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11 February 2013

Sammy O'Gorman
Headteacher
Foxyards Primary School
Foxyards Road
Tipton
DY4 8BH

Dear Mrs O'Gorman

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Foxyards Primary School

Following my visit to your school on 11 February 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me 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 November 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, two assistant head teachers, representatives from the governing body, a representative of the local authority, and a national leader of education. The school's raising achievement plan was evaluated. A range of documentation was reviewed, including Early Years Foundation Stage planning, notes of pupil progress meetings, and information on pupil achievement.

Context

There have been no significant changes since the recent section 5 inspection.

Main findings

The school has revised its raising achievement plan in order to ensure that all the issues identified in the recent inspection are addressed. The plan contains suitable actions and specific timescales. School leaders have identified the intended impact of the school's actions on pupils' achievement and the quality of teaching.

Pupils have frequent opportunities to practise their writing skills in different subjects. This is helping to raise standards in writing. Teachers in the Early Years Foundation stage have benefited from local authority support and training. Adult-led activities are planned carefully to meet the differing needs of children. The activities that children can choose for themselves are sometimes too easy and as a result they do not always make enough progress.



School leaders use an appropriate range of strategies to check the quality of teaching. However, their feedback to teachers does not always refer to the precise actions that need to be taken to ensure teaching is consistently good or better.

Members of the governing body continue to ask questions and provide challenge. School leaders provide the governing body with a helpful summary of the actions that have been taken and what more needs to be done to raise achievement. These reports do not always make clear the precise impact the school's actions are having on pupils' progress and the quality of teaching. Procedures for ensuring all policies are kept up to date have been strengthened. Governors also ensure that teachers who return from family leave receive up-to-date training.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- provide teachers with the precise guidance they need to ensure that if followed the quality of their teaching is consistently good or better
- ensure activities that children choose for themselves in the Early Years Foundation Stage provide a suitable level of challenge
- make sure that reports to the governing body make clear the impact that the school's actions are having on pupils' progress and the quality of teaching.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority and external consultants are providing the school with a suitable level of support. Through the local authority, the school is working with a national leader in education, who is also a headteacher of a local successful school. Prior to the inspection, he worked with senior leaders to develop and strengthen their leadership roles. This work is set to continue this academic year. External consultants are working with teachers to help them raise standards in reading, writing and mathematics. Partnerships with a number of local schools are also giving teachers the opportunity to attend training and observe good practice.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Dudley.

Yours sincerely

Usha Devi
Her Majesty's Inspector

