



OFSTED OVERVIEW SECONDARY

<p>Wickersley School and Sports College 18-19 September 2013 Outstanding</p>	<p>Rawmarsh Community School 4-5 May 2017 Good</p>	<p>Clifton Community School 4-5 Dec 2019 Good</p>	<p>The Gainsborough Academy Monitoring visit 7th March 2018 Inadequate</p>
<p>Ensure all students develop highly effective independent learning skills as they progress through the school to further increase their achievements, particularly in their post-16 studies and beyond.</p>	<p>Iron out the remaining inconsistencies in the quality of teaching so that teachers ensure that all pupils, including the most able, make consistently rapid progress, particularly in modern foreign languages and core science by:</p> <ul style="list-style-type: none"> - making sure activities planned in lessons challenge the most able pupils sufficiently and meet the needs of the least able pupils consistently - using evidence of pupils' learning in books as well as assessment information to identify pupils' current achievements and learning needs so that pupils' next steps can be planned accurately. 	<p>Leaders should ensure that they use all available information available to them to inform action planning and to continue to develop the school</p> <p>Leaders should ensure that the curriculum in science is planned as well as in other subjects so that pupils' needs are met, and pupils learn more.</p> <p>Leaders should ensure that pupils' attendance and behaviour continue to improve by evaluating the success of the actions they are taking to make these improvements.</p> <p>Leaders should ensure that their plans to increase the number of pupils studying EBacc qualifications are fully implemented.</p>	<p>Make safeguarding effective by ensuring that there is an appropriate system for monitoring pupils' attendance, which includes rigorous checks on absences, including for those taught at other sites.</p> <p>Increase the impact of leadership so that there is rapid improvement in the achievement of pupils, especially disadvantaged pupils and boys</p> <p>Rapidly improve the quality of teaching, learning and assessment and reduce the inconsistencies in teaching</p> <p>An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.</p> <p>An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.</p>





<p>Aston Hall May 2019 Good</p>	<p>Aston Lodge 26-27 June 2019 Requires Improvement</p>	<p>Brinsworth Whitehill 26-27 June 2019 Requires Improvement</p>	<p>Monkwood 17-18 Sept 2019 Requires Improvement</p>
<p>To ensure that phonics teaching is effective, particularly lower attaining pupils and the books they use to practise their early reading are well matched to their phonics knowledge</p> <p>Teachers subject knowledge in reading is further strengthened in KS1 so that all pupils receive work which consistently meets their needs</p> <p>Effective systems are in place for communication with parents and for gathering parent views</p> <p>Priority 3</p>	<p>Improve the effectiveness of leadership and management by: - ensuring that the trust swiftly implements its plans to develop the expertise of senior leaders in improving the quality of teaching, learning and assessment</p> <ul style="list-style-type: none"> - extending the expertise and knowledge of subject leaders so that they exert a greater influence on the quality of pupils' learning and the standards in their subjects - improving the school's curriculum by ensuring that sequences of learning are well thought out, to develop and deepen pupils' knowledge, skills and understanding. <p>- Improve the quality of teaching, learning and assessment by:</p> <ul style="list-style-type: none"> - ensuring that teachers use assessment information effectively by planning learning that meets the needs of all pupils, including in the early years - setting learning activities that stretch and challenge the most able pupils - making sharper use of questioning to check on misconceptions and probe pupils' clarity about tasks that have been set - deploying teaching assistants more effectively to promote learning and independence effectively - providing activities in the early years that offer a clear purpose for learning. <p>- Improve pupils' knowledge and understanding of British values in order to prepare them well for life in modern Britain.</p>	<p>Improve the teaching and pupils' progress in writing so that pupils can demonstrate sustained success in writing at length by:</p> <ul style="list-style-type: none"> - ensuring that pupils have regular opportunities to write longer pieces of work - improving teachers' skills at better understanding the writing sequence - providing a more systematic teaching of handwriting and letter formation - ensuring that teachers' expectations of presentation are always high - ensuring that pupils adhere to the grammar and punctuation rules that they have been taught. <p>Improve the quality of teaching and learning in the early years so that children are better prepared for Year 1 by:</p> <ul style="list-style-type: none"> - ensuring that planned provision provides more consistently challenging activities for the children, particularly the most and least able - ensuring that letter formation is taught more effectively and that teachers encourage children to write letters and simple words neatly - ensuring that there are more opportunities for children to develop and practise reading and writing skills. 	<p>The curriculum for reading in key stage 2 is not coherently planned and sequenced</p> <p>The curriculums for most foundation subjects are not well planned</p> <p>Leaders have not provided training for staff in most foundation subjects.</p> <p>The SENCo should continue to address the areas for improvement that have been identified in relation to the school's provision for pupils with SEND</p> <p>Curriculum leaders, senior leaders, governors and trustees do not check on the subjects and areas they oversee with enough rigour.</p>





OFSTED OVERVIEW PRIMARY

<p>Rawmarsh Ashwood 12-13 Nov 2019 Requires Improvement</p>	<p>Sandhill 25 -26 Sept 2019 Requires Improvement</p>	<p>Thrybergh 2-3 Oct 2019 Requires Improvement</p>
<p>The reading curriculum has improved but still needs further development. Pupils who are struggling to read do not get enough practice to help them become fluent readers as soon as they should. The books which they read need to match their phonics knowledge better. Pupils in key stage 2 who are not reading with age appropriate fluency should also receive additional practice.</p> <p>There are inconsistencies in the standards which pupils achieve in different subjects. Subject leaders are in the process of identifying the specific knowledge which pupils must understand at key points. This needs to be completed for all subjects so it is clear to teachers precisely what pupils need to remember to support their subsequent learning.</p>	<p>Pupils achievements in key stage 2 are stronger than those in the early years and key stage 1. Attainment at key stage 1 is not high enough.</p> <p>Too few pupils reach the required standard in phonics in Year 1. Pupils require reading books that are closely matched to their phonics knowledge. Staff should improve the use of assessment to make sure that all pupils are working at the right stage.</p> <p>PE and music develop pupils' knowledge, interests and talents sequentially. Pupils do not follow a similar sequence of what they should learn in other subjects, including science, history, geography and modern languages. The trust and senior leaders should make plans that show how pupils will increase their knowledge in these subjects.</p> <p>Senior leaders have introduced a new curriculum in the early years. The trust and senior leaders do not check closely how well it is working. All learning in mathematics should match children's stage of development and build on their existing knowledge. The trust should improve the outdoor environment so that it provides good opportunities for pupils to develop across all areas of learning. Staff should support parents to understand how they can help their children's reading at home.</p>	<p>Pupils have not achieved as well as they should because the school curriculum has not been well planned</p> <p>In the early years, children do not remember some aspects of their learning. They do not have enough opportunities to practise and revisit what they have learned with the teacher</p> <p>In the Reception year, children are not supported well enough to become fluent readers from the beginning. The first books that children take home are not phonetically decodable.</p> <p>The curriculum for personal development is not planned well enough. Pupils do not have enough opportunities to talk about their work, make independent choices and share and debate their views.</p> <p>Until recently, governors have not held leaders to account for the quality of education in the school. Governors should ensure that they use their recent training to help them understand the school's performance in all areas. They should use this to help them to check the impact of school leaders' work to improve the quality of education.</p>

