

| School | Ofsted Judgement | What does the school need to do to improve? (Information for the school and appropriate authority) | Actions by LA |
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| Hallcroft Infant & Nursery Bassetlaw | 2 | <ul style="list-style-type: none"> Leaders have rewritten the reading curriculum since the last inspection. They are in the process of making the final adjustments to the programme for teaching phonics. There are early signs that the revised approach to reading is having a positive impact on supporting pupils to make a strong start in learning to read. Leaders should ensure that, when finalised, the school's approach to teaching early reading and phonics enables pupils to develop as fluent readers. | <p>EIS risk assessment indicates that this school does not require targeted support.</p> <p>Contact will be maintained through the small schools network and contact with the area lead.</p> <p>School has access to:</p> <ul style="list-style-type: none"> LA's Universal Offer CPD offer through the sold service arm of the EIS (EM-ed) |
| Fairfield Primary Academy Broxtowe | 2 | <ul style="list-style-type: none"> Some pupils who are in the early stages of learning to read struggle to remember and apply what they have been taught when reading unfamiliar words. Books do not consistently match the sounds that pupils have learned. Those pupils do not quickly develop the knowledge and skills necessary to become successful readers. Leaders should ensure that the early reading curriculum enables pupils to read with fluency and accuracy. The history curriculum does not provide pupils in key stage 1 with the essential knowledge and skills that are appropriate to their age. Pupils in Years 1 and 2 currently learn subject content designed for older pupils. They struggle to understand concepts and read resources intended for older pupils. Leaders should ensure that the history curriculum sets out what pupils should know and remember in each year group, particularly so that younger pupils are well prepared for their further studies in key stage 2. | <p>No actions for the LA The Trust will lead on the school improvement.</p> |

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| <p>Manor Park Infant and Nursery Gedling</p> | <p>2</p> | <ul style="list-style-type: none"> Curriculum plans are not fully developed in all subjects. Leaders should ensure that plans identify the most important knowledge that pupils should acquire in each subject, so that all pupils, including those with SEND, know more and remember more. The approach to frequently checking pupils' knowledge and consolidating previous learning works in mathematics effectively. Leaders should develop a consistent approach to checking what pupils know and remember from the wider curriculum, while avoiding excessive workload. | <p>EIS risk assessment indicates that this school does not require targeted support.</p> <p>School has access to:</p> <ul style="list-style-type: none"> LA's Universal Offer CPD offer through the sold service arm of the EIS (EM-ed) <p>The LA will maintain contact with the school via the Area Lead.</p> |
| <p>St Edmund's CofE Primary and Nursery Mansfield</p> | <p>2</p> | <ul style="list-style-type: none"> Resume strategic planning and monitoring activities in order to identify and address priorities for future school improvement. Develop a consistent approach to assessment in foundation subjects to ensure that teachers have a clear understanding of what pupils know and remember, and to identify gaps in their learning. | <p>EIS risk assessment indicates that this school does not require targeted support.</p> <p>School has access to:</p> <ul style="list-style-type: none"> LA's Universal Offer CPD offer through the sold service arm of the EIS (EM-ed) |
| <p>St Patrick's Catholic Primary Academy Mansfield</p> | <p>2</p> | <ul style="list-style-type: none"> In some subjects, curriculum plans are not sequenced carefully enough. Plans do not make clear the most important things that pupils need to know and remember. This means pupils, in some subjects, do not remember what they have learned over time. Leaders should make sure that curriculum plans in all subjects are well sequenced and set out the most important things that pupils need to know and remember. Curriculum plans for the early years do not make clear what children should learn and when. There are no indicators of what children should know and be able to do at different points during their time in the early years. Leaders should ensure that the curriculum for the early years sets out what children should learn and when. | <p>The Trust will lead on any school improvement.</p> |