

School	Ofsted Judgement	School strengths	Areas for improvement	Actions by LA
Trowell CofE Primary	3	<ul style="list-style-type: none"> • Good teaching in the early years means that children settle in quickly and get off to a positive start. • Pupils' attainment at the end of Year 6 is above average. Pupils are well prepared for secondary school. • New subject leaders understand what the school's priorities are, and are improving the quality of teaching in their areas. • Classrooms are interactive and stimulating learning environments. • Pupils are well behaved. They are polite and keen to learn, and feel safe in school. • Leaders spend the primary physical education and sport premium well. As a result, there has been an increase in the number of pupils participating in sport. 	<ul style="list-style-type: none"> • Teaching throughout the school is not consistently good. Senior leaders are not sufficiently rigorous in improving the quality of teaching in year groups where pupils do not make sufficient progress. • Not all teachers make accurate judgements about what their children know or can do. • Not all teachers give pupils sufficient opportunity to write at length, or in subjects other than English. • Work set for the most able pupils does not challenge them sufficiently. These pupils often find the work too easy and they do not make the rapid progress of which they are capable. • Younger pupils do not know how to keep safe on the internet. • Leaders have not been rigorous enough in their assessment of the school's strengths and weaknesses. Their evaluation lacks precision and the school development plan is not effective enough to address the weaknesses that exist. • Teachers do not check sufficiently often that pupils have a knowledge and understanding of other faiths and cultures. • The school's system for appraisal does not hold teachers sufficiently to account for the progress their pupils make. • Pupils who may have special educational needs and/or disabilities are not always identified rapidly enough. • Pupils' overall progress in science is not good because some teachers allot too little time to this subject. 	<ul style="list-style-type: none"> • EIA continues to support the school. • School is in a collaboration which provides a strong, support for leadership and school to school support.
Sir Edmund Hillary Primary and Nursery	3	<ul style="list-style-type: none"> • The headteacher, very well supported by the deputy headteacher, provides strong and effective leadership. Together, they have introduced several changes which are improving provision and outcomes for pupils. • Leaders have introduced a clear system to track pupils' progress and ensure that they receive the help they need. • Pupils' spiritual, moral, social and cultural development is well 	<ul style="list-style-type: none"> • Too often, teachers do not have high enough expectations of pupils. They do not provide sufficiently high levels of challenge for some pupils to achieve the standards of which they may be capable. • Teachers do not reliably make effective use of resources to help pupils understand the new ideas that are being taught. For some pupils, this limits their understanding. • Teachers do not use assessment information well enough to provide the most able pupils with opportunities to excel across a range of subjects. • Outcomes for pupils are variable across the school. Pupils do not make consistently strong progress across a range of subjects or year groups. 	<ul style="list-style-type: none"> • EIA continues to support the school. • Partnership has been brokered with a strong local school • Tailored support has been brokered • School engages effectively in Together for Workstop

		<p>promoted. This reflects the school's values and has a positive impact on pupils' personal development.</p> <ul style="list-style-type: none"> • Pupils are well mannered towards staff and each other. They behave well in lessons and around school. • Children get off to a flying start in the early years provision. Teachers provide high-quality learning opportunities so that children make strong progress from their different starting points. • Phonics is well taught. More pupils achieve the expected standard by the end of Year 1 than is seen nationally. • The arrangements for safeguarding are effective. 	<ul style="list-style-type: none"> • Pupils' rates of attendance have been below the national average for three years. For some groups of pupils, this is showing little sign of improvement. Leaders have not made effective use of the pupil premium funding to address this. • A recent strategy to improve pupils' reading skills is not yet embedded so the impact has not been fully realised. 	
Berry Hill Primary and Nursery	3	<ul style="list-style-type: none"> • Children get off to a flying start in the early years. They are well taught and well cared for. • Pupils behave well in school. They are polite and respectful. • Teaching assistants provide high-quality support for pupils, including those who have special educational needs (SEN) and/or disabilities. • Leaders promote pupils' spiritual, moral, social and cultural development well. • Recent efforts to improve standards in phonics and writing have been successful. • Over the past two years, leaders have accelerated and refined their actions to bring about change. These have resulted in some improvements to teaching and outcomes. 	<ul style="list-style-type: none"> • Leaders have not sustained the high levels of achievement seen throughout key stage 2 at the time of the last inspection, particularly in reading. • Leaders have not ensured that the quality of teaching in key stage 2 is consistently good. • Leaders have not kept a close enough check on the impact of the pupil premium funding. Too many pupils supported through this funding have not made the progress that they could. • Teachers do not make effective use of assessments to provide pupils, particularly the most able, with learning that challenges them. • Teachers do not insist that pupils use the skills they have learned in spelling, punctuation and grammar when they write at length. • Teachers do not provide pupils with sufficient opportunities to develop their problem-solving and reasoning skills in mathematics. • Most subject leaders are new to their posts. Their skills, and the impact they have in their subjects, are limited. • Several parents expressed the view that the school does not communicate with them well, particularly in relation to the progress their child makes. • In recent years, boys have not achieved as well as girls in 	<ul style="list-style-type: none"> • EIA continues to support the school • LA has provided specific training • LA has brokered a maths consultant • The LA English provision team is supporting the school • Advisers have supported middle leadership development

Appendix 2

		<p>reading and writing throughout key stage 2.</p> <ul style="list-style-type: none"> • Too often in key stage 2, teachers do not engage and enthuse pupils in their learning. 	
Arnbrook Primary Academy	3	<p>Autumn term Section 8 monitoring inspection update</p> <ul style="list-style-type: none"> • The first monitoring inspection since the school was judged to have Serious Weaknesses. • Leaders and managers are taking effective action towards the removal of the serious weaknesses designation 	<ul style="list-style-type: none"> • LA continues to monitor performance through published data and Ofsted inspection reports
Hillocks Primary and Nursery	3	<p>Autumn term Section 8 monitoring inspection update</p> <ul style="list-style-type: none"> • The first monitoring inspection since the school was judged to require Special Measures. • Leaders and managers are taking effective action towards the removal of special measures. • The local authority have written detailed reports for the governing body on the school's improving provision and pupils' outcomes. This information has allowed the governing body to see what progress is being made against the key areas for improvement, as well as the priorities for immediate action. The local authority has also brokered support from the previous executive headteacher. They have worked with the multi-academy trust to secure a continuation of leadership with the appointment of a new executive headteacher. 	<ul style="list-style-type: none"> • EIA continues to support • Team Manager supporting leadership issues • Executive HT brokered • Engaging with sponsoring academy trust to ensure continuity of support
Hetts Lane Infant and Nursery	3	<p>Autumn term Section 8 monitoring inspection update</p> <ul style="list-style-type: none"> • The first monitoring inspection since the school was judged to require improvement • Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school. • The local authority has provided effective support since the last inspection. The school improvement adviser visits regularly to undertake focused work to support improvements and provides appropriate support and challenge. The LA has commissioned a specialist leader of education to support developments in teaching and learning. 	<ul style="list-style-type: none"> • EIA continues to support the school • School to school support partnership with a strong experienced partner school has been brokered
Woodland View Primary	3	<p>Autumn term Section 8 monitoring inspection update</p> <ul style="list-style-type: none"> • The First monitoring inspection since the school was judged to require improvement. • Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school. • The local authority has provided useful support to the school. The adviser supports the headteacher well and has brokered support from a neighbouring school. The local authority supported the school well by seconding a deputy headteacher and has also provided support to the governing body, through training and the appointment of new governors. 	<ul style="list-style-type: none"> • EIA continues to support the school • School to school support partnership is providing effective support • Deputy Headteacher brokered to sustain leadership capacity • Governor body services is providing extensive support to the school
Holgate Primary & Nursery	3	<p>Autumn term Section 8 monitoring inspection update</p> <ul style="list-style-type: none"> • The First monitoring inspection since the school was judged to require improvement. • Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school. • The local authority is providing leaders with appropriate support and has helped new governors to become familiar with their strategic role. The adviser has produced reports for the governing body to summarise the strengths and weaknesses of the school and has also recommended effective external programmes which 	<ul style="list-style-type: none"> • EIA continues to support the school • Extremely strong collaboration has been established to provide support • experienced executive

Appendix 2

		have improved the effectiveness of your staff to improve the independence of pupils.	headteacher in place
Leen Mills Primary	3	Autumn term Section 8 monitoring inspection update <ul style="list-style-type: none"> • The First monitoring inspection since the school was judged to require improvement. • Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school. • The school has received good support from the local authority. The adviser has supported the school to identify the key areas for improvement and quality assured leaders' judgements about the quality of teaching. The local authority brokered support for the school which has enabled the school to improve the quality of leadership and teaching at the school. 	<ul style="list-style-type: none"> • EIA continues to support the school • Strong school to school partnership has been brokered • School is supported by a Teaching School Alliance • Pupil Premium review has been completed