

Field View Primary School

Lonsdale Road, Bilston, WV14 7AE

Inspection dates 3–4 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although in 2013 standards rose in reading and writing, pupils do not achieve the standards expected at the end of key stage 2.
- Pupils do not make enough progress in mathematics because teachers do not always set work at the right level so some pupils find tasks too easy or too difficult.
- Pupils who are supported by extra 'pupil premium' funding do not all reach the same standards as other pupils, especially in mathematics.
- Pupils are not given enough opportunities to use their mathematical skills in other lessons.
- In some lessons pupils do not have sufficient time to carry out the activities planned and to demonstrate what they have learned.
- When the pace of teaching slows some pupils lose concentration and begin to misbehave.
- Marking does not always tell pupils how to improve their work and reach the next level of performance.
- Although the school's leaders have successfully improved teaching and learning in English, the teaching of mathematics is not consistently good enough.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage.
- Pupils who stay at the school for the whole of a key stage make good progress.
- Pupils who find learning difficult and those learning English are given good individual help and guidance so they make good progress.
- The quality of teaching has improved in English. As a result pupils' writing is improving well.
- Pupils are cared for and supported well. As a result they feel safe and enjoy school.
- The executive headteacher and head of school work together well. Together with other leaders they have the drive and skills to make the school even better.
- Governors monitor the progress of the school carefully and hold it accountable for pupils' achievement.

Information about this inspection

- Inspectors observed teaching and learning in all classes. They visited 29 lessons, two of which were observed jointly with the head of school and one with the assistant headteacher. Playtimes, lunchtimes and assemblies were also observed.
- Discussions were held with the executive headteacher, head of school, other staff, pupils, members of the governing body and a representative of the local authority.
- Inspectors sought the views of parents through informal discussions at the start of the school day. They also took account of responses to the school’s own survey of the views of parents and carers. There were not enough responses to the online questionnaire Parent View for the data to be published.
- Inspectors checked pupils’ written work in a range of subjects and listened to pupils reading.
- They looked at a wide range of documents, including: the school’s self-evaluation and plan for improvement; information on pupils’ progress and attainment; school policies; records relating to safeguarding, attendance and behaviour; and teachers’ planning of learning.

Inspection team

Helen Morrison, Lead inspector

Additional Inspector

Jenny Edginton

Additional Inspector

David Channon

Additional Inspector

Mike Phipps

Additional Inspector

Full report

Information about this school

- Field View Primary is a larger-than-average primary school which is federated with a local primary school.
- The federation is led by an executive headteacher. There is one governing body for the two schools in the federation and they share a special needs co-ordinator. Each school has its own head of school.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is high, with over a quarter of pupils receiving extra help at school action. The proportion of pupils at school action plus or who have a statement of special educational needs is average. Around a third of these pupils have speech, language and communication needs.
- The proportion of pupils from minority ethnic backgrounds is high, and an above-average proportion speak English as an additional language. The proportion of pupils who join and leave the school at different points in the school year is well-above-average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding to support the learning of those eligible for free school meals, in local authority care and other groups) is much higher than average.
- Three pupils currently attend the Kingston Centre full-time.
- The school meets the government's floor standards – the minimum standards set for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good and all groups of pupils make good progress by:
 - sharing good and outstanding ways of teaching so all teachers have consistently high expectations of what pupils can achieve and the speed at which they can progress
 - ensuring teachers always give pupils sufficient time to complete their work
 - ensuring marking shows the next steps in pupils' learning and providing more opportunities for pupils to respond to teachers' advice so they can improve their work.
- Raise standards, especially in mathematics, by:
 - ensuring that learning tasks always build on what pupils already know and understand so that the work given is suitable for their differing abilities
 - providing extra help to pupils eligible for pupil premium funding so that they catch up with their classmates
 - providing regular opportunities for pupils to use their mathematical skills in other subjects.
- Improve the quality of leadership and management by ensuring that prompt action is taken to raise standards in mathematics.

Inspection judgements

The achievement of pupils requires improvement

- Although there was an improvement in writing and reading in 2013, standards at the end of Key stages 1 and 2 in reading, writing and mathematics are below those expected nationally.
- Those pupils for whom the school receives pupil premium funding are a year behind their peers in mathematics at the end of Year 6 although the gap has narrowed in reading and writing where they are a term behind. The different groups of pupils for whom the school receives pupil premium funding make similar progress to their peers in school. Funding is used to provide one-to-one and small-group support, mostly in reading and writing, extra teaching assistants and the work of the Inclusion Manager to ensure these pupils attend school regularly.
- While most pupils made expected progress from the end of Year 2 in reading and writing, a few more-able pupils exceeded this. Progress in mathematics was slower because teaching is not yet consistently good enough to fill the gaps in pupils' mathematical knowledge, and they are given too few opportunities to practise their mathematical skills in other lessons. As a result, progress last year was in the bottom 40% of schools. Current school data and work seen during the inspection shows that this rate of progress is improving.
- Pupils who are at the school for the whole of a key stage make good progress in reading and writing as a result of structured programmes which teach the sounds letters make and focus on developing their punctuation, grammar and spelling skills. Across the school pupils enjoy reading during regular sessions and standards are rising. The school's tracking of pupils' progress and work seen during the inspection show that pupils in school are on track to achieve in line with national expectations.
- The proportion of pupils in Year 1 who met the expected standards in the national screening test in phonics (letters and sounds) was similar to the national average. Those pupils who did not meet this standard in 2012 have been well supported and are making steady progress.
- Children enter the Nursery class with skills that are well below those typical of three-year-olds. Teaching is well-focused on developing clear speech, increasing the number of words children know and developing basic counting skills. As a result children make good progress, though they begin Year 1 with skills still below those expected for their age.
- Standards in writing are higher than those in reading and mathematics. This is because pupils are given opportunities to develop their writing skills in other subjects. For example, as part of a topic on World War 2, Year 6 pupils wrote convincing newspaper articles describing the declaration of war.
- Pupils from minority ethnic groups, those at the early stages of learning English, and disabled pupils and those who have special educational needs, all make similar progress to the other pupils in their classes because the school provides well-targeted support for them. The pupils who attend the Kingston Centre make similar progress to their peers in school because they are helped to manage their feelings and control their behaviour.
- The school is using the new primary school sports funding to employ professional sports coaches so that pupils are given good opportunities to develop their sports skills.

The quality of teaching requires improvement

- Teaching is not consistently good enough to enable pupils to make good progress in all subjects. In some lessons teachers' expectations are too low and the work given to pupils is too easy, while sometimes pupils are given tasks which are too difficult.
- In some lessons teachers' planning did not allow sufficient time for pupils to carry out the activities and they became restless and did not learn as much as they should. In a small number of lessons explanations were too hurried so pupils were confused and unsure what to do.
- The marking of pupils' work is not rigorous enough. Some teachers provide detailed and helpful comments which explain what pupils need to do to improve but this is not consistent across the school. Teachers rarely give pupils time to respond to the advice they give when marking pupils' work.
- The quality of teaching in English has improved because, following staff training, there has been a good focus on teaching the sounds letters make and on spelling, grammar and punctuation. Consequently, pupils' writing has improved. However, while pupils have regularly planned opportunities to practise their writing skills in most subjects, this is not the case in mathematics. This contributes to their slower progress in this subject.
- The teaching of disabled pupils and those who have special educational needs, pupils learning English and those who join the school part-way through their education, mirrors that for other pupils. Teaching assistants are skilled and provide careful, sensitive support to small groups of pupils so they make similar progress to other pupils.
- Where teaching is good pupils achieve well. For example, in Year 2, pupils were keen to identify exciting words to describe people's feelings. They used their knowledge of the sounds letters make to spell complex words, such as 'ecstatic' and 'frustrated'. The respectful relationships established by the teacher ensured pupils listened carefully to one another and were prepared to try more difficult work.
- The teaching in the Early Years Foundation Stage has improved since the last inspection and is good. Teachers and teaching assistants provide interesting learning activities and join in children's play, asking well-focused questions. Consequently, children make good progress. They enjoy choosing their own activities as well as joining in more structured times in which they are taught in groups or as a whole class. Children enjoy pretending to be a teacher, using their number skills to 'teach' basic addition to their friends.
- Where teaching is good pupils' spiritual, moral, social and cultural development is promoted well. Pupils are given opportunities to reflect on their own work and decide how it could be improved. They work well together and show respect for the opinions and ideas of others.

The behaviour and safety of pupils requires improvement

- Pupils usually behave well in lessons although they occasionally become restless when lessons are dull.
- Although most pupils behave well at play times there is too little to occupy most pupils. As a result there is some boisterous play.
- Pupils are polite to visitors and have good manners. They are courteous to each other and to

adults.

- Pupils have an appropriate understanding of different types of bullying, such as persistent name-calling, bullying relating to gender, race, disability or special educational needs, and cyber-bullying. Although a small number of parents expressed some concerns about bullying, almost all pupils said that any instances of bullying are dealt with well by staff. As a result, they feel safe in school. They are also taught well about how to look after themselves out of school, particularly with regard to road safety and when using the internet.
- Concern for pupils' welfare is a strength of the school. Strong links with external agencies, together with staff who know their pupils well, help to give sensitive support for pupils whose family circumstances may make them vulnerable. Pupils with social and emotional difficulties are carefully supported, so they are able to learn alongside other pupils.
- Most parents and carers are happy with the behaviour and safety of pupils, and say their children are happy in school.

The leadership and management requires improvement

- Although the school has identified raising standards in mathematics as an area for development, recent improvements, such as dividing pupils into smaller groups for mathematics, have not yet ensured a consistently good quality of teaching throughout the school.
- The executive headteacher and head of school work together well to drive improvements. They, together with other leaders from both schools in the federation, have been successful in establishing a consistent approach to the teaching of reading and writing which has resulted in pupils making better progress, particularly in writing. This track record of success demonstrates the school's capacity for further improvement.
- The school has implemented the national arrangements for checking teachers' work and setting improvement targets. Senior staff check the quality of teaching regularly and teachers are told where teaching is good and what they need to do to improve. Training is carefully linked to the school's priorities and newly qualified teachers are supported well so they gain confidence and develop their skills. However, the good and outstanding teaching found in the school is not always shared with other teachers as well as it should be. Consequently, teachers' expectations of what pupils can achieve are not always high enough.
- Since the previous inspection, the responsibilities for leadership are now better shared among a greater number of staff. Leaders responsible for different year groups, including the Early Years Foundation Stage, are now much more involved in checking pupils' progress. Pupils identified as at risk of under-achieving are given extra support so their learning improves.
- The subjects pupils learn are organised around termly themes and this provides interesting learning experiences which promote their spiritual, moral, social and cultural development well. Pupils are given specialist teaching in music so they all have an opportunity to play a musical instrument and sports coaches help to develop pupils' sports skills. However, pupils are not always given enough opportunities to use their mathematical skills in their topic work and this slows progress.
- The school checks to see that any discrimination is quickly tackled and eliminated. However, its drive to ensure that all pupils have an equal chance to succeed is not yet fully successful, as pupils supported by pupil premium funding do less well than their peers in mathematics.

- Although the local authority has monitored the work of the school, this has not secured a sustained improvement in pupils' progress in mathematics.

■ **The governance of the school:**

- The governing body is very committed to the school and are keen to see it improve. Governors use a good range of achievement data to identify accurately the school's strengths and weaknesses. They are informed about the quality of teaching, and any particular strengths and weaknesses in individuals' work. They know how teaching effectiveness relates to pay and promotions. As well as supporting the school leaders the governors question and challenge them at meetings to ensure an effective partnership in improving the school. Governors monitor the school's budget carefully and are aware of the way pupil premium money is spent and the impact this is having. They ensure that safeguarding requirements are all in place.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104313
Local authority	Wolverhampton
Inspection number	427034

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	413
Appropriate authority	The governing body
Chair	Daniel Lee
Headteacher (Executive Headteacher)	Lynne Law
Head of School	Sam Davis
Date of previous school inspection	28 November 2011
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