

School	Ofsted Judgement	School strengths	Areas for improvement	Actions by LA
Hillocks Primary	4	<ul style="list-style-type: none"> <li>• Pupils know how to stay safe. They know how to lead healthy lives. The proportion of pupils involved in a wide range of sporting activities is increasing.</li> <li>• The curriculum provides pupils with opportunities to develop artistic and creative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior leaders have not acted with the necessary urgency to improve the school. The school was judged to be Inadequate at its previous inspection and remains so.</li> <li>• Governors and senior leaders have not ensured that all the areas for improvement identified at the previous inspection have been addressed fully.</li> <li>• Leaders have overseen a decline in the early years and have failed to improve the other areas of the school's work sufficiently well.</li> <li>• Outcomes are not good enough. Too few pupils make the progress that they should or are well prepared for secondary education.</li> <li>• Senior leaders have not ensured that the school's plans for development are implemented effectively.</li> <li>• Senior leaders have not ensured that subject leaders have the skills to secure improvements throughout the school. Subject leadership is not consistently effective.</li> <li>• Governors have not held leaders to account effectively. They have not fulfilled all their statutory responsibilities to ensure that the website includes all the information that it should.</li> <li>• The quality of teaching, learning and assessment remains inconsistent. Teachers do not always address pupils' misconceptions or set work that is sufficiently challenging. The teaching of spelling and reading is not consistently good.</li> <li>• Leaders have begun to put better systems in place to improve attendance. However, persistent absence remains too high.</li> <li>• Leadership of the early years is not strong enough. Too few children are prepared well for Year 1. Teachers do not use assessment information effectively to plan children's next steps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of a new experienced Education Improvement Adviser 4 days per term until conversion.</li> <li>• LA funded Associate HT and school to school partnership support and guidance for senior leaders provided by Diverse Academies.</li> <li>• Other LA officers' providing support for: <ul style="list-style-type: none"> <li>- improving pupil attendance</li> <li>- training for governors around challenge and securing accountability</li> </ul> </li> <li>• LA Legal Services and Human Resources working with the Regional Schools Commissioner to ensure the school can convert to academy status as soon as possible</li> </ul>

<p>Normanton on Soar Primary</p>	<p>3</p>	<ul style="list-style-type: none"> <li>• The interim headteacher has prioritised clearly those areas requiring improvement, based on her regular and accurate checks on the quality of teaching and learning.</li> <li>• Behaviour is good and relationships across the school are strong. Pupils, parents and carers value highly the school's warm family atmosphere. Attendance is consistently high.</li> <li>• Leaders and governors have ensured that safeguarding is effective.</li> <li>• Although pupils are not making strong progress this year, progress in reading, writing and mathematics by the end of Key Stage 2 has in previous years been consistently strong.</li> <li>• The teaching of phonics is effective. Pupils in Key Stage 1 use their phonics knowledge skilfully in their reading and writing.</li> <li>• Nursery children get off to a strong start because of effective teaching and care.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching is not consistently good enough to ensure that pupils in all year groups make strong progress.</li> <li>• The drive for improvement is too heavily reliant on the interim headteacher, who is not receiving support from subject leaders because they are new to the role.</li> <li>• In some classes, teachers' expectations are too low and they do not insist that pupils take pride in their work. This can be seen in the poor quality and presentation of the work in pupils' books in these instances.</li> <li>• Subjects other than English and mathematics are not always covered in sufficient depth.</li> <li>• The progress of current pupils in reading, writing and mathematics is not consistently strong in all year groups.</li> <li>• Some aspects of pupils' spiritual, moral, social and cultural development are less well promoted in school. Pupils have a limited awareness of the range of the faiths and cultures represented in modern Britain.</li> <li>• The quality of leadership, teaching and learning is not consistently strong across the early years provision. On occasion, the work set is too easy for some children. The early years curriculum is not fully applied across both the indoor and outdoor learning areas for the Reception children.</li> </ul>	<ul style="list-style-type: none"> <li>• An experienced Education Improvement Adviser was allocated to the school following the Ofsted inspection</li> <li>• Partnership support from an Outstanding school has been brokered.</li> <li>• Mentoring support for the leadership is also being provided by another head teacher of a small school within the Local Authority</li> <li>• The school is invited to a bespoke training package on school self-evaluation in the Autumn term which is being provided by the Education Improvement Service</li> </ul>
<p>Abbey Hill Primary</p>	<p>3</p>	<ul style="list-style-type: none"> <li>• The recently appointed acting headteacher has a clear vision for the school and the community it serves. She leads with a strong moral purpose.</li> <li>• Leaders have created a vigilant safeguarding culture. Pupils feel safe and are safe at school.</li> <li>• Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make secure progress.</li> <li>• Pupils make stronger progress in mathematics than in English.</li> <li>• Pupils are proud of their school and show positive attitudes to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes are not good enough. Standards at the end of Key Stages 1 and 2 are too low and are not improving quickly enough.</li> <li>• The quality of teaching is too variable. Expectations of what pupils can and should achieve are not high enough.</li> <li>• The most able and the middle-ability pupils are not enabled to reach the highest standards in reading, writing and mathematics.</li> <li>• Teachers do not consistently use assessment information well enough to match work precisely to pupils' different needs and abilities.</li> <li>• Teaching in a range of subjects lacks sufficient challenge to ensure that pupils can make the best progress across the curriculum.</li> <li>• Too many pupils are regularly absent from school.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of an experienced Education Improvement Adviser for 3 days each term providing support and challenge.</li> <li>• Additional targeted support:             <ul style="list-style-type: none"> <li>- Reading workshops provided by LA Reading Consultants due to low standards in reading across each key stage</li> <li>- Pupil Premium Review to raise the achievement of disadvantaged pupils</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils conduct themselves well. They are welcoming, polite and respectful.</li> <li>• Children in early years make a good start to their primary school life, given their starting point.</li> <li>• Pupils benefit from a range of opportunities to develop spiritually, morally, socially and culturally.</li> </ul>	<ul style="list-style-type: none"> <li>• Some leaders are new to their roles and have not yet been able to demonstrate the full impact of their work on pupils' progress in reading, writing and mathematics.</li> <li>• Governors are not yet holding leaders precisely to account for standards in the school.</li> <li>• Too few children attain a good level of development by the end of early years.</li> </ul>	
Leen Mills Primary	3	<ul style="list-style-type: none"> <li>• Pupils feel safe at school. Leaders have established an effective culture of safeguarding.</li> <li>• Subject leaders have improved the quality of teaching and learning in mathematics and English. Teachers' subject knowledge has improved.</li> <li>• The teaching of phonics is a strength of the school. Pupils make strong progress so that they can decode words fluently.</li> <li>• Leaders have improved the progress of disadvantaged pupils through additional teaching.</li> <li>• Pupils with special educational needs and/or disabilities (SEND) are supported well. The school's provision for pupils with social and emotional needs is highly effective.</li> <li>• The 'creative curriculum' enriches pupils' learning and personal development. Pupils enjoy working with different age groups and become confident and articulate learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders have not acted quickly enough to address the decline in outcomes in the early years. Not all children are well prepared for Year 1, particularly the most able, who do not make the progress that they should.</li> <li>• Leaders' self-evaluation is overgenerous. They have not checked the quality of teaching and learning rigorously enough in all key stages.</li> <li>• Leaders have not ensured that professional development has improved all teaching and learning across the school.</li> <li>• The quality of teaching in the early years is not good. Teachers do not have consistently high expectations of what children can do.</li> <li>• Teachers in the early years have not ensured that the environment supports children's learning effectively. Not all activities are purposeful or engaging.</li> <li>• Teachers in the early years do not consistently provide children with the opportunity to deepen their understanding or build on what they already know and can do.</li> <li>• Pupils do not make as much progress in some foundation subjects as in others. The quality of pupils' writing across the curriculum is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of an experienced Education Improvement Adviser for 3 days each term providing support and challenge.</li> <li>• Additional targeted support provided by LA Reading Consultants - analysis of 2019 data identified that reading at the end of KS2 is well below national at the Expected Standard.</li> <li>• School as a member of George Spencer TSA is accessing relevant targeted support</li> </ul>
Wainwright Academy		<ul style="list-style-type: none"> <li>• The new headteacher, together with senior and middle leaders, has worked with determination and a high level of commitment to improve many areas of the school. Leaders are taking effective action to further improve the school.</li> <li>• Leaders have created an inclusive and safe community. Relationships between</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of teaching, learning and assessment is not yet consistently good across the school. Some pupils, therefore, do not make the progress they should.</li> <li>• At times, teachers do not adapt their teaching well enough to meet pupils' needs. This is especially true for the most able pupils. The most able pupils are too rarely required to learn at a greater depth, which they are capable of.</li> </ul>	<ul style="list-style-type: none"> <li>• As an academy the trust will provide school improvement support as appropriate.</li> </ul>

	3	<p>staff and pupils are strong. Pupils enjoy coming to school and their attendance is good. They behave well in lessons and around the school.</p> <ul style="list-style-type: none"> <li>• Children get off to a good start in the early years and make good progress. New teaching approaches are now being embedded to further develop children's skills.</li> <li>• The academy trust provides the school with strong support and guidance. Trustees hold leaders to account effectively for improving the school.</li> <li>• Parents and carers are positive about the school. They say their children are happy.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants do not provide some pupils with the extra support they need. At times, disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) do not make the progress they should.</li> <li>• Pupils do not consistently develop their skills and deepen their knowledge and understanding across the wider curriculum. Leaders' checks on how well pupils are doing in some subjects are not precise enough.</li> <li>• Overall, leaders increase pupils' spiritual, moral, social and cultural awareness. Some pupils, however, do not have a good enough understanding of different faiths and cultures.</li> </ul>	
Queen Elizabeth's Academy	3	<ul style="list-style-type: none"> <li>• Leaders are ambitious for pupils. They have challenged the existing culture of low aspiration which limited pupils' prospects.</li> <li>• Staff morale is high. School staff at all levels are committed to improving the school further.</li> <li>• Leaders ensure that pupils have an effective spiritual, moral, social and cultural (SMSC) education.</li> <li>• Pupils are happy at school. They behave well in lessons and during social times. Staff support and care for pupils well. Because of this, pupils' personal development, behaviour and welfare are good.</li> <li>• The sixth-form provision is good. This is because post-16 teaching is now consistently good. Students progress well in their studies. They go on to well-planned next steps when they leave school.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders are dedicated to improving the quality of education at the school. However, the impact of their work to date has not been strong enough.</li> <li>• Pupils have been absent and excluded from school more often than their peers nationally. Their absence and exclusion are now reducing. However, pupils with special educational needs and/or disabilities (SEND) are still absent and excluded from school more often than other pupils.</li> <li>• Pupils' progress has been below the national average. Pupils at Key Stage 4 still make less progress than they are capable of. Key Stage 3 pupils are now making better progress in their studies.</li> <li>• Previously, disadvantaged pupils and pupils with SEND made weak progress. Leaders' use of the pupil premium and SEND funding is now effective. Disadvantaged pupils and pupils with SEND are now making better progress.</li> <li>• The quality of teaching is improving but still varies. Teaching is strong, however, in English and mathematics.</li> <li>• Teachers do not always make sure that the work they set matches pupils' abilities closely enough.</li> <li>• Leaders have planned the curriculum well to help fill the gaps in pupils' knowledge and understanding. Currently, however, pupils have limited opportunities to study geography, music and drama.</li> </ul>	<ul style="list-style-type: none"> <li>• As an academy the trust will provide school improvement support as appropriate.</li> </ul>