

School	Ofsted Judgement	What does the school need to do to improve? (Information for the school and appropriate authority)	Actions by LA
Linby-cum-Papplewick CofE (VA) Primary School (Gedling)	3	<ul style="list-style-type: none"> <li>• Leaders have made a start in setting out what pupils will learn in each subject. Teachers assess what pupils have learned at the end of each topic of work. They have a system of 'simmering' to help pupils remember what they have learned. However, for some subjects, the plans do not set out exactly the content that pupils must learn and when. This means that pupils may not be revisiting the most important knowledge. Leaders must complete the curriculum planning so that the important knowledge that pupils must learn and remember in all subjects is sequentially set out.</li> <li>• Some aspects of leadership are not yet fully effective. Some subject leaders have only recently begun to review the curriculum and embark on the monitoring of their areas of responsibility. Some aspects of the management of paperwork for pupils with SEND are not as detailed as they should be. Leaders at all levels should receive the necessary training and support so that they fulfil their leadership roles fully.</li> <li>• Typically, teachers present new subject matter clearly. However, there are inconsistencies in the ways that teachers implement the curriculum. Sometimes, resources are not reliably well used, or teachers do not promote opportunities to explore pupils' ideas and check their understanding. Leaders should ensure that teachers' explanations, use of resources and use of assessment are consistently effective.</li> </ul>	<ul style="list-style-type: none"> <li>• An experienced Education Improvement Adviser has worked with the school prior to and following the Ofsted inspection.</li> <li>• The school has already accessed and continues to be invited to bespoke training packages provided by the Education Improvement Service. This includes support with subject leadership and reading workshops (scheduled for the autumn term) along with previously delivered support for school improvement planning and school self-evaluation.</li> </ul>
St Edmund Campion Cath Vol Academy (Rushcliffe)	3	<ul style="list-style-type: none"> <li>• The school's procedures for reporting and recording safeguarding concerns are not consistent or robust. Those accountable for safeguarding have not checked carefully that the school's procedures are effective. Sometimes, pupils' records are incomplete. Some incidents are not recorded using the school's online system. The actions following incidents are not always recorded carefully. Leaders must</li> </ul>	<ul style="list-style-type: none"> <li>• St Edmund Campion Catholic Voluntary Primary Academy is part of Our Lady of Lourdes Catholic Multi-Academy Trust and they will be</li> </ul>

		rapidly ensure that the school's procedures for reporting and recording concerns are up to date, used consistently by all staff.	arranging appropriate support. The LA SCIEO has offered advice in terms of practice and guidance.
Hall Park Academy (Broxtowe)	4	<ul style="list-style-type: none"> <li>• Leaders and governors have not monitored the arrangements for all pupils in alternative provision well enough. For some pupils, these arrangements have not been effective. Leaders and governors should ensure that, when pupils attend alternative provision, leaders continue to check their attendance, progress and well-being regularly. They should liaise with the local authority to ensure that any pupils who currently do not have a placement are adequately provided for.</li> <li>• Leaders have removed some pupils from the school's roll without a clear rationale to do so. Such decisions have not been in pupils' best interests and have not been communicated clearly to parents. Leaders and governors should review the arrangements for taking pupils off the school's roll and ensure that they communicate such decisions clearly to parents and pupils.</li> <li>• The curriculum in modern foreign languages and English is not as well planned or ambitious as in other subjects. Pupils do not achieve as well in modern foreign languages as they do in other subjects. They do not access a wide range of literature in English. Leaders should ensure that all subjects are planned so that pupils increase their knowledge and understanding consistently well.</li> <li>• The school's curriculum is not yet sufficiently coherently planned and sequenced in a few subjects. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and train staff in how to deliver it that they are in the process of bringing this about. For this reason, the transition arrangements have been applied in this case.</li> </ul>	Hall Park Academy is part of the Redhill Academy Trust and the trust will be arranging appropriate support. Support and advice is available to the school and trust through the SEMH team within the LA.