task that they are directing that not enough checks are made on the children who have initiated their own activities. Opportunities are therefore lost to intervene and move their learning on. Sometimes, children are not well enough prepared to make the most of these independent activities or they are not imaginative or resourced well enough.

Detailed information is collected conscientiously about children’s achievement. However, assessment information does not always lead to the recording of identified next steps of learning which in turn are to be used in future planning. Children are encouraged to be active and have hands-on opportunities indoors and to a relatively lesser extent outdoors. They quickly learn to be independent with clothing and personal hygiene and because adults are consistent in how they reinforce expectations children settle quickly into routines and develop good learning behaviour. They are happy to come to the setting, make friends and enjoy everything that it has to offer.

Leadership of the Early Years Foundation Stage has successfully ensured that there has been a steady improvement in children’s outcomes year on year. It ensures all necessary welfare and safeguarding requirements are well met. However, leadership has yet to be developed which can drive improvements from within the setting.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Because this was originally scheduled as a monitoring inspection, no parent and carer questionnaires were distributed. However, the vast majority spoken to during the inspection reported that they were happy with their child’s experience of school. The inspectors also evaluated parent and carer responses to regular questionnaires sent out by the school, based on the Ofsted questionnaire. The proportion responding has significantly improved. Of those who responded to the most recent questionnaire, the proportion confirming that they are pleased with all aspects of the schools work exceeds the proportion usually found nationally.

Responses from parents and carers to Ofsted’s questionnaire

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 November 2011

Dear Pupils

Inspection of Field View Primary School, Bilston, WV14 7AE

Thank you for your help during your school's recent inspection. Special thanks go to those of you who took the time to talk with inspectors. We learnt a lot about the school from these activities and watching you at work and play. We were impressed with your politeness and good manners, and the friendly and welcoming atmosphere.

We found that yours is a satisfactory school that has some important good and outstanding features. It is a school which has improved a great deal because of the good work of those who lead the school. Everyone takes exceptionally good care of you and keeps you safe. You learn about interesting topics and say you enjoy learning. This, together with your good behaviour, is contributing to your satisfactory but improving achievement. Your teachers are keen for you to make faster progress so we have asked them to do several things. We have asked them to make sure that:

- everyone reaches the highest levels of which they are capable
- teachers check regularly if your work is too easy or too hard and change their plans accordingly during lessons
- teachers ask you questions which challenge you
- teachers give you lots of opportunities to use your English and mathematics skills in other subjects to the highest standards
- you have all the skills you need to help you do as well as you can
- everyone plays their full part in helping to make the school as good as it can be
- children in the Early Years Foundation Stage have lots of exciting things to do to help them learn well in all areas

You can play your part by knowing your targets, acting on the guidance your teacher gives you, coming to school every day and continuing to behave well. On behalf of the team, I wish you all every success in the future.

Yours sincerely

Joanne Harvey
Her Majesty's Inspector

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