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School	Ofsted Judgement	School strengths	Areas for improvement	Actions by LA
Langold Dyscarr	4	<ul style="list-style-type: none"> Teachers are gaining confidence from recent training with a supporting school and have positive relationships with pupils in class. Pupils are polite. When lessons meet their needs they are keen to succeed and share their learning. The local authority has attempted to provide a range of potentially effective support to the school and has carefully brokered external support from a local academy. A range of appropriate training and guidance has been provided. 	<ul style="list-style-type: none"> Outcomes for pupils have declined significantly since the time of the last inspection. Too often, current pupils do not make the progress of which they are capable. In some classes, their progress is inadequate. The headteacher has failed to establish management systems that secure school improvement. Until recently, leaders have not been effective in their checking of teaching and learning. Middle leaders are underdeveloped. They have not received the guidance and training they need to discharge their responsibilities effectively. Senior and middle leaders and governors are over-dependent on external advice and guidance. On too many occasions, they have not followed the good advice offered and this has contributed to the school's decline. School leaders and teachers do not use assessment information accurately enough to ensure that pupils' progress and attainment improve rapidly. Leaders have not ensured that the school's curriculum meets the needs of the pupils. Pupils are not gaining skills and knowledge to support their aspirations. Teachers do not use their subject knowledge to adapt their plans and lessons to meet pupils' learning needs, particularly in mathematics and reading. Leaders and teachers do not identify pupils' barriers to learning with sufficient urgency and accuracy. This results in weak outcomes for pupils, particularly those who are disadvantaged. Early years teachers do not ensure that activities are well matched to children's needs. These activities do not extend what children know and can do. 	<ul style="list-style-type: none"> EIA continues to support Support from Area Effectiveness adviser to broker structural leadership changes. A collaboration with an academy has been established LA Statement of Action approved by Ofsted Head teacher resigned and an Executive Headteacher (Principal of supporting Academy) appointed A review of governance has been completed A Pupil Premium review is planned for the autumn term 2018 Bassetlaw Behaviour and Attendance Partnership (BBAP) continues to provide support

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			<ul style="list-style-type: none"> • Staff across the school do not manage behaviour consistently well. • Leaders' actions to improve attendance have not been effective. Attendance for disadvantaged pupils has worsened this year. 	
Maun Infant School	3	<ul style="list-style-type: none"> • The teaching of phonics is beginning to improve. Most pupils use their phonics skills to read unfamiliar words. • Pupils behave well around the school. They play well together at playtimes. Older pupils help younger pupils, serving food and supporting them at lunchtimes. • The local authority has provided effective support for the headteacher since her appointment. This has included support with school improvement planning and self-evaluation. This year, the school's adviser has assisted leaders to review the quality of teaching and learning across the school, including providing targeted support for staff in the early years. 	<ul style="list-style-type: none"> • The headteacher is ambitious for the school. Due to a period of turbulence she has been unable to maintain consistently good teaching. • Subject leaders have coached teachers who are less confident in teaching mathematics and English. However, the subject knowledge of some teachers is not strong enough to develop pupils' learning. • Leaders have updated the curriculum to bring it in accordance with the expectations of the national curriculum. However, teaching in some subjects is not always strong enough to develop pupils' skills across the curriculum. • Sometimes teachers are not using their knowledge of what pupils can already do to develop pupils' skills. Tasks set do not always match pupils' ability. • Sometimes in lessons pupils become distracted from the task. Teachers are too slow to direct pupils back to the task. • Leaders have not monitored carefully the additional support for pupils who have special educational needs (SEN) and/or disabilities or disadvantaged pupils. Leaders are unclear of the impact of support on the progress that these pupils make. • Occasionally, leaders have not shared effectively information about pupils' welfare with other adults in the school. • Pupils' understanding of how to keep themselves safe is not developed well enough. • The quality of teaching in the early years is inconsistent. Sometimes adults do not have a secure understanding of how tasks should develop learning. Children in the Reception classes do not have the same quality of opportunities as children in the Nursery. • The curriculum does not provide pupils with enough opportunities to develop their moral and social education. 	<ul style="list-style-type: none"> • EIA continues to support the school • LA has provided specific training • LA is brokering additional school to school support • LA is providing a Pupil Premium review
Carr Hill Primary School	3	<ul style="list-style-type: none"> • Standards of attainment in reading, writing and mathematics at the end of key stage 1 are typically at least in line with the national average, and often above. 	<ul style="list-style-type: none"> • Leaders did not take effective action to prevent a decline in standards since the last inspection. • Leaders have not ensured that the quality of teaching, learning and assessment is consistently good throughout the school. 	<ul style="list-style-type: none"> • EIA continues to support the school • Reading support via the Strategic School Improvement Fund bid

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		<ul style="list-style-type: none"> • The school's current assessment information shows that standards in key stage 2 are improving, especially in Years 3 and 4. • The teaching of phonics is effective. As a result, the majority of pupils typically achieve the required standard in the phonics screening check in Year 1. • Leaders and governors have ensured that the arrangements for safeguarding are effective. Parents and carers, staff and pupils say that the school is safe. • Leadership and teaching in the early years are good. Children make good progress and are well prepared for Year 1. • Pupils' behaviour is good. The school's work to support pupils' social and emotional development is strong. 	<ul style="list-style-type: none"> • Teachers do not use assessment to match work consistently well to pupils' abilities. The most able pupils are not consistently given work that is challenging for them. • Teachers' expectations for the presentation of pupils' written work are not consistently high in all year groups. • Pupils' attainment and progress in reading, writing and mathematics at the end of key stage 2 were well below the national average in 2017. This applies equally to disadvantaged pupils. • The school's latest assessment information and the work in pupils' books show that standards of attainment in writing are typically below that in reading and mathematics, in most year groups. 	<ul style="list-style-type: none"> • Additional leadership support brokered from the Headteacher of another maintained school
Holy Family Cath Primary & Nursery	4	<ul style="list-style-type: none"> • The headteacher has brought about considerable improvements since her appointment in September 2016. Pupils behave extremely well. They are polite, confident and caring. Pupils are safe and happy. • The curriculum is broad and balanced. It provides enriching experiences for pupils of all ages. Pupils' spiritual, moral, social and cultural development is promoted well. • Some middle leaders have become more effective since the last inspection. • Attendance is above the national average. • Teaching is improving. There is some very good practice in the 	<ul style="list-style-type: none"> • Leaders have not taken effective action to address all the areas identified as needing improvement at the last inspection. • Leaders do not always evaluate the impact of their actions sharply in order to amend plans for further improvement. • Pupils' outcomes in every key stage have been lower than national averages in recent years. • The teaching of phonics requires improvement. Pupils' outcomes in phonics have declined. • The quality of teaching, learning and assessment is inconsistent. Teachers do not routinely plan activities which meet the needs of different groups of pupils. Teaching assistants do not always support pupils' progress effectively. • Pupils are not always moved on to more challenging work quickly enough. • The early years leader has not been supported to be fully effective. Some staff do not have the necessary skills to support children as well as they should. 	<ul style="list-style-type: none"> • EIA continues to support the school • A maintained school has provided support • EIA is working with the Catholic Diocese to coordinate support

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		<p>school. Current pupils are making faster progress than in the past.</p> <ul style="list-style-type: none">• Leadership of the provision for pupils who have special educational needs (SEN) and/or disabilities is strong. Pupils are very well supported.• The school is welcoming and inclusive. The five ‘promises’ permeate all aspects of the school.• The early years provision has improved. Leaders have a clear vision and are determined to provide the best for children.	
Ordsall Primary		<div><div><ul style="list-style-type: none">• Senior leaders know the strengths and areas for development in teaching and learning.• Grants are spent effectively to raise the attainment and progress of vulnerable pupils.• Governors work closely with senior leaders and provide purposeful support and challenge, focused on the school’s plans for improvement.• The school’s safeguarding culture keeps pupils safe and has the confidence of parents.• Teachers frequently use real life contexts to develop pupils’ learning. Pupils make good progress when this is successfully achieved.• Pupils are developing their ability to reason effectively in mathematics and other subjects.• Improved outcomes in phonics are supporting reading and writing. Many pupils enjoy reading.• Pupils behave well when they move around the school.• The early years leader has assessed the effectiveness of this phase accurately.</div><div><ul style="list-style-type: none">• Leaders’ monitoring of standards is not conducted often enough to allow them to drive rapid improvements.• Pupils do not have a strong understanding of democracy and their knowledge of different cultures is not as broad as it should be.• Leaders and governors do not monitor school records as closely as they need to across all areas of the school.• The quality of teaching and learning is inconsistent. Weak subject knowledge and insufficient use of prior assessment leads to slow progress for a minority of pupils.• The most able pupils are not challenged frequently enough to sustain rapid progress.• Pupils’ behaviour is not consistently of a high standard in class.• Teaching assistants do not consistently support the pupils they are intended to help.• The attainment of pupils currently in key stage 1 is low in reading, writing and mathematics.• Teachers in the early years do not consistently make effective use of information about children’s prior attainment to plan learning.</div></div>	<ul style="list-style-type: none">• EIA continues to support school improvement• The LA’s ‘Safeguarding Children in Education Officer’ (SCEIO) has conducted an external safeguarding review• HR has provided support for the school• Governing Body Services have provided support for the school

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Kirkby College (Academy)		<p>Summer term 2018 Section 8 monitoring inspection update</p> <p>The inspection was the first monitoring inspection since the school became subject to special measures. Leaders and managers are taking effective action towards the removal of special measures. The trust's statement of action is fit for purpose. Leaders took immediate action to ensure the safety and well-being of pupils following the last inspection together with strong and frequent support from Nottinghamshire's safeguarding children in education officer</p>	<ul style="list-style-type: none">• The SCEIO has carried out a Safeguarding Review at the request of the Trustees and has supported the school to ensure the safety and wellbeing of pupils• LA continues to monitor performance through published data and Ofsted inspection reports
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