

Rye College

IMPROVEMENT PLAN 2020-2021

Including Ofsted Improvement Priorities (June 2018)

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College Ofsted Improvement Priorities

What does the college need to do to improve further?

Trustees and leaders should take urgent action to improve pupils' outcomes, especially for disadvantaged pupils, pupils who have SEN and/or disabilities and most able pupils, by ensuring:

- There are well-thought-out strategies for the use of additional funding for disadvantaged pupils and for pupils who have SEN and/or disabilities;
- Specific pupil premium funding is used to improve the outcomes for disadvantaged pupils;
- Leaders and teachers plan and implement strategies that will help pupils with low levels of literacy and numeracy to catch up with their peers;
- Leaders and teachers plan and implement strategies that raise the levels of challenge in lessons for the most able pupils;
- Trustees regularly monitor and evaluate the use of the additional funding to check it is being used successfully.

Improve the quality of teaching, learning and assessment so that it is at least good by:

- Ensuring that assessment information is accurate;
- Using assessment information to plan learning that meets the needs of, and challenges, pupils, especially the most able pupils and disadvantaged pupils;
- Developing the skills and expertise of staff, particularly with regard to supporting disadvantaged pupils and pupils who have SEN and/or disabilities;
- Providing effective professional development, training and support for teachers, particularly in the use of questioning to develop pupils' thinking;
- Ensuring that pupils' misconceptions are addressed and that pupils understand how to improve their work;
- further improving teachers' practice in mathematics;
- Raising teachers' expectations of standards of presentation and of behaviour.

Strengthen the quality of leadership and management so it is at least good by making sure that:

- A sustainable and effective leadership and teaching structure is in place;
- The roles of middle leaders are further developed so that they can have a more positive impact on pupils' outcomes and on the quality of teaching;
- There is a well-thought-out strategy for improving rapidly the quality of teaching, learning and assessment;
- The management of behaviour improves further, including by embedding the expectations in behaviour policy so that they are understood by all and used effectively, by improving attendance and by reducing exclusion;
- The curriculum is equitable and meets pupils' different needs effectively;
- Staff performance is regularly monitored and reviewed, and colleagues are held more firmly to account for the quality of their work and for pupils' outcomes.

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.



College Improvement Plan

OBJECTIVE: IMPROVE EDUCATIONAL OUTCOMES FOR LEARNERS (COLLEGE)		
Strategic Intent	Strategic Action	How this will be achieved
Improve the quality of teaching, learning and assessment so that it is at least good.	Teachers plan and implement strategies that close the gaps of attainment for disadvantaged students with their peers.	1.1. Teachers use accurate and regularly moderated assessment information to plan learning that meets the needs of, and challenges, all groups of students. 1.2. Teachers use, share and record planned objectives (progression mapping/knowledge goals/vocabulary list) and assessment to check students' progression and acquisition of knowledge. 1.3. Teachers access and use evidence-based approaches, acquired through both directed and independent professional development, to inform their pedagogical practice. 1.4. Teachers plan and implement strategies – e.g. the 10 principles of instruction, tilting and homework -- that raise the rates of learning and knowledge acquisition of all students including the most-able. 1.5. Colleagues consistently apply the Behaviour Management Policy and use effective behaviour management strategies to secure an appropriate climate for learning. 1.6. There is a systematic focus on good attendance and punctuality with rigorous follow-up for those falling below expectations. 1.7. Teachers ensure all students have regular access and opportunities to read high-quality age appropriate books.
	Teachers plan and implement strategies that ensure that the most able meet their academic potential.	
	Teachers plan and implement strategies that ensure that SEND students make at least good progress.	
Improve the teaching of STEM		1.8. An agreed STEM curriculum and approaches to teaching ensure that students deepen their knowledge and understanding, and are challenged and stretched. 1.9. The STEM provision ensures increased engagement, progression and attainment across the curriculum, reflected in increased uptake of STEM destinations by students.
	Priority groups, including disadvantaged, catch-up and make similar or better progress to their peers as a result of precise and rigorous use of additional funding.	1.10. A well-thought out pupil premium strategy with effective, proven strategies and interventions is implemented, regularly reviewed and amended. 1.11. A well-thought out SEND strategy with effective, proven strategies and interventions is implemented, rigorously reviewed and amended. 1.12. Colleagues plan and implement strategies that help students with low levels of literacy and numeracy to catch up with their peers. 1.13. Bespoke intervention programmes, including the effective use of National Tutoring Programme, to close gaps in attainment for those who are behind their peers.
Strengthen the quality of leadership and management so it is at least good.	A sustainable and effective leadership and teaching structure is in place.	2.1. The self-evaluation is regularly updated in line with the most current data sets. 2.2. Curriculum leads make incisive decisions when deploying resources owing to increased use of relevant metrics, research and impact evidence. 2.3. MLs take full responsibility for monitoring and reporting on the impact of programmes of study, compliance, homework, marking and feedback, attainment and progress in students' books using the quality assurance cycle. 2.4. Colleagues are held firmly to account for the quality of their work and for students' outcomes.
	Continuing Professional Learning, training and coaching for teachers are effective and improve the quality of teaching, learning and assessment.	2.5. There is a well-thought out strategy for rapidly improving the quality of teaching, learning and assessment using evidence-based initiatives and proven intervention. 2.6. Leaders plan and implement strategies, including curriculum design, which raise the levels of challenge in lessons for the most able students. 2.7. Leaders plan and implement strategies that will help students with low levels of literacy and numeracy to catch up with their peers. 2.8. Leadership is effective as a result of leaders modelling consistently decisive and resolute action based on robust quality assurance.



		<p>2.9. Secondary collaboration secures consistent understanding of what students know, need to know and to do to attain at least minimum age-related knowledge base and expectation.</p> <p>2.10. Mentoring, professional coaching and effective training delivered internally and via BSC are in place to support new to Rye colleagues and develop ALL colleagues' practice.</p> <p>2.11. Embed good practice that set values, behaviours and attitudes to support mental health and well-being.</p>
	The management of behaviour and attendance improves.	<p>2.12. The behaviour management policy has increased expectations in class and out.</p> <p>2.13. The consistent application of the SEMH strategy – Rye Smart, Inside Out and behaviour management procedures -- has improved levels of learning, behaviour and attendance.</p> <p>2.14. Students' well-being, progress and next steps are supported through the consistent and effective use of a well-structured tutor programme, leading to improved learning, attendance, behaviour and higher expectations.</p> <p>2.15. Persistent absence reduces as provision, internal and tier three, supports families to increase attendance</p> <p>2.16. Colleagues effectively deploy third party agencies – such as Place2BE -- alongside in-school support to increase provision for student well-being.</p> <p>2.17. Therapeutic approaches are used to reduce the use of fixed term exclusions and minimise permanent exclusions.</p>
	Leaders develop, plan and deliver a curriculum, reflecting the vision and values of the Trust and College, which secures equity and increased outcomes for all students.	<p>2.18. RSHE curriculum meets the statutory requirements and is being taught.</p> <p>2.19. Ensure that all leaders can demonstrate the ways in which the curriculum is designed to realise educational beliefs and strategy.</p> <p>2.20. Ensure students, parents and teams have a clear understanding of the knowledge, including vocabulary, and skills all students are expected to acquire at each stage.</p> <p>2.21. Curriculum mapping secures appropriate and increased rates of progress for all students as they move into and through the College.</p> <p>2.22. All subject outcomes are at least in line with national averages for the year as a result of robust middle and senior leaders' monitoring of impact, tracking and quality of teaching and learning.</p> <p>2.23. Leaders develop schema/progression maps within all curriculum areas, which provide all students with secure, systematic and cumulative knowledge/vocabulary acquisition.</p> <p>2.24. Develop a curriculum that secures increased independent metacognitive skills and the development of reasoned argument and thought.</p> <p>2.25. Moderate student work to ensure both internal and external consistency of assessment and impact.</p>
Ensure all settings are popular and enjoy a good reputation.	Establish a clear strategy for pupil recruitment at all levels.	<p>2.26. A timely promotional campaign that strengthens the positive reputation of the College.</p> <p>2.27. Recruitment maximised from Rye Community Primary School.</p> <p>2.28. The school positively engage with local feeders, their children and families.</p>
	Engage stakeholders in the life of the school and the improvement process.	<p>2.29. Student leadership plays an active role in the growth of the schools.</p> <p>2.30. Families are regularly communicated with including updates on the improvement plan.</p> <p>2.31. Engagement and collaboration with regional partners further support the schools.</p> <p>2.32. School and AAC positively engage with the local community and key stakeholders.</p>