

Field View Primary School

Lonsdale Road, Bilston, West Midlands WV14 7AE

Inspection dates

20–21 March 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The dedicated leadership team, including governors, has worked hard to successfully bring about rapid improvement in this school.
- Leaders are determined that all pupils will achieve well. Following a period of underachievement, current pupils make good progress in a wide range of subjects.
- Leaders closely check whether support given to disadvantaged pupils is making a difference to their achievement. As a result, this group now makes good progress in many subjects.
- Pupils are happy to attend this school. They say that they are well cared for and talk positively about their learning experiences. They behave well in class and most show positive attitudes to their learning. Parents and carers recognise the improvements made. Many would recommend the school to others.
- The broad, balanced curriculum ensures that pupils develop a wide range of skills. It also helps them to understand British values well. As a result, pupils show clear respect towards others.
- The teaching of reading is a strength of the school. Pupils read enthusiastically and show a deepening understanding of the books they are sharing in class.
- Children enjoy learning and make good progress in the early years. They are safe, happy and learn to behave well.
- Pupils who have special educational needs (SEN) and/or disabilities make strong progress in reading and mathematics. However, they make much less progress in writing because teachers do not always plan appropriate tasks for them in this subject.
- Teachers use their strong subject knowledge to ensure that work set builds upon pupils' prior learning. Sometimes, teachers require the most able pupils to complete tasks that they can already do before they can move on to harder work. This limits the rate at which pupils deepen their knowledge and understanding.

Full report

What does the school need to do to improve further?

- Improve outcomes in writing for pupils who have SEN and/or disabilities so that they make progress in line with other pupils, by:
 - ensuring that pupils' additional needs are accurately identified
 - planning tasks that meet the specific needs of these pupils
 - checking that actions are leading to strong progress in these pupils' writing skills.
- Ensure that the most able pupils acquire the deep knowledge across the curriculum of which they are capable by:
 - planning tasks that stretch their thinking
 - enabling them to get on quickly with their learning at a pace suitable to them.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the school opened as an academy, leaders have brought about rapid improvement to teaching and learning. As a result of effective training and development, the quality of teaching throughout the school is good.
- Leaders, including governors, are ambitious for pupils to achieve well. Staff share this vision and are committed to doing the best they can to ensure that pupils make good progress.
- Senior leaders have, overall, an accurate view of the education that the school provides. They frequently check the quality of teaching and correctly identify strengths and areas that need to improve. From this information, they provide appropriate support.
- Leaders use assessment information to find out about the progress pupils make in each term. Pupils who need to catch up are provided with the help that they need. As a result, standards are rising. Leaders work with other schools, both in the multi-academy trust (MAT) and others in the local area, to ensure that their assessment of pupils' work is accurate.
- The MAT ensures that teachers and middle leaders are well trained. Consequently, the quality of teaching in phonics and mathematics has improved significantly. Middle leaders are developing more effective skills. This means that they are able to make valuable contributions to overall school improvement.
- Leaders have designed a broad, balanced curriculum that captures pupils' interest and deepens their knowledge in a wide range of subjects. This is well supported by the extra-curricular activities on offer, including after-school sports clubs. The curriculum teaches pupils to stay safe. For example, pupils have a thorough understanding of how to stay safe when they use the internet.
- Leaders carefully plan for pupils' spiritual, moral, social and cultural development. Pupils understand and are respectful of British values and can describe how these link to their lives, for example through school council elections and following school rules. As a result, they are becoming well prepared for future life.
- Leaders use the pupil premium funding effectively. Leaders regularly review the effect of the support to check that it is meeting the needs of disadvantaged pupils. Consequently, disadvantaged pupils are making strong progress in a wide range of subjects. Leaders also use the physical education (PE) and sport premium funding effectively. This ensures that pupils spend more time engaged in sport and other physical activity than in the past. This is having a positive impact on pupils' physical and emotional well-being.
- Leaders do not check the progress made by pupils who have SEN and/or disabilities closely enough. This is why they had not spotted that progress for these pupils in writing is slow compared to that in reading and mathematics.
- Leaders communicate well with parents and actively seek their views about the school. Leaders and governors take steps to address any concerns raised. Parents appreciate

this.

Governance of the school

- Governance is effective. Governors work successfully to support the headteacher well in driving school improvement. They make frequent visits to the school in order to find out about the quality of teaching. As a result, they understand the school's strengths and weaknesses.
- Governors check carefully how pupil premium funding is spent. They carry out regular reviews of the progress of disadvantaged pupils. Governors have not checked the progress of pupils who have SEN and/or disabilities as closely so they were not aware of the weak progress this group makes in writing.
- Governors complete training that keeps them up to date with their safeguarding duties. They find out for themselves about how safe pupils are by talking to them when they visit the school. They ensure that staff have regular, appropriate training so that they understand how to keep children safe.

Safeguarding

- The arrangements for safeguarding are effective.
- All staff understand that safeguarding pupils is a high priority. Leaders provide regular training and updates that enable staff to spot concerns about pupils. Staff know exactly how to report their concerns and they do so promptly.
- Leaders know the needs of pupils, and of families, who may be at risk. They provide additional support where it is needed, for example help for parents to manage their children's behaviour at home and by providing access to specialist services.
- Leaders report their concerns to the local authority immediately when appropriate. They work closely with support services to ensure that families get the help they need. Leaders are not afraid to take further action if they feel that the response from the local authority is not swift enough.

Quality of teaching, learning and assessment

Good

- Teachers are knowledgeable about the subjects they teach. This enables them to plan work that builds on pupils' prior knowledge. Teachers help pupils to apply their previous learning in their work. As a result, pupils develop secure skills in a wide range of subjects.
- Teachers expect pupils to work hard in lessons. They plan activities that interest and motivate pupils. Consequently, pupils enjoy their learning and try to do their best.
- Relationships between adults and pupils are good. Classrooms are positive environments where pupils are well supported. This gives pupils the confidence to attempt work, even when it is tricky.
- The teaching of phonics is highly effective. As a result, pupils in key stage 1 and lower key stage 2 are able to use their knowledge about letter sounds to read increasingly

challenging texts. Many pupils love reading. They talk enthusiastically about books that they have read and their favourite authors. Teachers share their own interest in reading and model how to read with expression.

- Teachers ensure that pupils have a secure understanding of mathematical calculation strategies appropriate for their age. They apply this knowledge when they solve problems and are able to explain the methods they have used clearly. As a result, pupils are making strong progress in all year groups.
- Teachers explain tasks clearly. This means that everyone knows what they have to do. This helps pupils tackle their work confidently.
- Adults use questions effectively to help pupils make connections between different areas of their knowledge. This enables pupils to build secure understanding across the curriculum areas.
- Teachers often link writing tasks to topic work. This provides a stimulus for pupils and helps them to apply their knowledge and understanding from a wide selection of subjects to a range of writing tasks. On occasion, teachers restrict the flow of writing for the most able pupils by stopping them in the middle of a task to discuss the next step. When this happens, these pupils do not become as engrossed in their writing as they could be. This can limit the progress that they make.
- Teachers give appropriate support to pupils who have SEN and/or disabilities in mathematics or when teaching them to read. However, teachers are less skilled in helping these pupils learn to write. Consequently, teachers often plan tasks that are inappropriate. This is because they do not match the work closely enough to pupils' specific difficulties.
- Teachers plan challenging activities for pupils of all abilities. This includes for the most able. However, teachers often expect that pupils complete easy tasks first before they can move on to harder work. This means that the most able pupils spend time repeating what they can already do. This limits the depth of knowledge they can develop.
- Teachers throughout the school are reflective. They are keen to learn and improve their practice further. They appreciate the training that is provided and use this advice well. This is why the quality of teaching has improved in recent years.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident, motivated learners who are respectful of each other. This is a strength of the school.
- Pupils enjoy coming to school. They talk enthusiastically about the curriculum on offer, especially activities linked to science, art, reading and the activities they can complete outside in the school grounds. They look forward to a residential visit to the Isle of Wight in Year 6.
- Pupils show a good understanding of how to stay safe, including online safety. They

say that they are safe in school because adults look after them very well.

- Pupils have lots of opportunities to take on responsibilities, including as members of the school council, prefects and lunchtime monitors. They take these roles very seriously and can demonstrate how they contribute to school life. For example, the school council proposed changes to how the curriculum is organised. As a result, pupils reported that they enjoyed the topics even more than they did before.
- The school promotes pupils' spiritual, moral, social and cultural development well. This helps them to prepare for their future lives. Pupils enjoy learning about faiths in their community and want to know even more. For example, pupils said that they would like to visit local places of worship.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and well mannered. They are welcoming to their friends, teachers and visitors.
- Pupils behave well in lessons. They follow instructions and very many have a highly positive attitude to learning. On occasion, some pupils become distracted if work is not closely matched to their needs.
- Leaders work hard to ensure that pupils attend school regularly. As a result, rates of attendance are at least in line with the national average figure. The number of pupils who are persistently absent has reduced over the last three years. Some pupils arrive late for school quite often. Leaders are aware of this and they are taking steps to ensure that pupils' punctuality improves.

Outcomes for pupils

Good

- In recent years, standards in reading, writing and mathematics have been low, exceptionally so in reading. As the quality of teaching has improved, standards have risen. This is because pupils now make good progress. They are making up on lost ground. Pupils' progress in reading is now particularly strong.
- The school's assessment information shows that pupils make good progress in a wide range of subjects. The work in pupils' books confirms this view. For example, pupils learn well in subjects such as history, geography and science, in addition to English and mathematics.
- Pupils make good progress in key stage 1 and reach standards in line with those expected of their age by the end of Year 2. Pupils quickly develop secure phonic knowledge which helps them learn to read confidently. Most reach the required standard in the phonics screening check in Year 1. Those who do not catch up securely by the end of Year 2.
- In recent years, pupils' scores in the key stage 2 national assessments were low, compared to the national average. The swift progress being made by current pupils is addressing this legacy of underachievement. Attainment in all year groups is now much closer to the national average and continues to improve.

- Effective use of the pupil premium has led to substantial improvement in outcomes for disadvantaged pupils. They now make swift progress and are catching up with other pupils nationally. In most classes, disadvantaged pupils attain as well as their classmates, and sometimes better.
- The most able pupils make strong progress across a wide range of subjects. Nevertheless, occasionally, a lack of appropriate challenge means that these pupils do not make the rapid progress of which they are capable.
- Pupils who have SEN and/or disabilities make good progress in mathematics. Their progress in reading is impressive. This is because teachers are skilled in making adjustments to the teaching of these subjects that help boost these pupils' understanding. Teachers are less skilled at building these pupils' knowledge of how to spell words, use grammar and construct sentences. This is why this group make slow progress in writing.

Early years provision

Good

- The environment in the early years is inviting, full of high-quality resources and reflects the exciting curriculum on offer. Children's work is displayed carefully and is a celebration of their success. Role-play areas are set up in response to children's interests. Currently, a vet's surgery is allowing children to develop their language skills when they take turns to be the vet or pet owner.
- Over the last three years, there has been a significant improvement in the proportion of children reaching a good level of development at the end of the early years. Current school information shows that the difference in attainment between children who are disadvantaged and those who are not is reducing.
- Adults in the early years are committed to ensuring that children have a super experience. Relationships between them and children are strong. There is a relentless focus on learning and development. In many lessons, not a minute is wasted.
- Safeguarding arrangements in the early years are effective. Staff are knowledgeable about how to keep children safe. Children are well cared for. All the welfare requirements of the early years foundation stage are met.
- Children enjoy their time in the Nursery and Reception classes. The activities on offer captivate their imagination. As a result, they learn to concentrate well.
- The leader of the early years has a clear oversight of priorities. She accurately understands what children need in order to make good progress. For example, she has ensured that teachers focus on developing children's pre-writing skills effectively. During the inspection, children used tools that strengthened their upper-arm muscles. This helps them to control a pencil more accurately when they start to write.
- Similarly, the leader has emphasised to teachers that they must give children appropriate experiences to build their personal, social and emotional skills so that they are ready for more formal learning in Year 1. This makes a big difference to children's confidence.
- Leaders ensure that additional funding is used effectively. For example, speech and language therapists are employed to support children with specific needs. As a result,

disadvantaged children make good progress in all areas of learning.

- Children in the early years make good progress in all areas of learning. When they start in the Nursery and Reception classes, most children have weak skills for their age. Many struggle to communicate effectively and to manage their personal hygiene needs. By the time they reach the end of the Reception Year, more than half have reached the good level of development expected for five-year-olds. This year, increasing numbers of children are reaching these goals in reading, writing and mathematics. This means that a higher proportion is ready to start the National Curriculum in Year 1 than has been the case in recent years.
- Leaders and teachers have recognised that they do not always challenge the most able children as much as they might. Consequently, very few children in the past have exceeded the minimum standard expected by the end of Reception Year in reading, writing or mathematics. This is improving notably, but more could be done to ensure that the most able children reach their full potential in the early years.
- Children behave well in the early years. They settle quickly into the clear routines and soon learn to follow instructions. In Reception classes, children show that they become absorbed in an activity and concentrate for extended stretches of time. They are keen to share their successfully completed tasks with an adult.
- Staff in the early years work hard to involve parents in their children's learning. For example, teachers run workshops that help parents to understand how they can support their child's learning at home. A recent event focused on helping to improve children's mathematical thinking. Parents appreciate the help that they receive.
- Leaders are in the process of redesigning the outdoor space used by children in the early years, as it does not currently serve its purpose well. Leaders know that teachers do not currently use the area as well as they might. Consequently, children do not benefit from learning in the outdoor environment as well as they do indoors.

School details

Unique reference number	141775
Local authority	Wolverhampton
Inspection number	10042832

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	465
Appropriate authority	Board of trustees
Chair	Mr Daniel Lee
Headteacher	Mr Sam Davis
Telephone number	01902 558275
Website	www.fieldviewprimary.org.uk
Email address	office@fieldviewprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Field View Primary converted to academy status in March 2015 and this is its first inspection since conversion. The predecessor primary school was inspected in October 2013. The outcome of this inspection was that the school required improvement.
- The school is one of three primary academies within St Martin's multi-academy trust (MAT). An executive headteacher, Mrs Lynne Law, manages all three schools. Each school has its own headteacher or head of school. Field View primary school's leadership team consists of a headteacher and two assistant headteachers.
- Each school has its own academy committee and some members of each of these committees are members of the board of directors of the trust. The board of directors, through the scheme of delegation and funding agreement with the Department for Education, has oversight of these three academies. The board has direct responsibility for the management and devolvement of governance, finance and human resources for all three schools.

- Senior leaders and governors work in close partnership across the MAT. There are opportunities for training and development of staff, for sharing best practice and to moderate assessments of pupils' work and progress.
- This is a larger than average primary school.
- The proportion of pupils who have SEN and/or disabilities is above average.
- The proportion of pupils who are disadvantaged and eligible for the pupil premium is well above the national average. The school meets the Department for Education's definition of a coasting school based on key stage 2 academic performance results in the years 2015–2017.

Information about this inspection

- Inspectors observed learning throughout the school. Some observations were carried out jointly with senior leaders. Inspectors looked at pupils' books from across a wide range of subject areas and heard pupils read.
- Inspectors talked to pupils from various year groups. Meetings were held with the executive headteacher, the headteacher, other senior and middle leaders, the pastoral officer and three directors from the academy trust.
- Inspectors looked at a range of documents provided by the school, including the school's self-evaluation, assessment information, improvement plans and records relating to behaviour and safeguarding of pupils.
- Inspectors spoke to parents to gather their views and took account of the four responses to the online questionnaire and the letter received from one parent.
- Inspectors also took account of the 22 responses to the staff questionnaire. There were no responses from the pupil questionnaire to consider.

Inspection team

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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