

Read Academy Action Plan in response to Inspection 20<sup>th</sup>-22<sup>nd</sup> FEB 2018 – Action Plan Created March 2018

Area of Improvement	Independent School Standard REF:	Action to be taken	Evidence	Time Scale	Review
<b>Effectiveness of Leadership and Management</b>		<b>Action to be taken</b>	<b>Evidence</b>	<b>Time Scale</b>	<b>Review</b>
Leadership and management are inadequate. Leaders have not ensured that all of the independent school standards are met.	34(1) 34(1)(a) 34(1)(b) 34(1)(c)	Standards addressed in appendix of report to be detailed in standards document. Each standard to have its own strand of evidence and review. On completion this is to be inspected by school governors.	Standards document. Governors to sign off each standard addressed.	31 <sup>st</sup> May 2018	Review to be conducted by governing body on the 1 <sup>st</sup> official governing body meeting.
Leaders are operating outside of their registration agreement with the Department for Education without permission. For example, they have changed their premises, exceeded their maximum capacity and increased their age range from 5-11 to 0-16.	34(1)(b)	Update Edubase data return and ensure Department for Education (DFE) database has been also been updated to reflect this. Inform them of closure of Ley Street site and that we will only be providing childcare for children aged 3 and above which is approved. Capacity of new site exceeds current number of students, this needs to be reflected on the DFE records.	Communication log with DFE and updated information of the Edubase database.	Complete	Complete - Edubase data returned and filed. Awaiting confirmation from DFE. Review to be conducted by governing body on the 1 <sup>st</sup> official governing body meeting.
Provision for secondary pupils should include appropriate changing facilities and showers.	23(1) 23(1)(c)	Lease yet to be complete on 34 Mansfield road so we can gain access to these facilities.	Completed lease with full access to 34 Mansfield Road with fully operational changing facilities and shower.	31 <sup>st</sup> May 2018	Overdue - If this is prolonged any longer than 31 <sup>st</sup> May shower facilities will be built in current occupied building.
The head teacher has an inaccurate understanding of the school's strengths and areas for development. Priorities for improvement are not clear and staff do not know what they are. There is a lack of capacity to make the necessary improvements due to the head teacher	34(1) 34(1)(a) 34(1)(b) 34(1)(c)	This Ofsted report will form the base line for understanding the strengths and weaknesses of the school. The elected governing body will also aid in identifying these areas along with outside agencies who will audit the school and provide valuable feedback. This coupled with	Ofsted report Action Plan. Governing body minutes confirming plan has been actioned.	Complete	Review to be conducted by governing body on the 1 <sup>st</sup> official governing body meeting.

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<p>being proprietor and having sole responsibility for governance.</p>		<p>parental feedback will form a valuable set of data which will be actioned by the school and monitored by the governing body.</p> <p>Staff will be well informed and very much involved with the school improvement plan, this action plan and any other plans the school has to make in order for its continual improvement.</p>			<p>Deadline: 31<sup>st</sup> May 2018.</p> <p>Annual report from outside agencies who carry out mock Ofsted inspections.</p>
<p>A review of leadership and governance is undertaken to ensure that there is capacity to make the necessary improvements.</p>	<p>34(1) 34(1)(a) 34(1)(b) 34(1)(c)</p>	<p>Governing body to be elected for the school. The governing body will act within the capacity to question staff and Head teacher on the action plan and any other school performance related issues.</p>	<p>Governing body being elected and added on to the single central register.</p>	<p>31<sup>st</sup> May 2018</p>	<p>Annually.</p> <p>Annual review from outside agencies.</p>
<p>There is no system to manage the performance of staff or the head teacher. There are plans for teachers to access external training, however this has not yet happened.</p>	<p>34(1) 34(1)(a) 34(1)(b) 34(1)(c)</p>	<p>Governing body will ensure action plan is being executed by head teacher and will be welcome to sit in or carry out weekly review with staff to assess their performance. They could alternatively scrutinise the results attained from the weekly performance review by the head teacher and make requests based upon these results.</p> <p>Teachers are to access external training, teacher training and QTS will also be made available in due course. Other training facilities will be accessed from external agencies and teachers will have the choice to attend training sessions or may be advised that they need to attend, upon findings from reviews and observations.</p>	<p>Action plan Performance meetings Weekly reviews Minutes from governor's meetings.</p> <p>Training logs Certification</p>	<p>31<sup>st</sup> May 2018</p>	<p>Immediately - Conducted by governing body on 1<sup>st</sup> official governing body meeting.</p> <p>Weekly staff reviews (already in progress)</p> <p>Half termly head teacher review.</p> <p>Annual review from outside agencies.</p>

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<b>Governance</b>		<b>Action to be taken</b>	<b>Evidence</b>	<b>Time Scale</b>	<b>Review</b>
There are no arrangements for governance.		Governing body to be elected for the school. The governing body will act within the capacity to question staff and Head teacher on the action plan and any other school performance related issues.	Governing body being elected and added on to the single central register.	31 <sup>st</sup> May 2018	Annually
The proprietor/Head teacher has sole responsibility for all aspects of the school.	34(1) 34(1)(a) 34(1)(b) 34(1)(c)	Governing body to be elected for the school. The governing body will act within the capacity to question staff and Head teacher on the action plan and any other school performance related issues.  The head teacher does not have sole responsibility for all aspects of the school, the deputy head and senior leadership team are all involved in decision making.	Governing body being elected and added on to the single central register.	31 <sup>st</sup> May 2018	Annually
<b>Safeguarding</b>		<b>Action to be taken</b>	<b>Evidence</b>	<b>Time Scale</b>	<b>Review</b>
Some of the required pre-employment checks on new staff are not completed.	7(a) 7(b) 15 18(2)(b) 18(3) 20(6) 20(6)(a) 20(6)(a)(i) 20(6)(a)(ii) 20(6)(b) 20(6)(b)(i) 20(6)(b)(ii) 20(6)(b)(iii) 20(6)(c) 21(3)(a) 21(3)(a)(iii) 21(3)(b) 21(7)	Full employment checks prior to employment. All fields in the single central register to be complete and up to date, including DBS and other relevant checks and disclaimers.  Safeguarding training with all other relevant training to be delivered before employment commences. Employment will then be offered after a test has been administered on the policies of the school, namely the safeguarding policy.	Single central register. Recruitment process procedure. Policy test results.	Complete	Governing body termly.

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The school's safeguarding policy is available online but does not reflect the most recent statutory guidance, 'Keeping children safe in education' (September 2016).		Update showing most recent statutory guidance.	Policies folder Website	Complete	Governing body termly.
Not all staff are aware that safeguarding is their responsibility. There is limited evidence of leaders working with external agencies.	34(1)(c)	Safeguarding training with all other relevant training to be delivered before employment commences. Employment will then be offered after a test has been administered on the policies of the school, namely the safeguarding policy. CIN or children with special educational needs will have all contact with external agencies documented and this will be a part of the student folder, where confidential information is passed it will be a part of the child confidential file.	Single central register. Recruitment process procedure. Policy test results. Student folders Student confidential folders	Complete	Governing body termly.
<b>Quality of Teaching, Learning and Assessment</b>		<b>Action to be taken</b>	<b>Evidence</b>	<b>Time Scale</b>	<b>Review</b>
At times, lower-ability pupils do not have the support they need to be able to access learning.		IEP created for lower ability children. Half termly targets to be relayed to parents and reviewed every 6 weeks. Lesson plans to be checked on weekly meeting as well as progress made, namely for lower ability children.	Student folder (IEP) Planning folder Progress tracker	Complete	Weekly review. Governing body can also request to review evidence or results at any time.
The assessment system reflects how well pupils have achieved. However, staff do not consistently use the system across year groups. As a result, information about pupils' prior learning is not used to effectively match work to pupils' needs to help them make better progress.		Assessments system to be monitored by middle leader and reports generated for Head teacher. The assessments need to be up to date. Marking of children's work needs to contain meaningful dialogue prompting a response or action. Both summative and formative assessment to be recorded and this should be reflected in planning folder. IEP to be generated where appropriate. Work is to reflect IEP of children and their abilities.	Weekly hourly reviews with teacher going over work books, planning folder, marked work and the drive. Results to be logged.  Training provided will be signed and logged.	Complete	Weekly review. Governing body can also request to review evidence or results at any time.

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		Training to be provided to staff for the assessment system and regular checks conducted to ensure they are up to date. Student folder is to be complete, ready for regular inspection.			
Many pupils said that the work is too easy. This lack of challenge was evident in their work.		IEP created for higher ability children. Half termly targets to be relayed to parents and reviewed every 6 weeks. Lesson plans to be checked on weekly meeting as well as progress made.	Student folder (IEP) Planning folder Progress tracker	Complete	Weekly review. Governing body can also request to review evidence or results at any time.
Pupils' reading skills are not consistently well developed. The teaching of reading is not systematic. Books are often not well matched to pupils' abilities.		Reading logs to be checked as a part of the weekly staff review. Reading will be embedded into school timetable and this will be monitored through learning walks. Reading logs will reflect progression in reading and reading assessments will be implemented to show progression.	Reading logs Learning walk results Reading assessments	Complete	Weekly review. Governing body can also request to review evidence or results at any time.
Outcomes in reading are too low. Leaders do not ensure a consistent approach to the teaching of reading.		Reading logs to be checked as a part of the weekly staff review. Reading will be embedded into school timetable and this will be monitored through learning walks. Reading logs will reflect progression in reading and reading assessments will be implemented to show progression.	Reading logs Learning walk results Reading assessments	Complete	Weekly review. Governing body can also request to review evidence or results at any time.
The quality of teaching, learning and assessment and pupils' outcomes require improvement. Staff do not set work to meet pupils' needs because they do not use the assessment system accurately.		Assessments system to be monitored by middle leader and report generated for Head teacher. The assessments need to be up to date. Marking of children's work needs to contain meaningful dialogue prompting a response or action. Both summative and formative assessment to be recorded and this should be reflected in planning folder. IEP to be generated where appropriate. Work is to reflect IEP of children and their abilities.	Weekly hourly reviews with teacher going over work books, planning folder, marked work and the drive. Results to be logged.  Training provided will and signed and logged.	Complete	Weekly review. Governing body can also request to review evidence or results at any time.

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		Training to be provided to staff for the assessment system and regular checks conducted to ensure they are up to date. Student folder is to be complete, ready for regular inspection.			
<b>Personal Development and Welfare</b>		<b>Action to be taken</b>	<b>Evidence</b>	<b>Time Scale</b>	<b>Review</b>
Safeguarding is ineffective. As a result, pupils are at risk of potential harm.	15 18(2)(b) 18(3) 20(6) 20(6)(a) 20(6)(a)(i) 20(6)(a)(ii) 20(6)(b) 20(6)(b)(i) 20(6)(b)(ii) 20(6)(b)(iii) 20(6)(c) 21(3)(a) 21(3)(a)(iii) 21(3)(b) 21(7)	DBS and relevant checks on ALL responsible adults including parents and volunteers.  Registers to show all date including destination of child when removed from the register. If the child is being home schooled, local authority is to be informed.	Single central register	Complete/ Ongoing	Complete. Review termly.
Impartial careers advice is not available for older pupils.	2(2)(e) 2(2)(e)(i) 2(2)(e)(ii) 2(2)(e)(iii)	Careers advice embedded in the secondary curriculum. Workshops and external agencies are being contacted to provide extra support and advice students in this area. Work experience provisos are being made for secondary students which will enable them to gain a first-hand experience of the working world in areas of the student's interests.	Secondary curriculum map.  Work shops  Work experience provisions	Complete  TBC  TBC	Termly review by governing body.
<b>Behaviour</b>		<b>Action to be taken</b>	<b>Evidence</b>	<b>Time scale</b>	<b>Review</b>
Attendance and punctuality has fallen this year to below national averages. In some classes attendance is very low.		Attendance and punctuality sanctions imposed on parents. Absences to be approved with a more stringent approach.	Attendance policy signed and agreed by parents.  Policy folder	Complete 31 <sup>st</sup> May 2018	Termly attendance reviews and reports.

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Too many pupils arrive late for school.		Attendance and punctuality sanctions imposed on parents. Absences to be approved with a more stringent approach.	Attendance policy signed and agreed by parents.  Policy folder	Complete 31 <sup>st</sup> May 2018	Termly attendance reviews.
The class teacher logs incidents of misbehaviour. It is not clear what the school's action in response to the incident has been, or whether parents have been informed.		New policy for incidents coupled with an incident log sheet which will show actions, parent communication and school response through to the closure of the file in terms of the incident in question.	Policy folder Incident form Incident log	Complete	Termly review by governing body.
<b>Outcomes for Pupils</b>		<b>Action to be taken</b>	<b>Evidence</b>	<b>Time Scale</b>	<b>Review</b>
The progress pupils make from their different starting points is not consistent across year groups or subjects.		Pupils have been enrolled from all year groups from a variety of educational settings. Enrolment exams to be implemented and applications should be considered on the results of these exams and where there are too many gaps in knowledge to be addressed using reasonable intervention the application should be rejected.	Enrolment exams IEP for new students resulting from entrance exams.	Complete	Annual
Progress in writing is especially inconsistent, particularly for lower-ability pupils who make the same mistakes.		IEP created for lower ability children. Half termly targets to be relayed to parents and reviewed at least every 6 weeks. Lesson plans to be checked on weekly meeting as well as progress made, namely for lower ability children. Big write programme to be monitored.	Student folder (IEP). Planning folder. Progress tracker. Target tracker. Big write curriculum.	Complete	Weekly review. Governing body can also request to review evidence or results at any time.
Pupils do not read widely and regularly, and many are below an appropriate standard for their age.		Reading logs to be checked as a part of the weekly staff review. Reading will be embedded into school timetable and this will be monitored through learning walks. Reading logs will reflect progression in reading and reading assessments will be implemented to show progression.	Reading logs Learning walk results Reading assessments	Complete	Weekly review. Governing body can also request to review evidence or results at any time.
There is no evidence that pupils regularly read with an adult or the teacher.		Reading logs to be checked as a part of the weekly staff review. Reading will be embedded into school timetable and this	Reading logs Learning walk results Reading assessments	Complete	Weekly review. Governing body can also request to

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		will be monitored through learning walks. Reading logs will reflect progression in reading and reading assessments will be implemented to show progression. After school reading clubs introduced to help improve reading.			review evidence or results at any time.
Pupils are not consistently prepared for their next stage in their education.		Next Steps			
Ensuring that lessons meet the needs of pupils, especially lower-ability pupils, so that they can make at least good progress.		IEP created for lower ability children. Half termly targets to be relayed to parents and reviewed at least every 6 weeks.  Lesson plans to be checked in weekly meetings. Progress of students will also be reviewed during this meeting.  Big write programme to be implemented across the school.	Student folder (IEP). Planning folder. Progress tracker. Target tracker. Big write curriculum.	Complete	Weekly review. Governing body can also request to review evidence or results at any time.
Further embedding a consistent assessment system in order to provide accurate and reliable information that can inform teaching.		Assessment system to be monitored by middle leader and report generated for Head teacher. The assessments need to be up to date.  Training to be provided to staff for the assessment system and regular checks conducted to ensure they are up to date and reports and analysis of the findings are being produced. Findings should be reflected in planning and student folder.	Drive assessment tracker. Planning folder. Student folder.	Complete	Weekly review. Governing body can also request to review evidence or results at any time.
Ensuring that pupils read regularly, have books appropriate to their ability and know how to develop their reading skills.		Reading logs to be checked as a part of the weekly staff review. Reading will be embedded into school timetable and this will be monitored through learning walks. Reading logs will reflect progression in reading and reading assessments will be implemented to show progression.	Reading logs Learning walk results Reading assessments	Complete	Weekly review. Governing body can also request to review evidence or results at any time.

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**Please note:** We are operating our school/Early years provision on two sites; Mansfield Road and Ley street. It was made very clear that the early years provision is very good if not outstanding on the Mansfield Road site, however when grading a school all sites are recognised as one and the overall outcome is to be graded against the lowest achieving site. Our Mansfield Road site is providing a considerably better facility in comparison to the Ley Street site.

### Safeguarding inadequate results in the overall report grading to be inadequate in accordance to Ofsted guidelines.

Early Years Provision		Action to be taken	Evidence	Time Scale	Review
The school has operated early years provision for children aged 0 to 5 for some time, without permission.		Ensure DFE database has been updated and all requirements are met. Inform them of closure of site and that we will only be providing childcare for children aged 3 and above which is approved.	Updated details on the DFE register.	30 <sup>th</sup> April 2018	No review.
The provision for early years is inadequate because not all of the statutory requirements are met.		Cease operation the Ley Street site	Evidence of closure and date of transition.	30 <sup>th</sup> April 2018	No review.
The necessary vetting checks on staff working with children are not completed and this puts children at risk of potential harm.		DBS and relevant checks on ALL responsible adults including parents and volunteers.  Registers to show all date including destination of child when removed from the register. If the child is being home schooled, local authority is to be informed.	Evidence of closure and date of transition.	30 <sup>th</sup> April 2018	Termly.
Leaders have not evaluated the effectiveness of the early years provision, therefore do not know the strengths and areas for development.	34(1) 34(1)(a) 34(1)(b) 34(1)(c)	Strengths and weaknesses have been identified as a result of this inspection. Clear steps have been produced in this action plan on how to improve the school.  Pre-inspection leaders were settling in and understanding the dynamics of the new school and all of its departments.	2018 Ofsted report Action plan to be checked by governing body. Governing body to also create action plan. Short-term and long-term plan to be produced with targets to be met.	31 <sup>st</sup> May 2018	Review to be conducted by governing body termly.

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		<p>Middle leaders have been given responsibility to lead departments.</p> <p>After each weakness has been addressed in this action plan the school governors will aid in identifying strengths and weaknesses and request appropriate action to be taken.</p> <p>Cease operation of the Ley Street site</p>			
On one site, leaders do not acknowledge that safeguarding is the responsibility of everybody.		Cease operation of the Ley Street site	Evidence of closure and date of transition.	Complete	No review
Provision for children is not fit for purpose and necessary reports are not completed.		Cease operation of the Ley Street site	Evidence of closure and date of transition.	Complete	No review
The learning environment does not reflect children's work.		Cease operation of the Ley Street site	Evidence of closure and date of transition.	Complete	No review

### **Safeguarding inadequate results in the overall report grading to be inadequate in accordance to Ofsted guidelines.**

Unfortunately the inspection did not go as well as expected and an action plan has been put into place with detail of each point raised in the inspection.

There were a few major safeguarding issues which were not addressed and by default did not allow the inspection to move forward from inadequate in majority of the areas of inspection.

The safeguarding requirements were not met because:

- Some trustees did not have a DBS and other checks carried out on them. We did not carry these out as the trustees have no association at all to the day to day running of the school or the children and have signed a disclaimer saying so. The trustees are more concerned of the charitable mission behind the school in terms of Sadaqah Jaariyah. This also led to a default in the grading of the management of the school.
- Through the inspection it had also come to light a parent had volunteered and was in a position of trust, again without having full checks in place. We as a school were comfortable as the person in question was never left unsupervised with the children at any time. (The occasion was a parent volunteering on sports day at Cricket Field Sports Ground), however the parent was placed in a position of trust thus full checks were to be carried out.
- The Ley Street site also did not complete all employment checks on new employees as the CRB needed to be from Read Academy and not another organisation, again resulting in inadequate for EYFS.
- Old register system was being used at Ley Street and all records were not centralised and some data entries were missing, this is a major breach in safeguarding.

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The Department for Education were not informed of all of the material changes of the school as the school is still undergoing these changes in terms of our move. We are still waiting for the lease to be complete on 34 Mansfield Road. On completion of this, other standards will be met which were also the cause for inadequate result.

- The lease building houses operational secondary school showers and a changing room which is one of the requirements we did not meet.
- Due to lack of management control at the Ley street site decisions were made which led to an incorrect procedure of taking on under 2 year olds and this was immediately rectified once our position was made clear.
- The lease building is actually the main entrance of the School and houses the main school reception area which when in use will improve the communication and feel of the school.

### **Other important facts to consider**

To improve the management and leadership of the school we need to elect a Governing body which will act as a driving force for the school and its improvement. Please register your interests with the head teacher via email: [headteacher@readacademy.co.uk](mailto:headteacher@readacademy.co.uk).

Absences and punctuality was another point being very poor, leading to issues on the progress of pupils, this actually was adversely reflected on the behaviour section of the report which was contradicted by the following statement that the children are said to be well behaved and respectful.

This year the school has taken on 50+ students from other schools and even some who have been home schooled. The intake of students ranged over all year groups. The English starting level with us of many of these students was under the expected national average. The school is happy with the progress of these students although the levels are still not on target and unfortunately the gaps are still in the process of being filled.

It was made very clear the nursery and reception is very good if not outstanding on the Mansfield Road site, however was graded against the Ley Street site which is under management by an external party. Nevertheless, it is still under Read Academy's umbrella and they were quite visibly not anything near as good as the Mansfield Road site.

Read Academy have started to address these issues, each issue will be addressed in great detail in the action plan. The school needs your support, involvement and assistance to move towards outstanding. It is vital that you witness first hand the progress which is being made so you can report back to the whole school/community directly.

The school has only moved this year to the new site, doubled in size and taken on a new nursery and secondary department with management not increasing in its capacity, this has resulted in the judgment of an inability of the Head teacher to manage such a wide span, hence the request for school governors. This comment however was coupled with a very good comment about his middle management team who have only recently been given responsibilities to lead their departments and are already showing strength, thus reducing the work load from the Head teacher making the whole transition more manageable. This was in actual fact a part of our initial plan which was recognised before the move as a part of the development for the expansion of the school and the move to Mansfield Road.

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The truth is even just walking into the school and taking a listen and observing what is happening, looking at progress and what is going on, **it is more than apparent the school is far from inadequate. It is time to be honest, time to reflect and to use your judgement.**

Nevertheless, Alhumdulillah the school has taken a positive approach, moving into the new site Ofsted has come at the start of our journey and helped put things into place that has positioned to push the school to aim for outstanding In Shaa' Allah. The school and management team have taken on board each and every point made in the report and each point will be addressed and scrutinised In Shaa' Allah. The school aims for parents to continually assess the standard of the school, and provide feedback and suggestions, only something better will come of it In Shaa' Allah.

We pray you see our efforts, forgive us for our inadequacies and ask Allah Azzawa jal to aid us in our journey. We have already completed the majority of the actions needed to address our weaknesses identified in the report and the remainder is set to be complete within a specified time scale. We believe with the help of a governing body and your support we will strive as we always have done to fulfil your every request without delay. We are and always have been responsive to all suggestions, feedback and requests and endeavour to continually pursue this approach until the we have actioned every single point in the plan and any others you as parents or the governing body may wish to address.

**“Our Lord, give us success in this world that which is good and in the hereafter that which is good, and save us from the torment of the Fire” - Ameen. (Ch2 v201)**