

Post Ofsted Timeline – Jennett’s Park C of E Primary School (2026)

Continuing to grow from strength to strength- Life in all Its fullness

Following our recent Ofsted inspection (March 2026), we are pleased that the school was judged to be meeting expected standards with many areas of strong gradings.

As always, we do not act *for Ofsted*, but we *do listen carefully* and continually refine what we do to ensure the very best for our children and community.

What Ofsted asked us to improve further.

1. Strengthening learning in the wider curriculum
 - Ensuring teachers check what pupils know more consistently
 - Adapting teaching so knowledge gaps are addressed
2. Improving outcomes for disadvantaged pupils
 - Making sure our pupil premium strategy is used consistently by all staff
 - Monitoring its impact more rigorously
3. Continuing to improve writing (including handwriting and spelling)
 - Embedding strategies across all year groups
 - Ensuring all pupils produce high-quality written work

Our Post Ofsted Timeline (2026–2027)

Quality of Education

- Review and refine assessment in foundation subjects to ensure it clearly identifies gaps
- Ensure teachers adapt lessons consistently based on assessment
- Strengthen sequencing of knowledge across wider curriculum subjects
- Continue focus on handwriting, spelling and transcription
- Embed writing strategies across all subjects (not just English)
- Monitor impact through book looks, pupil voice and moderation ONGOING

Disadvantaged Pupils (Pupil Premium)

- Relaunch and clarify pupil premium strategy for all staff
- Ensure consistent use of agreed strategies in every classroom
- Strengthen governor monitoring and challenge
- Sharpen tracking of disadvantaged pupils’ progress across all subjects ONGOING

Inclusion (including SEND)

- Refine how teachers use assessment to plan next steps
- Monitor impact on progress and independence
- Continue strong practice in early identification and support
- Maintain strong pastoral and inclusion systems ONGOING

Behaviour and Attitudes (Strength to maintain)

- Continue excellent attendance and behaviour systems
- Sustain strong relationships and high expectations
- Support any pupils needing additional transition or attendance support ONGOING

Personal Development (Strength to maintain)

- Continue rich programme of experiences, trips and leadership opportunities
- Extend opportunities to develop confidence, character and ambition
- Maintain strong PSHE and wellbeing support systems ONGOING

Early Years (Strength to maintain)

- Continue strong focus on language, reading and early independence
- Refine curriculum based on ongoing reflection
- Ensure smooth and well-planned transition into Year 1 ONGOING

Leadership and Governance

- Strengthen evaluation of pupil premium impact at all levels
- Refine monitoring cycle for curriculum and assessment
- Ensure all leaders have a clear line of sight on pupil outcomes
- Continue high-quality professional development for staff
- Maintain strong communication with parents and community ONGOING

What this means for your child

- Teaching will be even more precisely matched to their needs
- Writing standards will continue to improve across all subjects
- Pupils who need additional support will benefit from more consistent provision
- Children will continue to thrive in a safe, caring and ambitious environment

In Summary

- Many strengths recognised: behaviour, early years, personal development
- Clear next steps already identified and underway
- Focus now on consistency, precision and impact

We have summarised this as

DART Summary (Strategic Overview)

- **D – Disadvantage:**
Close gaps in attainment, progress, and attendance so that disadvantaged pupils achieve in line with, or exceed, national expectations.

- **A – Assessment:**
Ensure assessment is accurate, consistent, and used responsively to identify needs early and adapt teaching to accelerate progress.
- **R – Reading and Writing:**
Secure high standards in literacy, with strong reading fluency, comprehension, and writing embedded across the curriculum.
- **T – Teaching and Learning:**
Deliver high-quality, inclusive, and adaptive teaching that meets the needs of all learners and ensures everyone can access and succeed in the full curriculum.