

Appendix 2 – Spring 2019

School	Ofsted Judgement	School strengths	Areas for improvement	Actions by LA
Eastlands	3	<ul style="list-style-type: none"> The recent federation of the school has strengthened the capacity of the leadership team. Leaders and staff across both schools are able to share roles and responsibilities to drive more rapid improvements. The new governing body is ambitious for all pupils. The governors are knowledgeable and have an accurate understanding of the school's performance. Senior leaders are now receiving effective support from the Local Authority and the Redhill Teaching School Alliance to improve the school. Pupils' personal development and welfare are good. Relationships between pupils and staff are caring and positive. The school's current assessment information indicates that rates of progress are improving. 	<ul style="list-style-type: none"> School leaders have not checked the effectiveness of their actions to raise standards. They have not held staff sufficiently to account for pupils' progress. Leaders have taken too long to establish improvements. Too few pupils attain the expected standards in reading and mathematics by the end of Year 6. Leaders' plans for school improvement are not sharply focused. Leaders have not ensured that the quality of teaching, learning and assessment is consistently good across the school. Leaders have not made sure that the additional funding received by the school for disadvantaged pupils is used effectively. Several middle leaders are adapting to their roles and responsibilities within the new federation. They are in the early stages of developing the necessary skills to lead their areas of responsibility. Teachers do not provide frequent enough opportunities for pupils to write at length to practise and develop their writing skills. Teachers do not consistently set high expectations for pupils' spelling, grammar and punctuation in their writing. Not all teachers ensure that work is well matched to pupils' needs. Too many pupils do not progress and learn as they should. 	<ul style="list-style-type: none"> EIA continues to support the school An effective partnership has been established with another junior school. Pupil Premium review has been commissioned and carried out and an action plan has been drawn up.
Haggon fields	4	<ul style="list-style-type: none"> Recently introduced strategies to improve pupils' reading and the teaching of phonics are beginning to have a positive impact. Pupils achieve well in mathematics. Pupils and their families are known well by all staff. 	<ul style="list-style-type: none"> Leaders and governors have not ensured that safeguarding arrangements are effective, including in the early years. Pupils' safeguarding records and staff recruitment records are not as precise, accurate or detailed as they should be. Staff are not fully aware of their responsibilities to protect pupils from radicalisation and extremism. 	<ul style="list-style-type: none"> EIA and Area lead continue to support the school. HR team advice on the incomplete Single Central Record (SCR) and prohibition checks documentation (28.1.19).

Appendix 2 – Spring 2019

		<ul style="list-style-type: none"> • Through good teaching, children in the early years make a positive start to school life. • Pupils behave well, respect each other and have positive attitudes to learning. 	<ul style="list-style-type: none"> • Leaders did not respond promptly to advice to bring about improvements. They did not implement systems to monitor and evaluate the quality of the provision quickly enough. • Governors do not hold leaders to account effectively. They are too reliant on the information provided by school leaders and do not challenge leaders in sufficient depth about their actions. • Some teachers do not use assessment information effectively to meet all pupils' needs, including those with special educational needs and/or disabilities (SEND). • Teachers' expectations of all pupils are not consistently high. They do not challenge pupils consistently, particularly the most able. Too few pupils achieve the higher standards. • Teachers do not provide enough opportunities for pupils to write at length across the curriculum or consistently reinforce high expectations for pupils' grammar, punctuation and spelling. • Leaders do not use and evaluate the impact of additional funding effectively, including for disadvantaged pupils, for pupils with SEND and for physical education (PE) and sport. • The proportion of pupils who are regularly absent is too high, particularly pupils with SEND. 	<ul style="list-style-type: none"> • A review of Safeguarding has been undertaken – by the LA Safeguarding Officer (SCEiO) (25.1.19) and a Safeguarding Action Plan is in place. • LA Health and Safety officer made a site visit (30.1.19) to discuss improvements to site security. • LA Governing Body Services – review of governance. • School partnership plan in place. • LA Pupil Premium Review to be undertaken 24.5.19
Christ Church	3	<ul style="list-style-type: none"> • This is an improving school. Leaders and other staff have accurately identified the areas in which the school needs to improve. They are beginning to improve standards. • Leaders are bringing rigour to school improvement and creating a culture of higher expectations. • The school works closely with other schools to help improve standards. • Relationships are positive. There is an ethos of care. • Pupils with special educational needs and/or disabilities (SEND) receive effective support. 	<ul style="list-style-type: none"> • Leaders have not been effective in ensuring that their initiatives are applied consistently well. • The governing body is not as effective as it should be in holding leaders to account for pupils' progress or the impact of additional funding. • Leaders do not plan or review carefully enough how they use the pupil premium. • The quality of teaching is inconsistent. Agreed school approaches are not applied equally well. • Leadership of some subjects and aspects of the school's work is still at an early stage of development. • Pupils' attainment and progress are not consistent. Too many pupils, including disadvantaged pupils, do not achieve as well as they should. • Expectations of behaviour are not consistent. 	<ul style="list-style-type: none"> • The school is in a collaboration providing an Executive HT and HoS • EIA continues to support the school • LA Review of Governance undertaken spring term • LA supporting consultation on school expansion and proposed new school build • Partner infant school support in place.

Appendix 2 – Spring 2019

		<ul style="list-style-type: none"> • Sometimes, teachers do not use information about pupils' learning well enough to decide next steps in learning or match work well to pupils' abilities. • Teachers do not address pupils' errors and misconceptions consistently well. • Teachers are not as effective as they could be in ensuring that pupils are fluent with the important ideas in mathematics and that they can use these to solve problems and to reason. • Attendance, including that of disadvantaged pupils, is too low. • The teaching of phonics is improving. However, pupils are still not achieving as well as they should. • Provision in the early years is not sufficiently stimulating and challenging to enable children to make consistently good progress. 		
Holgate Academy	3	<ul style="list-style-type: none"> • Leaders' determined actions to reduce pupil exclusion are highly effective. The number of pupils excluded from the school has dramatically reduced. • The Spring Learning Centre, the alternative provision within the school, is successfully supporting pupils to attend the school and continue their education. • The 16-19 study programmes are good, due to effective leadership of the sixth form and some high-quality specialist teaching. • Middle leaders, including those new to the role, are beginning to improve the quality of provision. Progress is improving. 	<ul style="list-style-type: none"> • Leaders', including governors', view of aspects of the school is too generous. School improvement planning is not sharp enough to drive improvement. • Governors have not ensured that the pupil premium funding is having the required impact on eligible pupils' outcomes. • Successive cohorts of pupils, including disadvantaged pupils and boys, have made insufficient progress. Standards are beginning to improve but are not yet good. • Teachers do not consistently comply with the whole-school assessment and feedback policy. Some pupils do not receive the guidance from their teachers that they should. • Teachers do not routinely plan learning that is well enough matched to pupils' needs. At times, too much attention is paid to the learning activities and not enough to the knowledge, understanding and skills that pupils require in order to progress as they should. • The quality of teaching is not consistently good across departments or within departments. • Some teachers' expectations of pupils are not sufficiently high. This can negatively impact on pupils' behaviour and the quality of their work. • Although attendance is improving at key stage 3 and is good within the sixth form, the proportion of key stage 4 pupils absent from school is still too high. 	<ul style="list-style-type: none"> • School is a part of Diverse Academies and they will be using their own school improvement team to support.

Appendix 2 – Spring 2019

<p>Sutton Community Academy</p>		<ul style="list-style-type: none"> • Students in the sixth form receive effective guidance, feel safe and are well prepared for their next steps. • Pupils with special educational needs and/or disabilities (SEND) are well supported and make good progress. • The personal, social, health, citizenship education (PSHCE) curriculum helps pupils to understand how to keep themselves safe and prepares them well for life in British society. • Pupils conduct themselves well. They are polite, confident and happy. 	<ul style="list-style-type: none"> • Trust and school leaders have not fulfilled their statutory duties to ensure that safeguarding arrangements are effective. Leaders have not identified potential risks quickly enough, or taken adequate action to reduce them. Vulnerable pupils have not been sufficiently supported. • Records of serious safeguarding incidents are not sufficiently detailed and accurate. It is not always clear that leaders have responded to incidents in a timely manner. • Leaders and trustees have not ensured that staff follow the school's policies or the statutory guidance in making checks on staff before they are appointed. • Leaders do not evaluate the impact of their work well enough. They have not taken swift enough or rigorous action to bring about improvements, including in the sixth form. • Leaders are unable to account for the school's use of the pupil premium and the Year 7 catch-up funding. They are unable to evaluate its impact or amend their plans accordingly. • The proportion of disadvantaged pupils who are persistently absent from school is above the national average. • Some pupils say that bullying is not resolved well. • The quality of teaching, learning and assessment is inconsistent. Teachers do not always have high enough expectations of what pupils are able to achieve. • Teachers do not consistently apply the school's assessment and feedback policy. Pupils do not always know how to improve their work. • Some parents do not feel that their concerns are responded to quickly enough, or to their satisfaction. 	<ul style="list-style-type: none"> • LA safeguarding officer has met and reviewed procedures and HR advice offered on SCR. • LA has requested a meeting with the Trust and Regional Schools Commissioner to establish the actions that they intend to take to improve the effectiveness of safeguarding arrangements for Notts children and young people attending the academy. • Pupil Premium Review offered by LA adviser.
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