

Appendix 2 – Autumn 2018

School	Ofsted Judgement	School strengths	Areas for improvement	Actions by LA
Stanhope	3	<ul style="list-style-type: none"> • The headteacher has created a vision of a warm and inclusive school where all pupils are well cared for. This has inspired staff to develop a strong pastoral system for all pupils. • Children make good progress in the early years classes. Teachers ensure that children make rapid gains in their learning. They are well prepared for Year 1. • Pupils who have special educational needs (SEN) and/or disabilities are making good progress. • The headteacher has high expectations of what pupils can achieve. She has worked with determination to bring about improvements to the school following a period of declining outcomes. • Pupils are proud of their respectful school community and behave well. They are keen to improve their work and take pride in their achievements. 	<ul style="list-style-type: none"> • The quality of teaching and learning is inconsistent. Pupils do not make good progress in reading and writing across the school. • Teachers do not consistently use their knowledge of what the pupils already know to build on prior learning. • The work provided for the most able children is not sufficiently challenging. Too few pupils achieved the higher standard in reading, writing and mathematics by the end of key stage 2. • Leadership is too reliant on the headteacher. Subject and phase leaders are at an early stage of development. • Leaders' self-evaluation is overgenerous. They have not monitored the quality of teaching and learning with sufficient rigour. • Leaders have not systematically evaluated the impact of the use of Pupil Premium funding. Improvement planning for disadvantaged pupils lacks urgency. • Governors do not provide rigorous challenge to school leaders. They are too reliant on the information provided by the headteacher. • The difference between the attainment of disadvantaged pupils and others nationally is still too great in some year groups. 	<ul style="list-style-type: none"> • The Education Improvement Adviser (EIA) continues to support the school • An effective partnership has been brokered • Pupil Premium and Governance reviews have been commissioned • HR is advising leadership • Part of the Forever Reading Project
Gotham	3	<ul style="list-style-type: none"> • Safeguarding is effective. Pupils feel safe in school. • Pupils enjoy reading. They make good use of the phonics skills they learn to help them read and spell words. 	<ul style="list-style-type: none"> • Leaders, including governors, have not ensured that the good teaching and outcomes for pupils seen at the time of the last full inspection have been maintained. • Leaders' plans for improvement have lacked the necessary information for them to check that actions to raise standards are successful. 	<ul style="list-style-type: none"> • EIA continues to support the school • An effective partnership has been established • Pupil Premium review has been commissioned

Appendix 2 – Autumn 2018

		<ul style="list-style-type: none"> • Teachers use their strong subject knowledge to explain ideas clearly to pupils. • The promotion of pupils' personal development and welfare is a strength of the school. Pupils are cared for well. • Around school, pupils are polite and courteous. There are positive relationships throughout the school between staff and pupils. 	<ul style="list-style-type: none"> • Leaders' evaluation of the work of the school has lacked precision. Governors have not held leaders fully to account. • Subject leaders do not have sufficient impact on improving the quality of teaching in their areas of responsibility. • Leaders, including governors, do not ensure that additional government funding to support disadvantaged pupils is spent as well as it could be to overcome the barriers to learning for these pupils. • Pupils' rates of attendance are too low. Leaders' actions to improve attendance have not been successful. • The quality of teaching is not consistently good. Teachers' expectations of pupils are not high enough. They do not provide sufficient challenge for the most able pupils to enable them to achieve the high standards of which they may be capable. • Outcomes for pupils are too variable. • Teachers do not promote pupils' writing skills well across a range of subjects. They do not ensure that pupils' problem-solving and reasoning skills in mathematics are well enough developed. • Learning activities in the early years do not always maximise the children's progress. 	
Priestscic	3	<ul style="list-style-type: none"> • In 2018, the proportion of pupils who achieved a good level of development in the early years and foundation stage improved. • Leaders have provided a range of support and introduced many initiatives. The quality of teaching is improving, especially phonics. • Pupils feel the school is a friendly and safe place to be. They have a good understanding of how to keep themselves and others safe. 	<ul style="list-style-type: none"> • Leaders' plans for improvement are not strategic enough or sharply linked to pupils' attainment and progress to help drive more rapid improvements. • The governing body does not effectively hold leaders to account for improving pupils' outcomes and the impact of additional funding. • Leaders' procedures to manage the performance of teachers lack rigour. Leaders do not hold staff to account for pupils' learning and progress well enough. • The quality of teaching, learning and assessment is inconsistent. • Leaders' use of additional funding is not as effective as it could be. 	<ul style="list-style-type: none"> • EIA continues to support the school • An effective partnership is being brokered • Educational Psychology Service is supporting the school

Appendix 2 – Autumn 2018

		<ul style="list-style-type: none"> Some of the latest assessment information indicates that the school has the capacity to improve 	<ul style="list-style-type: none"> Teachers' expectations of the quality and quantity of pupils' work, particularly the most able and those who are disadvantaged, are inconsistent. Low-level disruptive behaviour in some year groups slows pupils' learning. Some teachers do not check how well pupils are learning often enough. They do not adapt work so that pupils can make good progress. Teachers do not have equally high expectations for the presentation of pupils' work. Middle leadership is not yet fully established and effective in raising standards. 	
Newstead	3	<ul style="list-style-type: none"> Leaders have used external support effectively in bringing about change. They are implementing a plan effectively to drive up standards in the school. The teaching of English and mathematics is now consistent throughout the school. Leaders are monitoring this carefully and teachers are responding to suggestions made. The quality of teaching is improving. Effective support means that pupils are becoming more fluent in key mathematical skills. Pupils solve problems and explain their reasoning well. Pupils behave well and have positive attitudes to learning. They are keen to use their targets to improve their work. The curriculum provides opportunities for pupils to write at length across a range of subjects. Disadvantaged pupils are now making strong progress. The support that they receive helps them to attain their next steps for learning. 	<ul style="list-style-type: none"> Leaders' knowledge of the school's strengths and weaknesses has not been accurate. They have been overgenerous in their evaluation of the quality of teaching and learning. They did not identify the decline in pupils' progress quickly enough. Pupils' attainment by the end of key stage 2 is too low. Too few pupils attain the expected standards at the end of key stage 2. Governors have not provided sufficient challenge to leaders. They do not monitor the school's progress carefully enough. Teachers' expectations of what pupils can achieve have not been consistently high. Sometimes, the most able pupils complete work unnecessarily. Teachers do not always plan work that supports pupils' next steps. They do not always give pupils who need it the opportunity to practise basic skills in their writing. 	<ul style="list-style-type: none"> EIA continues to support the school An effective support package has been brokered from the other schools in the Local Collaboration Governance review is being commissioned

Appendix 2 – Autumn 2018

		<ul style="list-style-type: none"> • Pupils with special educational needs and/or disabilities (SEND) receive appropriate support and make good progress from their individual starting points. • The school provides a caring and nurturing environment for pupils. It supports pupils' personal development effectively. • Children make strong progress in the early years. Staff plan opportunities to learn that encourage children's curiosity and independence. They learn quickly and are well supported in their development. 	
Arnbrook	3	<ul style="list-style-type: none"> • Pupils are achieving consistently well in mathematics. • The early years provision is a strength of the school. Children in the early years make a good start to their primary school life. • Safeguarding practices are effective and there is a strong culture of safeguarding. • Pupils achieve well in the Year 1 phonics screening check. They develop early reading skills well. • Pupils' welfare is a strength in the school's provision. Pupils are cared for and feel safe at school. • Behaviour has improved since the previous inspection. <ul style="list-style-type: none"> • Standards by the end of Year 2 are not high enough in English and mathematics. Standards by the end of Year 6 are not high enough in writing. • Leaders have improved pupils' outcomes since the previous inspection but have not tackled other weaknesses with the same urgency. • The quality of teaching is improving but remains variable. Teachers' expectations of what pupils can achieve are not consistently high. This results in some low-level disruption in lessons. • Governors' challenge to senior leaders has not always been timely. • Expectations of the most able pupils are too low. Teachers do not sufficiently challenge and deepen these pupils' learning. • Disadvantaged pupils do not attain as well as their peers, or other pupils nationally, at the end of key stage 1. • Middle leaders are supported in their new roles but are not yet effectively monitoring and evaluating the impact of their actions intended to improve provision and outcomes. • Strategies to improve attendance have not had sufficient impact on disadvantaged pupils and other pupils who are regularly absent from school. 	<ul style="list-style-type: none"> • The school has been removed from an Ofsted Category following significant improvement • This is an academy school and will continue to be monitored by the Local Authority
King Edward	3	Autumn term Section 8 monitoring inspection update <ul style="list-style-type: none"> • The first monitoring inspection since the school was judged to Require Improvement. • Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a Good school. 	<ul style="list-style-type: none"> • EIA continues to support the school

Appendix 2 – Autumn 2018

		<ul style="list-style-type: none"> The Local Authority has provided extensive support to leaders. In addition to conducting the review of both the Pupil Premium and of governance, they are visiting the school and gathering information to write incisive reviews of the school's effectiveness. This includes the quality of teaching and outcomes for disadvantaged pupils. The ongoing work of the Local Authority is helping leaders and the governing body to see the impact of staff's work, and what needs to happen next. The Local Authority is committed to continuing its support until the school becomes Good. The executive headteacher (EHT) from the partnership school is also providing leaders with valuable coaching and advice to assist them to increase the pace of improvement. The EHT is helping to check that leaders' and staff's actions are focused, well-timed and have the impact they should. 	<ul style="list-style-type: none"> The Area Adviser is closely monitoring the impact of the support for the school A strong school to school partnership has been brokered Pupil Premium and Governance reviews have been completed
Hillocks	4	<p>Autumn term Section 8 monitoring inspection update</p> <ul style="list-style-type: none"> The first monitoring inspection since the school was judged to require Special Measures. Leaders and managers are taking effective action towards the removal of special measures. The Local Authority has undertaken reviews of both governance and the spending of the Pupil Premium. It has continued to fund external leadership support for the school from the DALP. This has allowed the representative, who was previously employed as the school's executive headteacher, to continue assisting the school in the capacity of associate headteacher. In addition, it has continued to write detailed and useful reports for leaders and governors regarding, for example, the progress that pupils have made. The Local Authority remains committed to continuing its support for the school so that it becomes a Good school as quickly as possible. 	<ul style="list-style-type: none"> EIA continues to support Area Adviser continues to support leadership Strong, consistent partnership support has been brokered Working closely with the Regional Schools' Commissioner to identify a suitable academy sponsor