

## Appendix 2

School	Current overall effectiveness	School strengths	Areas for improvement	Actions by LA
Arnbrook Primary Academy	4	<ul style="list-style-type: none"> <li>The trust, the headteacher and other senior leaders, have correctly identified the most important areas for improvement, in particular the need to raise pupils' attainment.</li> <li>The headteacher enjoys the support of the staff, governors and the majority of parents.</li> <li>Relationships between staff and pupils are positive.</li> <li>Teaching in the early years is good. Children make good progress from their different starting points and are cared for very well.</li> <li>Leaders make frequent and detailed checks on the quality of teaching. These checks are helping to improve the quality of teaching rapidly in the early years and in key stage 1, particularly in reading.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils do not reach high enough standards at the end of key stage 2, particularly in mathematics, and they do not make sufficiently fast progress.</li> <li>Pupils do not have sufficient opportunities to develop their skills in mathematical reasoning, mental calculation and problem solving.</li> <li>In key stages 1 and 2, the most able pupils are not moved on quickly enough and given work that will deepen and extend their knowledge and skills.</li> <li>Not all teachers have high enough expectations of what pupils can do. This means that pupils do not achieve as well as they should.</li> <li>Leaders have not targeted the additional funding that the school receives for disadvantaged pupils precisely enough. In particular, the most able disadvantaged pupils are not supported well enough.</li> <li>Governors have not been rigorous enough in holding leaders to account for the progress of the disadvantaged pupils, including the most able of them.</li> <li>The attendance of pupils, particularly pupils from disadvantaged backgrounds, is not high enough.</li> <li>Staff do not always deal effectively with off-task behaviour by pupils in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Letter of concern to sponsoring Trust</li> <li>Letter of concern to Regional Schools Commissioner</li> </ul>
Woodland View	3	<ul style="list-style-type: none"> <li>The new headteacher has made a real difference in a short time. Leaders now have an accurate view of the school. The school is appropriately placed to improve in the future.</li> <li>Effective staff training has recently resulted in improvements in the quality of teaching and the use of assessment.</li> <li>Due to better teaching, pupils, particularly</li> </ul>	<ul style="list-style-type: none"> <li>Over time there have been weaknesses in leadership and management.</li> <li>Despite her strong start, the new headteacher has not yet had sufficient time to ensure that teaching, the use of assessment and pupils' outcomes are good.</li> <li>Staff expectations of what the most able pupils can achieve are</li> </ul>	<ul style="list-style-type: none"> <li>Education Improvement Adviser (EIA) allocated</li> <li>Governing Body Services support</li> <li>Warning notice issued to governors re governance</li> </ul>

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		<p>those who find learning difficult, are making much better progress in reading, writing and mathematics.</p> <ul style="list-style-type: none"> <li>Governance is much improved recently.</li> <li>Pupils show a good understanding of British values. The school's curriculum and its values help promote pupils' spiritual, moral, social and cultural development.</li> <li>The school provides a secure and nurturing environment for pupils and the quality of care and support is good.</li> </ul>	<p>not consistently high enough.</p> <ul style="list-style-type: none"> <li>The writing curriculum does not place sufficient emphasis on extended writing or on helping pupils to develop their writing skills in other subjects. In mathematics, problem solving and investigative skills are lacking.</li> <li>Over time, disadvantaged pupils have not made sufficient progress.</li> <li>In a few classes pupils are not clear about what they need to do to move their learning forward. Some staff do not routinely identify pupils' misconceptions to help them learn.</li> <li>In whole-class sessions, teaching assistants are not always deployed effectively.</li> <li>Many parents do not recognise or appreciate the considerable improvements made over the last two terms.</li> <li>In some classes, pupils do not sustain concentration throughout lessons and are occasionally too dependent on the teacher to know what to do when they have finished a section of work.</li> <li>Attendance over time has been considerably below average.</li> <li>Over the last two years, too few children have left Reception with a good level of development.</li> </ul>	<ul style="list-style-type: none"> <li>Warning Notice reviewed 6.6.17 removed 27.6.17 (confirmed to governing body and Ofsted)</li> <li>School to school partnership in place</li> </ul>
Jeffries Primary and Nursery	4	<ul style="list-style-type: none"> <li>Joining a formal collaboration with other schools has brought benefits to the leadership of the school. Staff who shared their views were unanimous that the changes introduced have improved the school's effectiveness.</li> <li>Pupils are confident and friendly. They behave well around the school and are respectful to each other and to adults.</li> <li>Safeguarding is effective.</li> <li>Teaching and learning in the Nursery and Reception classes are stronger than in other areas of the school. As a result, children are on track to achieve better than in the past.</li> <li>Parents who shared their views are overwhelmingly positive about the school.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils do not make enough progress in reading, writing and mathematics in key stages 1 and 2. Their attainment is below average at the end of Year 6.</li> <li>Too much teaching is of poor quality. Actions taken by school leaders to improve teaching have not yet secured the required improvements.</li> <li>Leaders do not ensure that the school's curriculum policies are implemented consistently in all classes.</li> <li>The curriculum is narrow. Pupils do not get sufficient opportunities to develop their knowledge and skills in a wide range of subjects.</li> <li>The most able pupils are not challenged sufficiently so that they can attain high standards in reading and mathematics.</li> <li>Staff do not consistently model grammatically correct speech</li> </ul>	<ul style="list-style-type: none"> <li>LA statement of support approved by Ofsted</li> <li>EIS adviser allocated</li> <li>School to school partnership in place</li> <li>Pupil premium review</li> <li>Review of governance</li> </ul>

			<p>when giving instructions or use good literacy skills when writing.</p> <ul style="list-style-type: none"> <li>• Pupils' weak knowledge of number bonds and multiplication tables prevents them from working quickly and accurately in mathematics.</li> <li>• Pupils do not have enough opportunities to develop their writing skills across the curriculum.</li> <li>• Staff do not hear the lower-attaining readers in key stage 1 reading individually regularly enough. This is preventing them from reading as well as they should for their ages.</li> <li>• The governing body does not ensure that the pupil premium and the primary physical education (PE) and sport premium are used effectively.</li> </ul>	
Hetts Lane Infant and Nursery	3	<ul style="list-style-type: none"> <li>• Children make good progress in the early years. Staff deliver effective teaching and ensure that pupils are well prepared for Year 1.</li> <li>• The most able pupils are given challenging work that results in their good progress.</li> <li>• Staff are caring and know pupils well. They build pupils' confidence and trust, help them to settle well and provide enjoyable lessons.</li> <li>• Pupils are happy and safe. The school and its staff have the strong support of parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders have not ensured that teaching is good across the school. Although both teaching and the progress that children make in the early years are good, these aspects are not sustained consistently in key stage 1.</li> <li>• Not all subject leaders check that their colleagues' assessments of pupils' attainment are accurate.</li> <li>• The schools self-evaluation is too generous. It does not take enough account of the weaknesses in the schools provision and outcomes.</li> <li>• Improvements are not happening quickly enough, and timescales are not precise. As a result, pupils' outcomes are not rising quickly.</li> <li>• Pupils who need to catch up, or whose ability is typical, do not receive enough work that is appropriate for them. Some of the work is too easy and other tasks are too hard for them to complete.</li> <li>• The pupil premium is not used effectively in helping enough disadvantaged pupils make good progress in their English, mathematics and science once they have left Reception.</li> <li>• Teachers do not give the older pupils enough occasions where they can practise writing longer pieces of work, nor to conduct simple tests in science.</li> <li>• Too much work in pupils' books and folders contains messy work and scribble. Not all teachers make sure that pupils complete their work as tidily as they can.</li> <li>• Pupils' absence is too high. Although attendance is improving, not enough pupils, and especially vulnerable pupils, attend regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• EIA allocated</li> <li>• Specialist Leader of Education (SLE) commissioned from a local school</li> <li>• Pupil Premium review</li> <li>• School has now joined a Nottinghamshire Teaching School Alliance (TSA) to access partnership support</li> </ul>

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			<ul style="list-style-type: none"> <li>Teachers do not consistently ensure that pupils' behaviour in class is good. On occasions, some pupils do not listen, shout out and stop others from learning well.</li> </ul>	
Hillocks Primary and Nursery	4	<ul style="list-style-type: none"> <li>Leaders, staff and governors care for the pupils very well.</li> <li>In some classes, pupils learn well as a result of clear explanations, strong relationships and carefully targeted work.</li> <li>The quality of teaching in the early years is good.</li> <li>Pupils behave well around school.</li> </ul>	<ul style="list-style-type: none"> <li>Senior leaders have not taken sufficiently rapid action to improve the quality of teaching and outcomes for pupils since the previous inspection.</li> <li>Governors do not hold leaders to account closely enough for the improvements that the school requires.</li> <li>Leaders' plans for improvement are not closely enough evaluated for leaders and governors to be certain about the impact of actions taken.</li> <li>Leadership of subjects other than English and mathematics is underdeveloped. These leaders are not improving the quality of teaching or standards sufficiently in their areas of responsibility.</li> <li>Leaders have not checked carefully enough that pupil premium funding and sport funding is having the desired impact on outcomes.</li> <li>Too many pupils are late for school in the morning. Leaders have not been successful in improving rates of attendance, which remain below national average.</li> <li>Not all teachers step in quickly enough to challenge pupils or ask questions that will improve their grasp of concepts in lessons.</li> <li>Not all teachers have high enough expectations of what pupils can achieve or how they should behave. They do not insist that pupils present their work to the best of their ability.</li> <li>Not all teachers consistently provide pupils with opportunities to write across a range of subjects to the same standard as they would in an English lesson, nor to practise their reasoning skills in mathematics.</li> <li>Teaching assistants do not consistently make effective use of time to promote pupils' learning.</li> </ul>	<ul style="list-style-type: none"> <li>EIA allocated</li> <li>LA Statement of Action approved by Ofsted</li> <li>Executive Headteacher and partnership support school in place</li> <li>School supported with statutory duties</li> </ul>
Leen Mills Primary	3	<ul style="list-style-type: none"> <li>In the early years, the quality of teaching is securely good and provision in this area continues to be a strength of the school. Children make consistently good progress and are well prepared for Year 1.</li> <li>Pupils' behaviour and personal development are good. Pupils are respectful to others and show positive attitudes to learning.</li> <li>The school is well regarded by parents. It has</li> </ul>	<ul style="list-style-type: none"> <li>Senior leaders have not been successful in raising standards quickly enough. Pupil Progress was significantly below national.</li> <li>In 2016, progress in reading at the end of key stage 2 was still significantly below average. In mathematics, faster progress led to above-average standards.</li> <li>In some year groups the majority of pupils are still working</li> </ul>	<ul style="list-style-type: none"> <li>EIA allocated</li> <li>School to school partnership in place.</li> </ul>

		<p>a caring ethos and is a safe, calm and well-ordered learning environment.</p>	<p>below the required standard.</p> <ul style="list-style-type: none"> <li>Disadvantaged pupils in most year groups are not making as much progress as other pupils nationally. Leaders do not have a clear view of the effectiveness of the support they provide.</li> <li>Teachers' expectations of what pupils can achieve are not high enough. They do not always plan lessons that cater for the needs of the least or most able pupils who then do not make enough progress in lessons.</li> <li>Pupils' books show that often the same tasks are set for pupils of all abilities. This means that the most able pupils are not given enough challenge and do not reach the high standards of which they are capable.</li> <li>In key stage 1, pupils do not build quickly enough on the good progress they make in the early years. Too many are currently working below age-related expectations.</li> </ul>	
Vision Studio School Mansfield	4	<ul style="list-style-type: none"> <li>The current principal has set a new direction for the school, and leads with determination and vision. Actions to improve teaching, attendance and behaviour are beginning to have impact.</li> <li>The programme of work-based learning and work experience has been much improved and is successful in improving pupils' confidence and workplace skills. Such opportunities are highly valued by pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders and governors have not ensured that the school's safeguarding policies and systems meet requirements or are effective in keeping pupils safe.</li> <li>Turbulence in leadership has led to uncertainty over the school's direction. Although now resolved, this has meant that the school did not adapt quickly enough to meet the needs of its pupils.</li> <li>Middle leaders are not all effective in monitoring the quality of teaching, tracking the achievement of groups and leading improvements in their area.</li> <li>Pupils' achievement in mathematics is inadequate. Poor leadership and teaching in this area have left too many pupils without the skills, knowledge and understanding necessary to gain basic qualifications.</li> <li>Teaching does not take sufficient account of the needs of pupils who have special educational needs and/or disabilities.</li> <li>The tasks that pupils do are sometimes insufficiently demanding.</li> <li>Teaching does not routinely promote pupils' literacy and numeracy skills. Pupils who face challenges do not always know how to access support in class.</li> <li>A significant minority of pupils do not comply with the school's no-smoking policy. Many pupils who spoke with inspectors</li> </ul>	<p>Not an LA maintained school but the LA has been commissioned by the trustees to:</p> <ul style="list-style-type: none"> <li>Review school safeguarding and related policies and procedures</li> <li>Provide advice and access to appropriate training</li> <li>Behaviour and Attendance adviser</li> <li>Review of governance</li> <li>Advice on PREVENT and access to training materials</li> </ul>

			<p>expressed their concern about smoking on the school site.</p> <ul style="list-style-type: none"><li>• Pupils do not have enough to occupy them at lunchtime. The range of opportunities for pupils to improve their physical well-being is too narrow.</li><li>• Attendance, while improving, remains well below national averages.</li><li>• The sixth form requires improvement. Pupils who retake GCSE examinations in English and mathematics are not all successful in improving their grade.</li></ul>	
Orchard Special School	3	<ul style="list-style-type: none"><li>• Senior leaders and governors are uncompromising in their efforts to provide all pupils with the highest possible quality of care and personal support. Consequently, all pupils make good or better progress in their personal, social and emotional development.</li><li>• The behaviour of pupils is consistently good.</li><li>• The broad curriculum contributes exceptionally well to the spiritual, moral, social and cultural development of all pupils throughout the school.</li><li>• The 16 to 19 provision in the school is consistently well led and prepares learners and their families for life beyond Newark Orchard.</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Senior leaders and governors have not ensured that all staff follow the school's agreed policies and procedures. Consequently, the quality of teaching, learning and assessment is not consistently good across the school.</li><li>• The governing body does not always hold senior leaders and staff to account for the quality and impact of some aspects of the school's work.</li><li>• The plans for school improvement lack the necessary detail. They do not identify who is responsible for checking specific actions or give tight enough timescales for tasks to be reviewed or completed.</li><li>• Senior leaders and governors do not currently have an accurate view of pupils' progress and attainment in English and mathematics.</li><li>• Systems for evaluating the effectiveness of the school's work are not rigorous enough. As a result, senior leaders and governors do not have an accurate view of the school's current strengths and weaknesses.</li><li>• Where teaching is poorly planned, work is not well matched to pupils' needs, pupils are not challenged effectively and their progress is hampered.</li><li>• A small minority of staff do not consistently model positive attitudes to learning or present themselves in and around school with the necessary professionalism.</li><li>• Targets to promote the continuing professional development of the staff are not linked closely enough to the priorities for whole-school improvement.</li></ul>	<ul style="list-style-type: none"><li>• EIA allocated</li><li>• Integrated Children's Disability Service support</li><li>• Educational Psychology Service support</li><li>• EIA reports indicate that school is addressing issues raised in inspection report</li></ul>