



Introduction Since the Ofsted inspection in March 2024, Jacksdale Primary & Nursery School has made significant progress in addressing the identified areas for improvement. Through a focused School Improvement Plan (SIP) and external support from education advisors, the school has strengthened its curriculum, enhanced staff development, and improved the learning opportunities for pupils to engage in the curriculum and make better progress. This report highlights the progress made over the last 12 months.

1. Early Years Foundation Stage (EYFS) Improvements

Ofsted Area for Improvement: The need for a coherent, structured EYFS curriculum and better progression from Nursery to Reception.

- A clear, structured EYFS curriculum has been developed and implemented, ensuring effective progression from Nursery to Reception.
- Staff have received training in planning and delivery, with a new EYFS lead driving improvements. Lydia White has enrolled on the NPQEF and is driving progress, holding others to account and ensuring that the academic offer and progress of pupils is under constant review.
- Observations by external advisors (Nottinghamshire County Council EY EIA) have praised the accelerated pace of improvement, including enhanced planning, improved environments, and more effective adult interactions.
- A revised timetable and planning framework ensure all EYFS children receive a full and rich curriculum.
- The progression documents now outline the planned progress to enable the maximum number of children to attain the ELG at the end of F2.
- Routines and expectations have been standardised across EYFS, leading to greater consistency in delivery.
- Handover documents have been streamlined to ensure consistency and shared knowledge and ownership across all team members.

2. Curriculum Development and Addressing Knowledge Gaps

Ofsted Area for Improvement: Gaps in foundational knowledge in Key Stage 1 and Key Stage 2, leading to difficulty in building on prior learning.

- A new curriculum framework has been implemented, focusing on core knowledge and progression mapped in line with the needs of the pupils who attend JPS.
- Vocabulary has been planned and mapped, linked to all subjects to enable pupils to retain key knowledge linked to language, enabling them to communicate their learning in a more concise and focused manner (both written and verbal).
- Subject-specific planning has been strengthened, particularly in Maths, English, Art, D&T, History, Geography and Science.
- An interconnected curriculum approach has been introduced to ensure pupils make meaningful links between subjects.
- Regular assessments and knowledge checks have been embedded, enabling teachers to identify and address gaps more effectively.
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- External evaluation (SIP and external advisors) confirms that staff are now more confident in delivering lessons with a clearer sequence of learning – knowing which knowledge and skills have been taught before and what will be taught after.
- Staff have a greater understanding of the end goals for pupils when they leave JPS.

Maths

- Heather Davies has been appointed as new Maths Lead, with effect from September 2024. Since taking up the maths leadership role, there has been significant focus on CPD for staff, based on maths hub partnership; greater focus on motivating pupils and promoting home support with TTRS and an increase in the profile of maths across the school, including participation in the NSPCC Number day.
- The school's partnership with the local Maths Hub has resulted in improved subject knowledge and teaching approaches for staff, as evidenced by lesson observations and pupil outcomes
- The introduction of consistent lesson structures, increased use of manipulatives, and greater emphasis on retrieval practice have all contributed to pupils' enhanced understanding and progress in maths
- Data analysis shows that the percentage of pupils achieving age-related expectations in maths has increased by 15% compared to the previous year

English - Reading

- Staff CPD delivered on guided reading to enhance teaching strategies and pupil engagement.
- A new guided reading approach introduced and successfully implemented from Year 2 onwards.
- A reading skills progression document is now in place to ensure structured and coherent skill development.
- Year group text maps compiled, providing clear expectations for reading materials across all year groups.
- As a graduated English Hub School, the Early Reading Lead has continued to work in partnership with with our link advisor from the hub, and the Ruth Miskin learning partner to ensure that the standards in teaching and learning of phonics continues. Parent workshops are continued to be offered, although uptake is low, regular coaching and assessments, including individual gap analysis and planning based on this for interventions are in place. The use of technology has been included to support cohorts and individuals.

English - Writing:

- The school's writing approach is now fully embedded, ensuring consistency in teaching and pupil outcomes.
- Further CPD provided to strengthen staff confidence and refine best practices.
- Year 2 has now adopted this writing approach, aligning with the rest of the school for a seamless transition in writing development.

These improvements have strengthened literacy teaching, ensuring a clear, structured approach to reading and writing progression across the school.

3. Improving Teaching and Assessment Practices

Ofsted Area for Improvement: Need for more rigorous checks on pupils' learning to prevent misconceptions and ensure secure understanding before moving forward.

- Teachers now use more effective assessment strategies, including formative assessment tools and retrieval practice.

- Regular moderation meetings have been used to ensure accuracy in assessment and an understanding of the national expectations.
- Pupil voice has been incorporated into assessment, ensuring children can articulate their learning progress.
- External observations highlight improvements in lesson structure, with pupils better supported in consolidating prior learning before moving on.
- Planned extra-curricular activities are in place to support and develop class based learning – trips, visitors and workshops are now a regular feature of JPS’s curricular offer.

4. Leadership and Management Enhancements

Ofsted Area for Improvement: The school was not making accurate checks on its improvements, leading to unclear priorities.

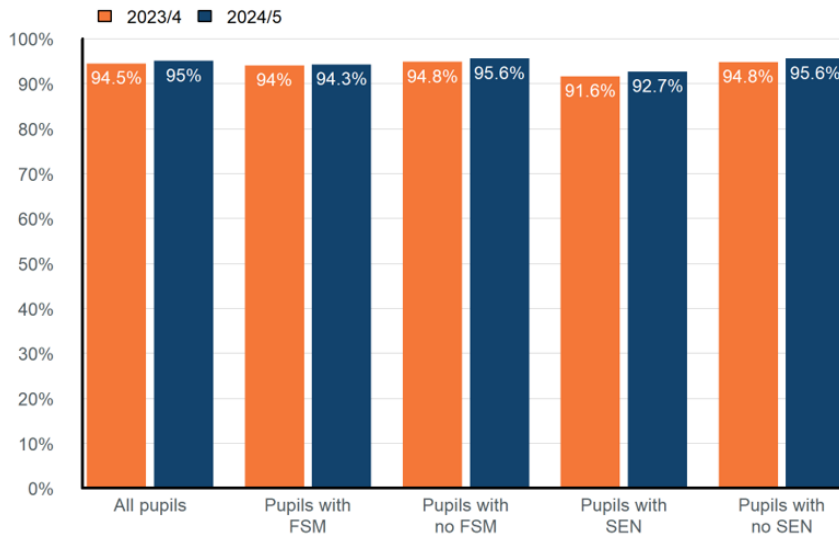
- A wider SLT has been appointed – previously this was just the HT and DHT. Currently the SLT comprises of:
 - Julie Brockerton – Head Teacher
 - Leon Barber – Deputy Head Teacher
 - Lydia White – Early Years Lead
 - Heather Davies – Maths Lead
 - Julia Gray – Early Reading Lead
- A new SENCO has been appointed – Louisa Burt – and has developed her knowledge of NCC systems and support agencies, alongside the needs of identified pupils and staff in JPS.
- Restructuring of staff placements to strengthen identified areas of the school and strengthen partnerships for teaching in every year group.
- A structured monitoring and evaluation cycle has been introduced, with leadership now making data-driven decisions on school improvement priorities.
- Subject leaders have received coaching to strengthen their ability to evaluate curriculum impact, and be able to articulate the rationale for the subject specific curriculum and the day to day teaching and learning experiences / impact.
- The redesigned school website has enhanced the school's external profile and communication with parents, who have reported feeling more informed and engaged with their children's education
- External advisors have confirmed that the school is now more focused on priority areas, ensuring continuous improvements in teaching and learning. This has been reflected in the governors’ monitoring and visits / questions and support.

5. Behaviour, Attitudes, and Personal Development

Ofsted Strength: Behaviour and attitudes were already good, but further enhancements have been made.

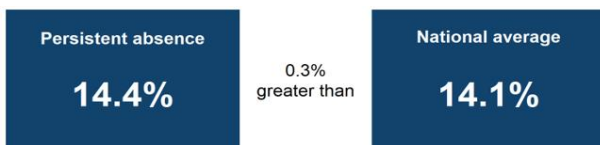
- The school continues to maintain high expectations for behaviour, with positive reinforcement strategies in place.
- The role of pupil leaders, including reading ambassadors, school council and the sports crew, has been strengthened to promote peer engagement and responsibility.
- Additional enrichment opportunities, such as trips, leadership roles, and extracurricular activities, have expanded to support personal development.

- The physical environment now accentuates the wider context of the school and how our pupils contribute to local, national and worldwide communities. It also promotes inclusivity through information about SEND, protected characteristics, British values, keeping safe and the core values of JPS – safe, kind, respect.
- Attendance:



Graph alternative: table of attendance by pupil groups from the start of the academic year 2024 to 2025, up to Tuesday 18 February 2025, compared to the same period in the previous academic year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	94.5%	95%
Pupils with FSM	94%	94.3%
Pupils with no FSM	94.8%	95.6%
Pupils with SEN	91.6%	92.7%
Pupils with no SEN	94.8%	95.6%



Year		Persistent Absence 90%
2024	02/09/2024 – 01/04/2025	15.14
2023	02/09/2023 – 01/04/2024	15.92
2022	02/09/2022 – 01/04/2023	23.85

Conclusion and Next Steps The school has made rapid progress in the past year, particularly in refining the EYFS curriculum, redevelopment of the wider curriculum, strengthening subject teaching, improving assessment practices and raising the profile and standards in maths. Moving forward, Jacksdale Primary & Nursery School will continue to refine its curriculum, enhance subject leadership, and ensure sustained improvements in pupil outcomes. With the foundation now re-set, we believe the school is well on track to achieve a higher Ofsted rating in its next inspection.