

| School | Ofsted Judgement | What does the school need to do to improve? (Information for the school and appropriate authority) | Actions by LA |
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| Brierley Forest Primary Ashfield | 4 | <ul style="list-style-type: none"> • Leaders have not ensured that the behaviour of all pupils is consistently good. There are too many serious behavioural incidents. Some pupils and staff feel unsafe and learning is disrupted. Leaders should ensure that a consistent behaviour system is introduced, so that all pupils behave well and that learning is not impeded. • The governing body has not ensured that their systems enable them to review and challenge leaders' actions. The governing body and leaders do not use all the information available to them about the school's safeguarding procedures to help them connect events or concerns. This limits their ability to identify, support and purposefully plan work to keep pupils safe. Governors and leaders should ensure that they have sufficient oversight of all the information available to them about safeguarding. This will enable them to make rigorous checks on the effectiveness of their strategies to keep pupils safe. • Leaders are not rigorous in checking pupils' attendance, particularly for the most disadvantaged. These pupils are missing too much of the school's curriculum and this is leading to gaps emerging in their knowledge and skills. Leaders should identify the pupils at risk of developing poor patterns of attendance at an earlier stage. Leaders should work closely with parents to overcome barriers to pupils' poor attendance. • The current approach for the teaching of phonics and early reading does not help pupils to learn to read well enough. Too many pupils are falling behind the standard expected for their age. Leaders should implement the new phonics programme with urgency. Leaders should ensure that all staff receive training, so that they can deliver the teaching of phonics and early reading consistently | <p>An LA Statement of Action has been drawn up and sent to the DfE identifying the level of support being provided by the LA to address the areas for improvement as the school transitions towards becoming an academy.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Equivalent of 5 days of support per term from Education Improvement Service (EIS) • 2 days of English Consultant support from EIS • 2 days of support from Governor Body Services • 1 day of support from Safeguarding Children in Education Officer <p>An Executive Headteacher has been brokered by the LA from Transform Trust, who</p> |

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| | | <p>well. Leaders should ensure that the teaching of early reading and phonics supports all pupils in becoming confident, accurate and fluent readers.</p> <ul style="list-style-type: none"> • Most curriculum leaders are new to their roles. They have not yet received appropriate training. As a result, some curriculum leaders do not have sufficient knowledge of how to evaluate the quality of their curriculum subjects. Senior leaders should build curriculum leaders' knowledge and understanding of subject leadership and curriculum development. They should support curriculum leaders in making checks, so that all pupils, including those with SEND, are provided with a well sequenced and suitably planned curriculum. • Leaders have not ensured that all curriculum subject plans, including those in the early years, help teachers to know which knowledge and skills are the most important and need to be revisited regularly. Pupils, including those with SEND, do not remember these concepts nor have a deep enough understanding of them. Leaders should identify clearly the most important knowledge and skills that they want all pupils to gain. • Leaders have not put in place a system for teachers to accurately assess what pupils know and understand in all subjects. This has an impact on the ability of teachers to determine the next learning steps for pupils. Leaders should design and implement a consistent approach to checking on what pupils have learned and can recall. This will ensure that pupils can learn more in each subject and across the curriculum, making them better prepared for the next stage of their education. | <p>have been identified as the academy sponsor. This will strengthen leadership capacity and provide clear strategic direction as the school moves towards becoming an academy.</p> <p>The LA has drawn up a Service Level Agreement between Transform, the school and the LA detailing additional schedules of support for the school during the summer term.</p> |
| Sir Edmund Hillary Primary Bassetlaw | 3 | <ul style="list-style-type: none"> • Leaders have not made sure that there is a consistent approach to the teaching of phonics. Not all pupils gain the knowledge that they need to become fluent readers. Leaders should ensure that there is a consistent approach to the teaching of phonics. They should make sure that all staff follow this approach and that the books that pupils read match the sounds that they securely know. Leaders should check that pupils who need to rapidly gain phonics knowledge catch up with their peers. | <p>An EIS advisor has been allocated by the LA to address the areas for improvement identified by Ofsted.</p> <p>This includes:</p> |

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| | | <ul style="list-style-type: none"> The curriculum is not well sequenced in all subjects. In some subjects, pupils cannot remember the key information that they previously encountered to help them with new learning. Leaders should refine the curriculum so that these key concepts are clearly identified. They should make sure that it includes opportunities for pupils to practise and recall important knowledge. | <ul style="list-style-type: none"> Equivalent of 4 days of support in the Spring term from Education Improvement Service (EIS) 2 days of Reading Consultant support from EIS 1 day EYFS consultant support from EIS 1 day EIA allocated advisor support for ½ termly progress meetings. <p>In addition to this the school has accessed funded places on EIS courses for English and the wider curriculum.</p> <p>Support is currently being scheduled for the summer term.</p> |
| The Bramble Academy Mansfield | 3 | <ul style="list-style-type: none"> Leaders are not providing a good enough quality of education. The curriculum is not implemented well enough. Across the curriculum, almost all plans for learning identify the important knowledge pupils need to learn from the early years to Year 6. Not all teachers routinely implement these plans to ensure that pupils have the knowledge they need to complete complex tasks or learn new concepts. This can lead to teachers planning lesson activities which do not provide pupils with the opportunities to acquire the knowledge that they need. Additionally, not all teachers routinely check pupils' understanding before introducing new learning. This can limit how well pupils build their knowledge over time. Leaders should ensure that teachers know what to teach and when, and how to check pupils' understanding effectively, so that pupils develop the necessary knowledge and skills in all subjects. | <p>No actions for the LA the trust will lead on the school improvement.</p> |

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| | | <ul style="list-style-type: none">• Across the school, pupils who struggle to read have reading books that are too hard. They do not receive enough support to help them to become confident readers. As a result, these pupils struggle to become confident readers who can read unfamiliar words and access the curriculum. Leaders should make sure that pupils who struggle to read receive the support they need to become confident and fluent readers.• Not all staff successfully adapt the curriculum well enough for pupils with SEND. Leaders have not established rigorous systems to identify, assess and meet these pupils' individual needs. As a result, pupils with SEND do not always benefit from a good quality education. Leaders should make sure that pupils with SEND receive the support they need, including through adaptations to the curriculum, so that they achieve as highly as they should.• Some pupils' understanding of different faiths and British values is not good enough. As a result, pupils are not as well prepared for life in modern Britain as they should be. Leaders should ensure that the wider curriculum enables pupils to understand the fundamental British values and different faiths and beliefs. | |
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