

School	Ofsted Judgement	What does the school need to do to improve? (Information for the school and appropriate authority)	Actions by LA
Holgate Primary	3	<ul style="list-style-type: none"> The plans for many of the foundation subjects are not coherently sequenced. They do not provide enough detail to help teachers know what pupils need to learn and when. Leaders should ensure that plans clearly set out how pupils will build on key knowledge and skills each year. A significant proportion of pupils begin key stage 2 not able to read fluently, relative to their age. Pupils' reading books are not always fully accessible to them. On occasion, books contain words that pupils cannot read. Leaders should ensure that the teaching of early reading enables pupils to read fluently. This will enable them to be ready for the next stage of their education, including when they move into key stage 2. 	<p>Allocation of an experienced Education Improvement Adviser for 2 days each term providing support and challenge to:</p> <ul style="list-style-type: none"> develop curriculum progression with a particular focus on foundation subjects <p>Access to: Training provided by EIS reading consultants to support with the development of the school's approach to early reading</p>
Lovers Lane Primary	3	<ul style="list-style-type: none"> In many subjects, the curriculum is not well planned. Senior leaders need to ensure that the curriculum is designed sequentially so that pupils develop and revisit subject knowledge. Subject leaders and teaching staff should receive sufficient training and guidance to enable them to implement the school's curriculum effectively. The curriculum for teaching early reading is not effective. Leaders must ensure that the curriculum for early reading is well planned to develop pupils' phonics knowledge sequentially. This includes ensuring that the books pupils read match the sounds that they know. Leaders should urgently ensure that all staff who teach phonics receive training to teach it effectively. Leaders should check that the curriculum for teaching phonics is followed by all staff. Sometimes, pupils do not behave as well as they could. Leaders need to check that all staff adhere to the school's behaviour policy and have consistently high expectations of pupils' behaviour. 	<ul style="list-style-type: none"> EIA allocation CPD - Ofsted Readiness School based reading consultant <p>Subject leader development – workshop training and school-based support</p>

		<ul style="list-style-type: none"> • Some pupils are persistently absent from school. Leaders need to continue to improve pupils' rates of attendance, particularly for those pupils who are persistently absent. • The school's curriculum for personal development is not well sequenced. Leaders need to ensure that the curriculum is designed to develop pupils' understanding in this area as they move through the school. • Some children are not well prepared for Year 1. Leaders need to ensure that staff in early years consistently expect children to behave well. The curriculum for early years needs to be sufficiently ambitious to enable more children to achieve well. 	
<p>King Edward Primary</p>	<p>3</p>	<ul style="list-style-type: none"> • A period of staffing turbulence over recent years has hampered leaders' ability to focus on improving the quality of education. Some staff lack the knowledge they need to teach all subjects well. Leaders should provide training and support for them so that they are all confident about teaching across the curriculum. • The teaching of some subjects, such as music and modern foreign languages, is not planned well enough. Leaders need to ensure that, in all subjects, sequences of lessons build up pupils' knowledge and skills over time so that pupils achieve well. • The teaching of reading has improved but is not good enough. Some pupils, including weaker readers, do not have the correct books to read and so do not have the opportunity to practise the sounds they know. Leaders should ensure that reading books are precisely matched to each pupil's reading ability so that pupils develop confidence and fluency in reading. • Some pupils with SEND find their work too difficult. They are not helped to learn as well as they should. Leaders need to adjust the curriculum for these pupils and ensure that these pupils get the support they need to achieve their best. 	<p>Allocation of an experienced Education Improvement Adviser for 3 days each term providing support and challenge to:</p> <ul style="list-style-type: none"> • develop curriculum progression with a particular focus on foundation subjects • improve the quality of reading provision <p>Access to: EIS targeted support workshops focused on developing:</p> <ul style="list-style-type: none"> • school's approach to reading in KS2 • effectiveness of school self-evaluation <p>EIS Subject Leader Development Package to ensure that subject leaders are well equipped to lead their subject with a clear focus on intent, implementation and impact.</p>

William Gladstone	3	<ul style="list-style-type: none"> • The school is improving but does not yet provide a good quality of education in all subjects. Many of the subject leaders who are new to post still need help from senior leaders to develop long-term plans for learning. The plans need to identify the most important knowledge, including vocabulary, that pupils should learn in each subject and each year group, including the early years. Teachers must use these plans to ensure that sequences of lessons are structured so that pupils learn and remember more. • Leaders need to ensure that all children can read fluently. Leaders must ensure that phonics is taught consistently well throughout the school, especially in key stage 1. Teachers need to make sure that phonics lessons help all pupils to secure new learning quickly. Leaders must ensure that the school has enough reading books at the right level for all pupils. • Leaders have planned the mathematics curriculum so that pupils build their knowledge and skills systematically. Leaders now need to ensure that all teachers help pupils to remember important mathematical knowledge, including tables facts and number bonds. • Leaders' expectations and plans for teaching writing provide teachers with support for ensuring lessons build towards age-appropriate writing standards. The guidance is in its preliminary stages of use and needs to be established across the school so that pupils in all key stages achieve well. • Leaders keep careful checks on attendance and are taking effective action to improve this area. There are some pupils who do not attend regularly. Improving attendance and reducing persistent absence remain priorities. 	School is a part of SNMAT and they are providing the school improvement support.
Samworth Church Academy	3	<ul style="list-style-type: none"> • The curriculum is not planned carefully enough to consider what pupils should learn across all subjects and year groups. Leaders need to develop an ambitious curriculum planned across subjects, and in each individual subject for years 8 to 13. Plans should reflect a coherent and rigorously planned sequence of learning, so that pupils know more and can do more over time. • Teachers' expectations are not consistently high enough. Leaders need to ensure that teachers challenge all pupils to deepen their learning through a well-planned and implemented curriculum. • Too many pupils are frequently absent. Leaders need to continue to work with parents and carers to make sure that all pupils attend regularly, especially those pupils who are persistently absent. 	As an academy we have not been involved in providing the school improvement support.

		<ul style="list-style-type: none">• Not all subject leaders are clear about their roles, especially in relation to their responsibilities of curriculum development. Senior leaders need to ensure that subject leaders are fully supported to develop ambitious curriculum plans. They also need to be supported in monitoring the implementation of the planning to ensure all pupils achieve well.• Leaders have not developed a strong culture of reading across the school. Too many pupils do not value reading for enjoyment and as a way to support their learning. Leaders need to ensure that pupils are better supported to develop their reading skills.	
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