

# 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>	336282
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	Stephen Walker

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 of pupils on the school roll</b>	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	WPC Wendy Collymore
<b>Headteacher</b>	Mrs Lynne Law
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Lonsdale Road Bilston WV14 7AE
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons and observed 12 teachers. They held meetings with the headteacher, the Chair and Vice Chair of the Governing Body, representatives from the local authority, staff and groups of pupils. Inspectors observed the school's work and looked at a range of evidence, including the school improvement plan, the tracking system to monitor the pupils' progress, safeguarding documentation, work pupils were doing in their books and questionnaires completed by staff, a sample of pupils and 38 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress of all groups of pupils in the school
- the effectiveness of teaching in engaging the pupils so that they make progress
- the quality of the curriculum and the systems of care, guidance and support for the pupils
- the effectiveness of the Early Years Foundation Stage in promoting the development of the younger children
- the effectiveness of the leaders and managers in driving improvements in the school.

## Information about the school

This school is larger than the average sized primary and is situated in the Lunt estate on the outskirts of Wolverhampton. The majority of pupils are from White British backgrounds, but over a third of pupils are from minority ethnic groups including a significant number from Indian backgrounds. The proportion of pupils with special educational needs and/or disabilities is significantly above the national average. The percentage known to be eligible for free school meals is also well above average.

Provision for the Early Years Foundation Stage is organised through the Nursery and Reception classes. The early morning breakfast club is organised by the school and was part of this inspection.

The headteacher of a neighbouring primary school was appointed as the executive headteacher from October 2009 as part of a collaborative arrangement between the two schools. The school has received the National Healthy School Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13(3) of the education act 2005. Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school's performance has not improved sufficiently since the last inspection. Pupils' attainment is well below average. A significant number of pupils are not making enough progress in lessons and over their time at the school. The appointment of the executive headteacher has enabled the school to identify the key areas for improvement and begin the process of tackling the underperformance of many pupils. She has challenged some of the unsatisfactory practices in the school and has introduced new systems and support structures which are raising the expectations of both staff and pupils.

A rigorous system of target setting and tracking pupils' progress has been introduced, across each year, so that underachieving pupils can be identified and supported. Although it is too early to assess the full impact of these changes, there are clear indications of some good progress in Years 3 and 6. The quality of teaching in the school is inadequate as there is still a significant proportion of unsatisfactory lessons. A number of classes are also temporarily covered by supply teachers which results in variation in provision for the pupils. Too much of the teaching is not catering for the different learning needs of the pupils or encouraging the pupils to take more responsibility for their learning. Pupils are not always shown how to improve their work so that they can make better progress.

The leadership and management of the school are insecure they rely too heavily on the temporary appointments of the executive headteacher and the deputy headteacher from the neighbouring school. There is a degree of fragility in the present collaborative arrangement although there are proposals to form a federation in the future. Middle leaders are not fully successful in their role of supporting, evaluating and monitoring the school's work. The governing body has not been entirely effective for a number of years and is only beginning to grasp the key issues for the school. The appointment of a new chairperson and a number of new governors is leading to a more active group which is eager to develop its role. The school is in urgent need of external and internal refurbishment because it has not previously had an effective maintenance programme.

Provision for caring for the pupils is satisfactory as all staff treat the children supportively as important individuals. The school is inclusive and pupils from minority ethnic backgrounds are fully integrated. Pupils value being part of a caring community

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and enjoy their time at the school. They feel very safe in the school and feel confident that there is always an adult they can turn to if there is a problem. The school has been proactive in monitoring absences and improving the punctuality of pupils. However, the attendance of pupils is still below average and this is adversely affecting the progress of a significant number of pupils.

Actions taken following the last inspection have not eradicated underachievement. As a result, Field View Primary School does not provide satisfactory value for money. The executive headteacher has set the school on the road to improvement but it is too early to see the full impact of recent changes and it is not clear that the school can sustain these improvements. Systems are not fully embedded in the school, there is a significant amount of inadequate teaching and learning, attendance is unsatisfactory and the school improvement depends considerably on the temporary senior leaders. For these reasons, inspectors judge that the school has inadequate capacity to improve.

### **What does the school need to do to improve further?**

- 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 that there is a secure structure of senior leadership in place
  - developing the role 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

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- developing strategies to further improve the punctuality of all pupils.

## Outcomes for individuals and groups of pupils

**4**

Pupils' attainment is low across the school and this has been the pattern for some years. Pupils enter the school with low starting points and require substantial support with their learning. By the time pupils leave the school, attainment is well below average for the majority in English, mathematics and science. The progress of pupils across the school is inconsistent, with some inadequate progress in Key Stage 1 in reading, writing and mathematics. Progress in Early Years Foundation Stage and Key Stage 2 is broadly satisfactory with some examples of good progress, for example in English and mathematics in Year 6. Observations of pupils' learning in classes show that many groups are making at least satisfactory progress. However, there are too many classes where teaching and learning are inadequate so that pupils are not accelerating their learning to raise levels of attainment. Pupils from minority ethnic backgrounds and pupils with special educational needs and/or disabilities are also not making sufficient progress in some classes. The high rates of absence of a considerable number of pupils mean they too are not making sufficient progress in their work.

Pupils are friendly and enjoy most of their time at school. They are confident that issues, such as a rare case of bullying, are addressed promptly and effectively. Behaviour is generally satisfactory and pupils have a clear understanding of right and wrong. The majority of pupils have a good understanding of how to adopt healthy lifestyles, and demonstrate this through eating healthily and taking part in sporting activities. The school council is developing its role although it is not yet fully involved in school improvements. Pupils raise money for charities, such as the recent Haiti earthquake appeal, but have few opportunities to take responsibility in school or contribute to the local community. Spiritual, moral, social and cultural development is satisfactory although pupils are not fully aware of the cultural diversity of our society. Pupils' ability to work with others is developing satisfactorily although the low levels in basic skills mean that they are not adequately prepared for their secondary education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>4</b>
	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

There is some good teaching in the school where lessons engage and motivate the pupils. In the best lessons, teachers plan a range of interesting activities and have high expectations of the pupils. As a result, pupils display enthusiasm and sustain good levels of concentration in a calm and supportive atmosphere. However, many lessons are not pitching activities at an appropriate level for the pupils. Too often, pupils are listening to the teacher for too long and not being engaged with activities which accelerate their progress. Marking is variable across the classes and does not always show the pupils how to improve their work. Teaching is inadequate in some year groups due to the ineffective planning of activities and management of the pupils which result in unsatisfactory progress.

The more structured schemes of work and assessment in literacy and numeracy are beginning to support improvements in pupil progress in these areas. A programme of personal, health and social education effectively promotes pupils' personal development. All pupils benefit from the comprehensive provision in physical education which is organised by the Sports Plus Partnership. Pupils are developing information communication technology skills through the use of computers. Educational visits, including those to the Black Country Museum and the Kingswood Residential Centre, greatly enhance the pupils' enjoyment and experience of school.

All teachers and support staff care greatly for the pupils although systems of support do not always focus clearly enough on both the personal and academic outcomes of the pupils. Satisfactory working relationships between the school and external agencies benefit pupils, ensuring their social and learning needs are addressed through effective programmes. The early morning breakfast club provides the pupils with a supportive and positive start to the day. There are clear procedures for monitoring pupils' attendance and following up absences, although attendance is still below the national average. Satisfactory arrangements are in place to support a smooth transition to secondary school.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>4</b>
	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The executive headteacher and deputy headteacher provide very clear direction which is driving improvements in the school. Key priorities for improvement have been identified so that there is a precise agenda for raising standards in all areas of the school. The revised systems and procedures, for securing the necessary improvements, are not yet fully embedded in the school. It is too early to assess the full impact of the new systems for monitoring teaching and tracking pupils' progress. A number of staff have left and this has caused some gaps in the staffing structure within the school.

The school improvement plan is a concise working document with clear actions and targets which are particularly focused on improving students' attainment and progress. Adequate procedures for safeguarding meet statutory requirements and underpin the school's caring approach. There is a clear commitment in the school to inclusion and equal opportunities for all. However, the school is not promoting equal opportunities effectively because there are significant groups of pupils who are not making sufficient progress. The school is also inadequate in promoting community cohesion as it does not plan or evaluate its contribution within or beyond the school.

The school works hard to develop positive relationships with parents and carers. It sends out regular information about school events and encourages parents to support their children with their learning. The school has satisfactory partnerships with the Black Country Challenge, external services and the local Bilston MAST (Multi Agency Support Team). The collaborative link with St Martin's Primary School is providing considerable support for the school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>4</b>
	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children make a sound start to their education because of the well-planned provision. They make satisfactory progress but their extremely low starting points mean that children enter Year 1 with skills and knowledge which are well below the expected levels. Staff in the Reception and Nursery classes provide a secure and interesting environment where children learn happily and at a satisfactory pace. The children develop adequate social skills and learn to play and work together. Structured activities are having a significant impact on their personal development as well as encouraging number and language skills. The children are showing curiosity and signs of developing independence. Teachers are now keeping detailed records of the children's skills and use this information to match the activities well to the full range of children's needs. However, the outdoor play spaces do not provide a wide range activities and experiences. There is regular liaison with parents who appreciate the care and support for their children. The deputy headteacher effectively leads the team and has introduced new systems of planning and assessment for the teachers and support staff. However, the position is temporary and there is a lack of clarity regarding the future leadership of this part of the school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The majority of parents and carers who returned the questionnaire were positive about the work of the school. Parents emphasised the caring approach of staff towards their children. A number made supportive comments on the recent improvements in the school. A small minority of respondents suggested the school does not deal effectively with unacceptable behaviour. During the inspection the inspectors found no examples of

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this. A number of parents were disappointed that the school does not have a permanent headteacher. The inspectors commented on this issue in the report. The inspection findings do not endorse the few other criticisms made in the questionnaire returns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Field View Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 320 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	39	20	53	1	3	2	5
The school keeps my child safe	16	42	17	45	4	11	1	3
The school informs me about my child's progress	11	29	20	53	5	13	2	5
My child is making enough progress at this school	12	32	19	50	5	13	1	3
The teaching is good at this school	12	32	19	50	2	5	4	11
The school helps me to support my child's learning	9	24	20	53	5	13	3	8
The school helps my child to have a healthy lifestyle	16	42	19	50	0	0	1	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	24	19	50	1	3	1	3
The school meets my child's particular needs	13	34	20	53	2	5	1	3
The school deals effectively with unacceptable behaviour	13	34	18	47	4	11	2	5
The school takes account of my suggestions and concerns	8	21	22	58	2	5	5	13
The school is led and managed effectively	9	24	19	50	5	13	3	8
Overall, I am happy with my child's experience at this school	16	42	16	42	2	5	4	11

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 March 2010

Dear Pupils,

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

Thank you for making us so welcome and for talking to us during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you in the assembly and during playtime.

We judge that your school is in need of 'special measures' as there is much work that needs to be done to improve it. Other inspectors will visit your school to check its progress. Your parents and carers told us how pleased they are with the recent changes. There are many positive things about your school.

You told us how much you enjoy school.

You are friendly and show consideration to others.

You have a good understanding of issues related to safety.

You have a good understanding of how to adopt healthy lifestyles.

The teachers and the support staff care greatly for you and treat you as important individuals.

Your new headteacher and deputy headteacher are helping the improvements.

We have asked the headteacher, staff and governors to do the following things to make the school even better:

- help all pupils make better progress in English and mathematics
- encourage teachers to share their ideas to help you all make the best possible progress in lessons
- ensure that your school has permanent high quality leadership at all levels
- improve the rate of attendance of those pupils who are not coming to school each day.

Keep working hard and enjoying the many things you do at Field View Primary School.

With very best wishes

Yours sincerely

Stephen Walker

Lead inspector

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