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School	Ofsted Judgement	School strengths	Areas for improvement	Actions by LA
Brierley Forest Primary	3	<ul style="list-style-type: none"> • Leaders and governors have an increasingly accurate understanding of the school's strengths and weaknesses. They have started to reverse the decline in pupils' attainment. • Leaders now use the pupil premium funding effectively. As a result, disadvantaged pupils' progress is increasingly in line with that of other pupils. • Attendance has increased overall, especially for disadvantaged pupils, and is now in line with the national average. • Pupils' progress in key stage 2 and attainment from different starting points, by the end of key stage 1 are improving. Children in the early years' foundation stage make increasingly rapid progress. 	<ul style="list-style-type: none"> • Leaders' work to improve the curriculum is not yet complete. Some aspects, such as pupils' spiritual, moral, social and cultural development, require further development. The same is true of communication with parents and carers. • Teachers do not consistently set work for pupils that is sufficiently challenging. As a result, pupils do not spend enough time developing a deep understanding of subjects, particularly mathematics. • Teachers are sometimes too slow to deal with pupils' misconceptions in their learning. Basic errors re-appear too often in pupils' mathematics, spelling and grammar work. • Not enough pupils, particularly those of middle ability, make the accelerated progress necessary for them to attain at the highest standard in reading, writing and mathematics. • Pupils' progress in subjects other than reading, writing and mathematics is inconsistent. Too often, all pupils do the same work in these subjects and their learning is not extended. • Teachers do not yet apply the school's behaviour management policy consistently. • A minority of pupils lack the resilience to persevere with their work when tasks do not interest them sufficiently and disrupt the learning of others. 	<ul style="list-style-type: none"> • EIA allocated • Area Lead Adviser supporting brokerage of school support • Collaboration had been in place to broker an Executive Headteacher (EHT) • EHT has now been appointed as substantive Headteacher • Education Psychology Service is supporting
Kirkby College	4	<ul style="list-style-type: none"> • There are pockets of stronger teaching which lead to pupils making faster progress than elsewhere in the school. Pupils enjoy these lessons. • Some support staff work tirelessly to address the issue of pupils' attendance and to check on their well-being. • Many pupils are polite and self-motivated. They work hard and are keen to succeed. 	<ul style="list-style-type: none"> • Relationships between leaders in the school and those who are responsible for governance have completely broken down. Leadership is dysfunctional. • Leaders do not understand the extent of the considerable weaknesses in the school. They are unable to demonstrate the capacity to bring about the urgently needed improvements. • Safeguarding is ineffective. Roles and responsibilities are unclear. Systems to protect pupils are not robust. • Leaders have not communicated a clear vision for school improvement. Staff do not recognise whole-school priorities. Development and action plans are vague. • All pupils, particularly disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities, make considerably less progress than other pupils nationally. 	<ul style="list-style-type: none"> • LA has agreed to carry out a safeguarding review as requested by Ofsted • LA to seek further information from the RSC concerning actions and interventions to accelerate improvement and outcomes for pupils

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		<ul style="list-style-type: none">• Leaders are unable to account for the school's use of the pupil premium and Year 7 catch-up funding. There is no demonstrable impact of this significant sum of additional funding.• Teachers do not routinely consider pupils' different needs and abilities when planning activities. Pupils make limited progress.• Leaders have not ensured that pupils' basic needs are met. Pupils are not adequately cared for in their daily school life. Leaders do not promote pupils' personal development and well-being.• The leadership of the provision for pupils who have SEN and/or disabilities requires considerable strengthening. Leaders have not ensured that statutory duties are met.• The sixth form provision does not meet the requirements of the 16–19 study programmes.• Attendance is low and declining.	
Healdswood Infant and Nursery School	3	<ul style="list-style-type: none">• Pupils in all year groups work hard and do their best. They are respectful to others, move sensibly around the school and play happily together at breaktimes and lunchtimes.• Phonics teaching has improved considerably and it is now securely good. As a result, pupils are learning to read more quickly and confidently.• Morale within the staff and the school community is high because everyone sees the positive changes that the new senior leadership team is bringing about.• Strong leadership and consistently good teaching across the Nursery and Reception classes mean that children make good overall progress in the early years. <ul style="list-style-type: none">• Pupils' progress across key stage 1 has not been quick enough. Although pupils' exercise books show that overall they are now making faster gains, this remains too variable across different classes.• The proportions of pupils who have left the school for key stage 2 with the standards expected of them have been below the national average. Last year, attainment was in the lowest 10% of all schools nationally.• Not all teachers have sufficiently high expectations of pupils. Pupils, and especially the most able, do not consistently receive work that challenges them and makes them think hard.• Teachers in key stage 1 do not routinely move pupils on briskly to the next stage of their learning once they have shown that they can do a task well.• Teachers do not plan enough opportunities across the curriculum for pupils to write at length. As a result, pupils do not learn to write sufficient amounts.• Too many pupils are absent too often. The level of persistent absence is now falling but remains above the national average.• The new executive headteacher and the head of school are quickly bringing about many improvements in all areas of the school. However, these are recent and leaders have not yet fully embedded them.	<ul style="list-style-type: none">• EIA Allocated• Collaboration established with another school• Executive Headteacher brokered to support school

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Oak Tree Primary School	4	<ul style="list-style-type: none"> • Children make good progress in the Nursery and Reception Years from their often very low starting points. • Pupils benefit from strong pastoral support. Pupils with complex needs are cared for well. • Provision for pupils' spiritual, moral, social and cultural development is good. Pupils behave well, are polite and enjoy coming to school. • Very effective child protection arrangements ensure that pupils are kept safe. This includes pupils whose circumstances make them more vulnerable. 	<ul style="list-style-type: none"> • The quality of teaching, learning and assessment is inadequate. • Leaders have not taken effective steps to tackle the weaker teaching that they know some groups of pupils continue to experience. • Early reading is not taught consistently well in key stage 1. • Pupils' achievements are too variable. Pupils' progress during key stage 2 declined last year and was inadequate by the end of Year 6 for lower-attaining pupils, disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities. • Pupils currently in the school make inconsistent progress. In some classes, their progress is inadequate. • Leaders do not make checks on pupils' attainment frequently enough to ensure that pupils who need to catch up do so quickly. • Leaders are overly optimistic about how well pupils are achieving. Their judgements about pupils' current attainment and the quality of teaching are too generous. • Leaders do not make proper checks on the quality of teaching provided for considerable numbers of pupils by support staff, to ensure that it is of good quality. • Governors do not provide effective support and challenge to the headteacher. They do not hold leaders sufficiently to account for pupils' achievements. • Leaders and governors do not analyse carefully enough how well the additional funding provided through the pupil premium is contributing to disadvantaged pupils' achievements. The school does not report on the impact of this spending as it should. • Leaders and governors have not ensured that the school's website includes all the information needed. This was identified by inspectors as an area for improvement at the last inspection. 	<ul style="list-style-type: none"> • EIA allocated to the school • Area Lead Adviser also supporting brokerage of school support • Partnership has been brokered with a local primary school • The school is also part of a collaboration of local schools
Python Hill Primary School	4	<ul style="list-style-type: none"> • Teaching and the progress made by all pupils are consistently good in Year 5 and Year 6. • Leaders, including the governing body, have a clear and accurate view of where improvements are needed. Pupils are making better progress this year than last. Leaders 	<ul style="list-style-type: none"> • Since the previous inspection, shortcomings in leadership, teaching and assessment have led to a significant decline in standards. Too few parents and carers would recommend the school or are fully supportive of its work. • In Years 1 to 4, pupils make insufficient progress in phonics, reading, writing and mathematics. Standards are below average. • Teachers sometimes do not expect enough of pupils, 	<ul style="list-style-type: none"> • EIA allocated • Partnership plan in place with an academy trust • Previous support brokered from another primary school • Additional LA governor appointed

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		<p>this year have demonstrated a sound capacity to improve the school in the future.</p> <ul style="list-style-type: none"> • Many Year 5 and Year 6 pupils are mature, polite and hard working. They are considerate to each other and to visitors. • The school keeps pupils safe in the school and looks after them well. 	<p>especially of the most able.</p> <ul style="list-style-type: none"> • There are weaknesses in the curriculum for reading, writing and mathematics. These weaknesses have led to too many pupils making insufficient progress and showing too little interest in these subjects. • In the early years, staff do not sufficiently tailor their teaching to meet children's needs fully, especially the needs of the most able. • The quality of teaching and the use of assessment are inadequate because teaching is not consistently good enough in Years 1 to 4 to ensure that all groups of pupils do well. • In Years 1 to 4, some pupils demonstrate poor attitudes to learning. This disrupts the learning of other pupils in the class. Teachers do not consistently require pupils to do their best or work hard enough. Some teachers do not set high enough expectations of pupils' behaviour. • Over time, senior and middle leaders have not had sufficient impact on improving the quality of teaching so that it is consistently good throughout the school. • Leaders, when checking the quality of teaching and pupils' work, place too little emphasis on the progress being made by different groups of pupils. 	
Sherwood Junior School	3	<ul style="list-style-type: none"> • The senior leaders have begun a programme of improvements at the school that is bringing important improvements in the way that the school is managed and in the quality of the teaching quickly, after a period of instability at the school. They are supported by a willing governing body and a responsive staff, including the subject and other leaders. • The ethos of the school is strong. The pupils are cared for well. They are happy and feel safe. They are proud of their school. • The pupils' spiritual, moral, social and cultural development is good. They respond well to the school's values and gain a good sense of right and wrong. 	<ul style="list-style-type: none"> • The pupils do not make enough progress in reading. The teaching of reading does not enable enough of the pupils to develop the full range of skills needed to reach the expected standard, particularly the more-complex aspects of reading. • The most able pupils do not learn the more-complex reading skills well enough to reach the standards of which they are capable. • Disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities do not make as much progress as other pupils at the school. • The subject and other leaders are not precise in evaluating the quality of the school's work in their respective areas of responsibility. As a result, the quality and effectiveness of teaching, learning and assessment varies. • The governing body does not hold the senior leaders accountable rigorously for the academic achievement of the pupils. 	<ul style="list-style-type: none"> • EIA allocated • School in collaboration with another Junior school • Executive Headteacher in place • New Head of School in post from Sept 17.

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		<ul style="list-style-type: none">• The pupils make good progress in mathematics.	
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