



THE LINDEN ACADEMY POST OFSTED ACTION PLAN

| Area of concern (as identified in internal documentation and Ofsted) | Actions | Intended outcome | Academy staff to lead | Trust staff to support | Timescale |
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| <p>Teaching and learning:</p> <p>Lesson Objectives</p> <p>Assessment for learning</p> <p>Use of data to inform planning</p> <p>Differentiation</p> <p>Challenge for all</p> <p>Cross curricular writing</p> <p>Marking and feedback</p> | <ul style="list-style-type: none"> • Create staff profiles based on current data and staff self-assessment • Monitor/ observe lessons : create an action plan to address specific areas for development for staff: week 1 focus on differentiation and challenge, week 2 focus on marking and evidence of progress • Review CPD programme to build in opportunities for additional input and training • Book looks to form a specific part of every learning walk/ observation • Pupils individual education plans to be disseminated to inform planning. • Teaching to be less formulaic. • Focus on quality and quantity of writing in books • Staff to adhere to the academy's marking policy | <p>Easter: Teaching is 100% RI or better 50% good or better, 10% outstanding</p> <p>June: Teaching is 100% RI or better 85% good or better 25% outstanding</p> <p>Lessons to be internally evaluated and then externally quality assured</p> | <p>Miss Paulding</p> <p>Mrs Whittle</p> <p>Miss Nawaz</p> | <p>Mrs Hooft</p> <p>Miss Knight</p> <p>Mrs Howe</p> | <p>February 2018 (Development programme begins)</p> <p>End of February 2018</p> <p>End of February 2018</p> <p>Ongoing</p> |

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| <p>Assessment: Progress needs to be easily identifiable in all key documents</p> <p>Progress needs to be reported half termly in both core and non-core subjects</p> <p>Staff need to feel confident in making judgements regarding expected progress and good progress.</p> <p>Need to further develop rigorous and robust tracking system</p> <p>Progress of all children needs to be evident in books.</p> | <ul style="list-style-type: none"> Review current benchmarks for average and good progress Progress reports for individual year groups and groups of learners to be produced half termly Review what evidence the non-core subjects are using to inform data drops Discussions with all staff following the progress reports: why and what next? (these will be moderating the evidence in books) Monitoring cycle to be communicated with all teaching and LSA staff (including expectations) RAG meetings for EYFS, Year 1 phonics, Year 2, Year 4 and Year 5 Year teams to engage with regular book looks :share good practice and support where necessary | <p>Rigorous and robust system for measuring and reporting progress</p> <p>Identifying gaps: inform changes in intervention and planning</p> <p>Greater focus on book evidence rather than tests</p> <p>Earlier identification of potential additional needs (triangulated with teaching and learning evidence)</p> | Mrs Whittle | Ms Akram | <p>February 2018 Easter 2018 Whitsun 2018 July 2018</p> <p>February 2018</p> <p>February 2018 Easter 2018 Whitsun 2018 July 2018</p> <p>Mrs Howe Spring Term</p> |
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| Teaching – quality and capacity for leadership | New posts to be advertised in: <ul style="list-style-type: none"> • Yr 6 • Yr 5 • Yr 2 • EYFS | Added capacity will: <ul style="list-style-type: none"> • Respond to feedback from staff • Enable our assistant head to lead teaching & learning across the academy • Facilitate training | Mrs Whittle | Mrs Barr Mrs Howe Mr Martin | Teaching posts to start 16 th April 2018 |
| Teaching – too much RI observed | Trust directory of staff to be fully used to support where needed Staff teaching grade 3 lessons to be supported through action plans (all staff to be re-observed before the end of February) Staff teaching grade 4 lessons to be placed on support plans with targets (pre-capability) Identify staff to access the Trusts Improved Teaching programme | Cross-trust working will inform and improve practice across both sites. Grade 3 and 4 teachers will be given support to make rapid progress | Miss Paulding Mrs Whittle Miss Nawaz Miss Day | Mrs Hooft Miss Knight Mrs Grainger Ms Jabbar | February to July 2018 September 2018 |



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| <p>Disadvantaged learners</p> <p>Pupil premium children are not making good progress</p> <p>Ensure that the evidence presented is able to demonstrate that the gap is narrowing</p> | <p>External Pupil premium review</p> <p>Review current barriers and provision (with all staff)</p> <p>Evidence impact of each spending area</p> | <p>The gap between disadvantaged and non-disadvantaged learners narrows significantly</p> <p>Staff have greater understanding and accountability for the progress of these pupils</p> | <p>Mrs Whittle</p> | <p>Mrs Howe</p> | <p>March 2018</p> <p>Monday staff meeting</p> |
| <p>SEND</p> <p>Ensure that the criteria for referral onto SEND cycle is clear and fully understood by all staff.</p> <p>Ensure that the data presented clearly identifies how the gap is narrowing in all year groups (SEND and non-SEND)</p> <p>Ensure that all staff within the Inclusion team have the opportunity to share good practice and</p> | <p>Review the referral and monitoring process.</p> <p>Training for all staff on the referral and monitoring process</p> <p>Training for all staff on using EHC's and IEP's to inform planning and the environment</p> <p>Environmental learning walk: identifying how EHC/ IEP pupils are being catered for i.e desks, 'visual aids, 'go to' areas.</p> <p>Review the role of LSA's/ TA's and other key personnel within the SEND team.</p> <p>Introduce weekly coaching sessions for all LSA's</p> | <p>The provision and support available for children with SEND is highly effective in narrowing the gap between SEND and non-SEND learners.</p> <p>Ensure that the staffing is flexible to meet the needs of all children</p> <p>Ensure that all of the LSA team have the skills to support the children effectively</p> <p>100% of all interventions observed are good or better</p> | <p>Mrs Manze</p> <p>Mrs Sillars</p> | <p>Ms Cullen</p> <p>Mrs Hooft</p> <p>Mrs Howe</p> | <p>February 2018</p> <p>Early March 2018</p> <p>Spring 1</p> <p>Spring 2</p> <p>Spring 1</p> |



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| develop their skills accordingly | | | | | Spring 2 (and then every fortnight) |
| <p>EYFS</p> <p>Current provision needs to be reviewed so as to ensure that all areas of learning are being fully catered for.</p> <p>Check that there is ample opportunity for children to independently learn and explore</p> | <p>Develop the outside learning space to facilitate greater opportunity for a range of child led learning opportunities.</p> <p>Review and develop the curriculum to ensure that significant opportunity is provided for independent, child led learning</p> <p>EYFS review (external)</p> | <p>Provision in EYFS is providing opportunity for children learn independently, initiate learning and explore 'the world' through play.</p> <p>The % of children achieving GLD is at least in line with national average.</p> | <p>Miss Nawaz</p> <p>Mrs Whittle</p> | <p>Mrs Hoof</p> <p>Ms Grainger</p> <p>Mrs Howe</p> | <p>March 2018</p> <p>March 2018</p> <p>May 2018</p> |
| <p>Leadership</p> <p>Ensure that all roles and responsibilities within the academy are clear to all stakeholders</p> | <p>Roles, responsibilities and accountabilities to be highlighted on an excel spreadsheet.</p> <p>Line management to be clarified and actioned.</p> <p>Fortnightly line management meetings scheduled - minutes and actions to be produced and communicated for all meetings</p> | <p>ALL leaders to be clear on their:</p> <ul style="list-style-type: none"> • Role • Responsibilities • Accountabilities | <p>Mrs Whittle</p> <p>Mrs Howe</p> | <p>Mrs Howe</p> <p>Mrs Whittle</p> <p>Mrs Barr</p> | <p>To be in place by 19th February 2018</p> |
| <p>Leadership</p> <p>Ensure that all leaders and aspiring leaders</p> | <p>Training needed for middle leaders – to look at NAML programme</p> | <p>As above</p> | <p>Miss Paulding</p> | <p>Teaching Trust staff</p> | <p>Possibly look at a cohort for September 2018</p> |



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| <p>have access to good quality training (that is pertinent to their stage of leadership development and role).</p> | <p>Coaching Training</p> <p>Be-spoke training: the role of a leader</p> <p>Leadership support programmes to be introduced (where appropriate)</p> | | <p>Mrs Howe</p> | <p>Ms Jabbar</p> <p>Leaders across the Trust</p> | <p>Spring Term</p> <p>Spring Term</p> |
| <p>Leadership</p> <p>Governance review recommended by Ofsted team</p> | <p>An external governor review to be commissioned</p> | <p>Clarity for governors on their role and responsibilities.</p> <p>Governors to highlight training requirements.</p> | | <p>Mrs Barr to commission review</p> | <p>TBC</p> |
| <p>Curriculum</p> <p>Ensure that the curriculum provides opportunity for creative, independent learning</p> <p>Ensure that the curriculum and timetable provides regular opportunity to develop Arts skills over a period of time (links to Arts Mark)</p> | <p>Establish a curriculum development group</p> <p>Workshops with staff to plan the creative curriculum for Summer 1</p> <p>Finalise and resource Summer Creative Curriculum</p> <p>Communicate the new curriculum to parents and put onto website.</p> <p>Review effectiveness through lesson observations, pupil voice and staff</p> | <p>The curriculum will provide opportunity for breadth, exploration and extended learning.</p> <p>All pupils will feel 'excited' about their learning and therefore levels of engagement will be very high.</p> <p>Occurrences of low level disruption will be very rare.</p> <p>Staff will feel invigorated and</p> | <p>Mrs Sillars Mrs Fagan Miss Paulding</p> <p>Curriculum Development group</p> | <p>Mrs Howe</p> <p>Miss Knight</p> | <p>February 2018</p> <p>Spring 1</p> <p>Spring 2</p> |



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| Behaviour for learning is poor in areas where lessons are uninspiring (content and activities) | feedback Finalise curriculum plans for Autumn Term | motivated by the opportunities that the new curriculum will bring. | | | June 2018 June 2018 |
| Communication A proportion of parents feel this is not good enough | TLA to look at means of regular and effective communication including: Improvements to website following a parent questionnaire Use of social media Introduce planners for Ks2 (in the first instance): communicate purpose to children, staff and parents Review the newsletter for parents Review email policy Review communication of key information for staff Information boards outside each of the entrances to the school | Improved communication with all stakeholders | Mr Boxhall Mrs Ludlow Senior Leaders Mrs Whittle | Mr Martin Mrs Howe | To commence from 19 th February Questionnaire: End of February End of February 2018 Spring 1 |
| Website | To be reviewed so that it is less | Improved communication with all | Mr Boxall | Mr Martin | To be reviewed |



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| <p>Review the information on the web site. Make necessary changes to ensure that it is:</p> <p>Easy to navigate</p> <p>Clear, up to date information</p> <p>Celebrates the successes of the children at TLA</p> <p>Represents the school (not so corporate)</p> | <p>“corporate” and more primary / in keeping with the community it serves</p> | <p>stakeholders</p> | <p>Mrs Whittle</p> | | <p>Spring Term 2 and in place by 16th April 2018</p> |
| <p>Documentation</p> <p>Ensure that the SEF reflects where we are now.</p> | <p>Re-write the SEF and ADP.</p> <p>Review and adjust SEF and ADP according to current evidence.</p> | <p>The SEF accurately reflects where the school is currently</p> | <p>Mrs Whittle</p> | <p>Mrs Howe</p> | <p>February 2018</p> <p>Easter 2018</p> <p>Whitsun 2018</p> <p>June 2018</p> <p>September 2018</p> |
| <p>Finance</p> <p>Appropriate spending needs to take place</p> | <p>Finance manager to be based on site</p> | <p>Finance manager to liaise regularly with HoS / EP to ensure money is allocated where needed.</p> | <p>Mrs Whittle</p> | <p>Mrs Barr</p> <p>Mrs Barker</p> | <p>To start 16th April 2018</p> |