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Lynne Law
Field View Primary School
Lonsdale Road
WV14 7AE

Dear Mrs Law

Requires improvement: monitoring inspection visit to Field View Primary School

Following my visit to your school with Morag Kophamel Her Majesty's Inspector on 3 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of our visit. Thank you for the help you gave us and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the visit, meetings were held with you, the head of school, the Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. I evaluated the school improvement plan. We also considered your evaluation of actions taken to date and we looked at your records of monitoring teaching and learning.

Context

There has been no change to staffing or the status of the school since the last section 5 inspection which judged the school to require improvement. Two teachers will leave the school at the end of December 2013 and you have successfully recruited their replacements.

Main findings

The executive headteacher and head of school have worked speedily to identify, plan and implement the necessary actions in response to the areas for improvement identified in the last inspection. The school development plan, along with supplementary documentation, provides a clear focus on improving the quality of teaching and on raising standards. The priorities, intended outcomes, possible barriers and those responsible for leading each aspect are clearly detailed. The actions already taken are documented and the difference to pupils' short-term progress is recorded for monitoring and evaluation purposes.

Leaders scrutinised the areas for development in detail, identified the relative weaknesses and arranged suitable training and support for all staff, including teaching assistants. A three-day intensive mathematics training programme has already been delivered and complemented further in meetings for teams and all staff. The training was planned to address specific weaknesses identified by leaders and inspectors. Monitoring conducted by leaders has recognised teachers' deepened understanding for meeting pupils' needs and securing their progress during lessons.

In addition to external training, leaders have been careful to identify the expertise held within the two federated schools. Teachers with lead responsibilities regularly share their subject expertise with others so that teachers' own understanding of mathematical concepts is enhanced. The senior leadership team and subject leaders monitor lessons to ensure that agreed approaches are consistently adopted and implemented in lessons. Resources have been purchased to further support the teaching of English and mathematics.

Teachers' formal assessments of pupils are moderated across the federation to secure precision. Pupils' targets are often reviewed so that they closely align to their necessary progress within the National Curriculum levels. Regular meetings with teachers ensure that everyone shares the need for accelerated progress both in lessons and over time. The high rate of mobility within the school can exacerbate long-term success but new pupils are assessed quickly to identify their specific needs and determine how best to support them. This intervention is in turn reviewed and modified at regular intervals.

Leaders have turned their attention to improving the quality of teachers' feedback to pupils. Rightly, they are focused on how teachers' marking can record and inform pupils' knowledge and progress and avoid unnecessary conformity with particular practices. Leaders' observations of lessons have a clear, shared purpose and criteria cover appropriate elements of teaching. Strengths are identified as are areas for development. Leaders are quick to follow up and record teachers' progress in making the necessary improvements. Monitoring activities are further informed by leaders' examination of pupils' work and discussions with pupils so that initial observations and evaluations are tested. Leaders check the outcomes of monitoring

activities to evaluate both the broad and specific issues affecting the quality of teaching and learning.

Those pupils eligible for the pupil premium form a significantly large proportion of pupils on roll. The additional government funding has enabled the school to employ highly qualified teaching assistants and additional staff to provide targeted support.

Governors have a good knowledge of pupils' attainment and achievement and are aware of the need to monitor mathematics in particular. They are familiar with published data sets and are confident in their ability to analyse data to evaluate the performance of different groups of pupils. The Chair of the Governing Body provided a confident and knowledgeable account of how the pupil premium was spent and how to account for its impact. Governors keep themselves informed and make good use of available online training.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

School leaders have quickly identified the training requirements for teaching staff and middle leaders. Expertise from within the federation has been seized to help raise the expectations of teaching and learning. The local authority officer knows the school well and provides a monitoring and review function. Termly visits to the school focus on different aspects of provision and result in evaluative feedback. Local authority officers are able to broker support from other schools where appropriate.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for insert local authority name and as below.

Yours sincerely

Deana Holdaway
Her Majesty's Inspector