

# Field View Primary School

## Inspection report

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<b>Unique Reference Number</b>	104313
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	286905
<b>Inspection dates</b>	13–14 June 2007
<b>Reporting inspector</b>	Dorothy Bathgate HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	316
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Terry Richards
<b>Headteacher</b>	Brenda Richards
<b>Date of previous school inspection</b>	15 November 2001
<b>School address</b>	Lonsdale Road Bilston WV14 7AE
<b>Telephone number</b>	01902 558275
<b>Fax number</b>	01902 558277

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Field View is an above average size primary school which serves an area of significant deprivation. The proportion of pupils eligible for free school meals is almost double the national average. Pupils enter the school with levels of skill, knowledge and understanding that are exceptionally well below expectations. The proportion of pupils with learning difficulties and disabilities is above average. Almost one third of pupils are from minority ethnic backgrounds, with a small number who speak English as an additional language. The proportion of pupils who enter or leave the school at different times during the year is significantly above average. The school was re-named in September 2006.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Field View Primary School is providing its pupils with a satisfactory education and is a safe haven where children enjoy learning and behave well. Following its re-naming, the school has enjoyed a fresh sense of purpose, vision and drive, reflected in the mission statement, 'Together, sharing and building a lifelong love of learning'. The headteacher and senior leadership team are providing satisfactory leadership. The recent introduction of phase leaders to oversee standards is a positive step, but their role is not yet fully developed.

Children make a secure start in the Foundation Stage and achieve satisfactorily. They develop positive attitudes to learning because of the high priority the school places on helping children build confident personal and social skills. Children continue to make satisfactory progress through Key Stage 1. Results in national tests at the end of Year 2 have been well below average in recent years, but in 2006 showed significant improvement. Standards at the end of Year 6 were below average. Progress through Key Stage 2 has improved in the past year because of the positive impact of a number of intervention strategies in English and mathematics, and is satisfactory overall.

Parents have confidence in the school and appreciate the hard work of all staff. This was expressed by one parent who wrote, 'Thank you and well done, to a great bunch of staff'. Pupils' personal development and well-being are satisfactory. Attendance is well below the national average despite the school doing everything in its power to ensure that pupils attend. Pupils enjoy school and get on well together. They have opportunities to take on a variety of responsibilities and carry these out with pride. For example, the peer support mentors provide excellent support to younger pupils at playtimes and lunchtimes. The school promotes and develops healthy lifestyles whenever possible. Pupils thoroughly enjoy the morning 'Cool Kids' exercise routines and the opportunities they have to develop good swimming skills through regular lessons both at Key Stage 1 and Key Stage 2. The success of the school's work is confirmed by its achievement of the Healthy School's Award.

Teaching is satisfactory and, combined with a balanced curriculum, results in positive learning taking place. The care, guidance and support provided for pupils are good. The support and guidance provided to all pupils is a strong feature which permeates the life of the school. Pastoral care is outstanding; however, academic guidance is not fully effective because the school does not yet use assessment data rigorously enough to ensure good progress throughout the school. Target-setting is not always sufficiently challenging.

The newly developed systems to evaluate the school's own practice more rigorously, the strong emphasis on raising standards, and recent improvement in pupils' progress reflect the school's sound capacity to continue to improve.

### Effectiveness of the Foundation Stage Grade: 3

Overall, children in the Foundation Stage make satisfactory progress. Satisfactory teaching in the Reception class ensures that children behave well, work cooperatively in small groups and enjoy taking turns to be a helper. There is a high priority given to developing their positive attitudes to learning through good personal, social and emotional provision. As a result of this, most children are working well within the early learning goals by the end of the Foundation Stage, although standards are below those expected at the end of the Reception year. However, children in the Nursery are given insufficient opportunities to develop their independent skills and spend too much time engaged in passive learning. Across the Foundation Stage, children

behave well and enjoy being at school. Children are well cared for and are helped to learn good, basic, personal hygiene. The school recognises the need to further develop effective partnerships with parents to engage them in their children's early development. A newly appointed Foundation Stage phase leader is providing satisfactory leadership and management and has a clear vision for the development of a fully integrated Foundation Stage unit.

### **What the school should do to improve further**

- Use assessment information more rigorously to raise standards in English and mathematics.
- Raise teachers expectations of what pupils can achieve by setting suitably challenging targets for all pupils.
- Improve the role of the phase leaders in monitoring and evaluating standards in their phase and in contributing to school self-evaluation.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement and standards are satisfactory. Although standards are well below average both at the end of Key Stage 1 and at the end of Key Stage 2, given the exceptionally low starting points for most pupils, and the extremely high mobility rate, this represents satisfactory progress for most pupils.

Results of the 2006 national tests at the end of Key Stage 1 showed considerable improvement from a previously declining trend over three years. Pupils' current work in Year 2 indicates that this pattern of improvement is set to continue. Results of the 2006 national tests at the end of Key Stage 2 also showed considerable improvement from previous years in English and mathematics. Standards in science have been below average for the past two years. The school is taking effective action to address this by using teachers' expertise and placing a higher priority on investigative science. Current work in Year 6 in science indicates that standards are improving and that pupils' progress is improving rapidly. Children with learning difficulties and or disabilities make satisfactory progress against their personal targets.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. Pupils are polite, friendly and helpful. Their behaviour is good because the school has taken rigorous action to address challenging behaviour. Clear systems of rewards and sanctions are effective in encouraging pupils to behave well and develop good relationships. Pupils' attitudes to learning are generally satisfactory. However, because the teaching is not always challenging enough, some pupils lose concentration easily and their interest slackens. Pupils agree that they receive fair treatment and develop trusting relationships with adults who work in the school. They feel they are well cared for and protected in the school. There is an appropriate emphasis on eating healthily. A good personal, social and health education programme helps pupils to understand how to keep fit and healthy.

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Assemblies make a good contribution to this and there are other opportunities for reflection and for promoting

pupils' cultural awareness, such as looking at positive black role models in history. Pupils raise funds for charities and play their part in a number of events in the local community. Through the school council pupils contribute positively to the decision making process on issues such as the development of the Zone Park. Their good self-esteem and behaviour, and developing social skills prepare pupils well for their future adult lives in the community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, with some good teaching observed during the inspection. For example, in a very effective Year 2 writing session, learning was good because the teacher had high expectations, activities were challenging and well matched to pupils' needs, and a brisk pace was maintained. The calm and supportive manner in which teachers manage the pupils and organise their tasks is a consistent and dominant feature of teaching throughout the school. In some lessons, effective use is being made of information and communication technology (ICT) to enliven teaching and support learning. In weaker lessons, pupils spend too much time listening to the teacher instead of being actively engaged in their learning and this slows their learning. The main weakness in teaching is the lack of use of information from assessment to match tasks to the pupils' differing needs. Teachers sometimes teach to the middle of the ability range and insufficient notice is taken of the standard of pupils' previous work. This results in some pupils being given work that is too easy. Expectations of what pupils can do are not always high enough and too often there is a lack of variety in activities and approaches to learning. Support staff make a valuable contribution throughout the school, particularly in helping pupils with learning difficulties and or disabilities make steady progress.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and is broad and balanced. It is enriched by a satisfactory range of visits, visitors and extra-curricular activities. The school places a high priority on giving pupils the opportunity to learn a musical instrument and pupils who show particular aptitude in this area are offered violin lessons. Some pupils who are identified as gifted and talented were attending a Summer School at Wolverhampton University during the inspection period. Such initiatives seek to broaden pupils' experiences and raise their aspirations regarding further education and future employment. There is a sound focus on personal, social and health education. ICT is being used effectively to support pupils' learning and has improved satisfactorily since the last inspection. However, links between subjects have not yet been fully developed.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good overall. Pastoral care is outstanding and is a significant strength of the school. Pupils say they feel safe and can approach an adult if they have concerns or worries. As one pupil said, 'We don't have much racism or bullying here because it is dealt with'. Arrangements for ensuring health, safety and welfare are robust and risk assessments are undertaken regularly. Child protection procedures are fully in place. The school has a high level of understanding of the needs of pupils and their families and the difficulties that many

of them face in their daily lives. The support for vulnerable pupils and those with social and behavioural needs is good, particularly in the Year 1 nurture group.

The marking of pupils' work is undertaken regularly and is satisfactory. However, assessment data about the levels pupils have reached in their learning are not being used effectively enough. The next steps in learning are unclear and do not ensure that all pupils are progressing as well as they should. Teachers do not always set appropriate targets or provide effective guidance on what pupils need to do to improve their work.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The main issues facing the school at the last inspection have been tackled, although the school recognises that standards are still too low. The headteacher's commitment to providing a high level of care for all pupils permeates to all adults working in the school. She is extremely well supported by the deputy headteacher and together with the assistant headteacher they form a well focused leadership team. However, the involvement of teachers as phase leaders with accountability for standards is underdeveloped. School self-evaluation is accurate and the school improvement plan is appropriately focused on raising standards.

The governing body meets regularly and has a secure understanding of the school's development priorities. Governors provide effective support and understand extremely well the challenging circumstances in which the school is working.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

15 June 2007

Dear Pupils

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

Thank you for making us so welcome when we visited your school recently. We enjoyed our visit very much and enjoyed talking to many of you in your lessons, at lunchtime, in the playground and in small groups.

We were very impressed by your good behaviour in lessons and around school. You all get on well together and we saw lots of happy, smiling faces each day because you enjoy coming to school. Mrs Richards and all the other staff take extremely good care of you and you told us that you always feel safe in school. You are learning lots of skills that will help you as you grow up, such as working in groups, respecting each other's views and opinions, and taking responsibilities seriously. We were particularly impressed with the peer support mentors and the excellent job they do in looking after younger pupils. You are rightly proud of your school and know that all the adults want to help you make good progress with your work, as well as help you sort out any worries that might make you upset or sad.

Many of you work well in your lessons and enjoy the activities, but we think you could all do even better. Some of you told us about your targets, but sometimes you were unsure what they were and how they were helping you to learn. We would like your teachers to set you targets that will make you work a bit harder and make sure you know and understand them. We would also like your teachers to use the information they have about your previous work more carefully, to make sure that you are always learning new things. Senior staff will be helping Mrs Richards to check how well you are doing, and suggesting ways to help you even more.

Your parents are pleased that you attend Field View and know that you are happy in school. Keep working hard and keep smiling!

With best wishes

Dorothy Bathgate HMI Lead inspector