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15 July 2013

Mrs Caroline Addison
Headteacher
Fixby Junior and Infant School
Lightridge Road
Fixby
Huddersfield
West Yorkshire
HD2 2HB

Dear Mrs Addison

Requires improvement: monitoring inspection visit to Fixby Junior and Infant School, Kirklees

Following my visit to your school on 15 July 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 May 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During my visit, I met with you, the deputy headteacher designate, the maths lead, seven members of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. We discussed the action plan and the progress the school has made, including the scrutiny of your most recent data capture. We visited maths lessons in Key Stage 2.

Context

There have been no changes to staffing since the last inspection. There has been some staff absence which has required the use of temporary staff. A new deputy has been appointed for September 2013 and another member of staff is due to leave at the end of this term. A permanent appointment will be made in the autumn term.

Main findings

The headteacher has quickly acted upon the recommendations from the inspection. The school's post Ofsted action plan is precise about what needs to be done, by whom and when. It has measurable success criteria which is enabling governors to check the school's progress and challenge leaders. As a result, there are already some tangible improvements in leadership and management, teaching and learning and behaviour. For instance, the development of half termly progress meetings is holding staff to account and is ensuring that actions to support improvement are timely and appropriate. Regular and focused checks on the quality of teaching mean that teaching which requires improvement, is being addressed effectively. Good use is being made of the maths lead's expertise and this is resulting in improvements in the planning and delivery of maths. This was clearly evident during our visit to lessons today. Frequent checks on the consistency of marking and feedback, as well as presentation, is impacting on the standard of pupils' work. Senior leaders have reduced the number of disruptive incidences in class and increased the consistency of practice across school by revisiting and checking on the implementation of the behaviour policy. This combined with changes to teaching and learning strategies, has demonstrated a measurable impact on pupils' attitudes to learning.

The latest achievement data for English is positive but clearly evidences that maths remains an area for development in Key Stage 2. Support by the maths lead is securing improvements in teaching and learning, where it is needed, but there has not been sufficient time since the inspection to measure the impact on pupil progress.

The headteacher has quickly engaged the parents, staff and governors in recognising where the school is and why it 'requires improvement'. This has ensured that these partners are working together to secure the best outcomes for pupils. This level of openness and transparency has been welcomed by parents and there has been some very positive feedback from recent parents' meetings. Governors are extremely supportive of the school and are clear about why and how they need to develop. They are taking a more active role in monitoring the work of the school. They have taken some strategic decisions that will further strengthen the leadership of the school, such as the appointment of a non-teaching deputy headteacher and the re-organisation of teaching staff. This will increase the capacity of the school's leadership to drive forward the improvements needed.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Train governors on how to use data reports such as RAISE online to formulate questions and challenge senior leaders about pupil achievement.

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

The local authority has produced and funded an appropriate, timely support plan which focuses on the key areas for improvement. This involves the support of a Local Leader in Education and a maths consultant. In addition staff will access targeted maths training. A local authority officer is undertaking termly visits to quality assure this work and check on the progress of the school.

The school is due to attend an Ofsted 'Getting to Good' seminar on 16 July. In addition, it is recommended that the school access the 'Better Maths' training by Ofsted.

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

Yours sincerely

Anne Bowyer

Her Majesty's Inspector

The letter should be copied to the following:

- The Lead Inspector
- Mrs Helen Storey- Senior Her Majesty's Inspector