

Appendix 2 – Summer 2023

School	Ofsted Judgement	What does the school need to do to improve? (Information for the school and appropriate authority)	Actions by LA
Mansfield The Bramble Academy	3	<ul style="list-style-type: none"> <li>The Bramble Academy continues to require improvement. Leaders have made progress to improve the school, but more work is necessary for the school to become good</li> </ul>	School improvement led by the trust.
Newark Walesby CofE Primary	3	<ul style="list-style-type: none"> <li>The majority of the school’s curriculum is planned and sequenced. However, in some subjects, it does not set out precisely enough the most important content that pupils are expected to know and remember. As a result, pupils’ recall of the curriculum is inconsistent. Leaders should ensure that the curriculum makes clear the most important content that pupils are expected to know and that pupils consistently remember this.</li> <li>The early years curriculum is at a very early stage of implementation. Children have not yet begun to learn the curriculum and work towards the milestones that it sets out. Leaders should ensure that the early years curriculum is fully implemented.</li> <li>The quality of plans for pupils with SEND are too variable in quality. In some cases, targets are too broad and do not make clear enough the support that pupils should receive. As a result, the help that these pupils receive is inconsistent. Leaders should ensure that the plans for pupils with SEND are specific, measurable and make clear the support that will be put in place.</li> <li>Despite recent green shoots of improvement, absence remains high. Too many pupils miss too much of their education. Leaders should ensure that the school’s procedures for tackling poor attendance are fully implemented and provide systematic support and challenge where improvements are needed.</li> <li>A significant proportion of parents do not view the school positively. They raise concerns around communication and provision for pupils with SEND. Leaders should ensure that parental views are sought, explored and, where appropriate, acted upon.</li> </ul>	<p><b>EIS targeted support includes:</b> Regular progress reviews evaluating progress school is making towards meeting next set of milestones in SIP.</p> <p>Packages of support aligned to AfIs <b>Reading:</b> ‘Reading across the curriculum package’ <b>Curriculum:</b> ‘Successful curriculum package.’ <b>EYFS:</b> Strategic support from an Early Years Associate Advisor, focusing on working with SLT and the EYFS lead.</p> <p>Funded places through targeted support from EM-ed sold offer <b>‘Building a writer in EYFS.’</b></p> <p>NB: Additional 10-day TSI offer to the school. The focus of the</p>

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			work is yet to be agreed and confirmed.
<p><b>Newark</b> Lovers Lane Primary</p>	<p>3</p>	<ul style="list-style-type: none"> <li>• Leaders have improved some areas of the curriculum, such as mathematics, which is well planned and delivered. However, the vision of other areas of the curriculum has not yet been realised. What they want pupils to know is not yet well planned in as much detail in some subjects. Where this is the case, there is not enough information for teachers about what the pupils should be taught and when to teach it. This affects the quality of pupils’ learning and their understanding of key concepts. Leaders and other staff should identify the most important content that they want pupils to learn. They should ensure that their plans clearly identify the order in which pupils should learn this so that pupils are able to recall more of the intended curriculum.</li> <li>• The implementation of the school’s curriculum is not yet consistent. Teaching does not always build on what pupils have learned before. Sometimes, pupils are presented with too much new knowledge to process at one time. As a result, pupils are not always able to recall key knowledge. Leaders, including subject leaders, need to closely check the impact of their curriculum plans to ensure that they are allowing pupils to gain a deeper understanding in all subjects. Leaders should ensure that subject leaders have the knowledge and support to make improvements in the delivery of their subject</li> <li>• Some pupils, including some pupils with SEND, do not consistently receive the support they need to learn as well as they could. They cannot always access the intended learning. Leaders must ensure that all staff have the skills and knowledge they need to support all pupils to achieve as well as they can.</li> <li>• Leaders have not ensured that all staff in the early years deliver all areas of the curriculum consistently well. Adults do not always support children’s learning well enough during free-flow activities. As a result, children are not prepared as well as they could be for their next stage in learning. Leaders should ensure that all staff in the early years have the necessary knowledge and expertise to deliver all areas of the school’s early years curriculum.</li> </ul>	<p>NB: RD not satisfied that the school currently has the capacity and capability to deliver rapid and sustained improvements and has commenced the process of issuing an academy order and identifying a suitable MAT to support the school.</p> <p><b>EIS targeted support includes:</b> Regular progress reviews evaluating progress school is making towards meeting next set of milestones in SIP.</p> <p>Packages of support aligned to AfIs</p> <p><b>EYFS:</b> Strategic support from an Early Years Associate Advisor, focusing on working with SLT and the EYFS lead.</p> <p><b>Disadvantaged Pupils:</b> Strategic Leadership of Pupil Premium pupils package, led by an EIA. Teaching and learning for DPs package, led by an Achievement and Equality consultant.</p> <p><b>Reading:</b> Monitoring and evaluating the implementation of the school’s approach to</p>

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			<p>reading, led by an EIS reading consultant.</p> <p>Funded places through targeted support from EM-ed sold offer: <b><i>'Building a writer in EYFS.'</i></b></p> <p>NB: Additional 10-day TSI offer to the school from DFE to be delivered by SHINE MAT.</p>
<p><b>Secondary</b> <b>Ashfield</b> Holgate <b>Academy</b></p>	4	<ul style="list-style-type: none"> <li>The Holgate Academy remains inadequate and has serious weaknesses. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.</li> </ul>	<p>School improvement led by the trust</p>
<p><b>Gedling</b> Carlton le Willows <b>Academy</b></p>	4	<ul style="list-style-type: none"> <li>Carlton le Willows Academy remains inadequate and has serious weaknesses. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.</li> </ul>	<p>School improvement led by the trust</p>
<p><b>Special</b> <b>Gedling</b> Derrymount special</p>	4	<ul style="list-style-type: none"> <li>Governors have not fulfilled their statutory responsibilities in relation to safeguarding. They have not ensured that pupils' well-being is always promoted at the school. They do not hold leaders to account for their actions. Governors should ensure that they are vigilant in carrying out their safeguarding responsibilities.</li> <li>Leaders do not support staff adequately to manage pupils' behaviour. Leaders do not have oversight of the use of strategies such as physical intervention, the chillout room or the locked classrooms. Leaders have not ensured that these strategies are always used appropriately or proportionately. As a result, pupils are routinely deprived of their liberty and dignity. Pupils do not learn to manage their emotions and behaviour. Leaders should ensure that they establish a positive environment and high expectations for pupils' behaviour, and that these are applied consistently and fairly.</li> <li>Leaders have been too slow in tackling the weaknesses in the teaching of reading. They have not ensured that all staff have the knowledge and skills that they need to teach reading effectively. Pupils are given books that do not match the sounds they know and they cannot</li> </ul>	<p>The Statement of Action for the Local Authority has been submitted to Ofsted.</p> <p>Immediate support has been provided by EIS, SCIEO, TETC team and HR. The focus of the work is directly aligned to the issues raised by the inspection.</p> <p>A schedule of support has been drawn together with NEXUS to focus on curriculum development.</p>

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		<p>read with fluency. Leaders should ensure that all staff teach reading well and that pupils get the support that they need to become confident, fluent readers.</p> <ul style="list-style-type: none"><li>• In some subjects, and across both sites, the curriculum is not always well planned and sequenced. Pupils do not build up an accumulation of knowledge and skills over time. Leaders need to ensure that the curriculum is well sequenced and sets out the key knowledge that pupils need to know and remember.</li><li>• Leaders and staff do not routinely check that the curriculum is being learned. This means that they are unable to recognise the weaknesses in the curriculum to inform them of the changes that need to be made. Leaders need to regularly check that pupils have learned the curriculum and adapt the curriculum according to what pupils need next.</li><li>• Leaders do not use pupils' EHC plans to support staff in the delivery of the curriculum. Some pupils' needs are overlooked. Leaders should ensure that staff know and understand pupils' wider needs beyond behaviour.</li></ul>	<p>Further intensive support for behaviour management is beginning in November 2023 to provide direct support to practitioners in the school.</p> <p>Reviews are set for evaluating the impact of the work delivered through the statement of action.</p>
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