

# Rye College

## IMPROVEMENT PLAN 2021-2022

Including Ofsted Improvement Priorities (June 2018)

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# College Ofsted Improvement Priorities

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## 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

<b>A well-planned and ambitious curriculum is well taught, leading to successful learners</b>	
Strategic Action	Implementation Activities
Teachers plan and implement strategies that secure increased attainment for all students and close gaps for key groups.	<ol style="list-style-type: none"> <li>1. Utilise agreed strategies within their teaching – e.g. planned curriculum, the 10 principles of instruction, tilting and homework -- that raise the rates of learning and knowledge acquisition of all students including the most-able, SEN and disadvantaged students.</li> <li>2. Use accurate and regularly moderated assessment information to plan learning that meets the needs of, and challenges, all groups of students.</li> <li>3. Ensure that students respond to accurate, timely and meaningful feedback regularly.</li> </ol>
Leaders develop, plan and deliver a curriculum, reflecting our vision and values, which increases equity and improves outcomes for all students.	<ol style="list-style-type: none"> <li>1. Build students' knowledge and concept mapping through and across the curricula through mapping and design.</li> <li>2. Adjusted schemes of work to ensure that schema is impactful for progression and limits the impact of lost learning time.</li> <li>3. 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.</li> <li>4. Secure subject outcomes that 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.</li> </ol>
SEND make similar or better progress to their peers as a result of precise and rigorous use of additional funding.	<ol style="list-style-type: none"> <li>1. Implement a well thought out SEND strategy based on effective proven strategies and rigorous review.</li> <li>2. Secure outcomes across all subjects for students with SEND that 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.</li> </ol>
<b>A calm and ordered school environment enables all students to thrive and learn</b>	
The management of behaviour and attendance improves.	<ol style="list-style-type: none"> <li>1. Increase expectations of behaviour both inside and outside the classroom through the consistent application of the behaviour management policy.</li> <li>2. Employ strategies to improve levels of learning, behaviour and attendance. Ensure that key vulnerable groups are not disproportionately affected.</li> <li>3. Apply behaviour management strategies consistently to improve the climate of learning.</li> </ol>



<b>Students develop attributes and characteristics that support their learning and contribution to society</b>	
The impact of the personal development programme has a positive impact on students' learning and well-being.	<ol style="list-style-type: none"> <li>1. Improve students' personal development through consistent application of the SEMH strategy: Rye Smart and behavioural management policy</li> <li>2. Promote equity through an inclusive curriculum, College procedures and processes.</li> <li>3. Promote inclusion and equality through the celebration of diversity and development of cultural capital within the curriculum.</li> <li>4. Provide wider opportunities for students to engage and participate across the College Day.</li> <li>5. Develop and improve careers provision, using Gatsby benchmarks, to increase students' aspirations and knowledge of the working world.</li> </ol>
<b>A sustainable and effective leadership and teaching structure is in place</b>	
The roles of middle leaders are further refined so that they can have a more positive impact on pupils' outcomes and on the quality of teaching.	<ol style="list-style-type: none"> <li>1. Evaluate and adjust the curricula and pedagogical approaches as a result of quality assurance cycle.</li> <li>2. Improve outcomes for key groups with well-planned and implemented strategies that narrow gaps and increase attainment.</li> </ol>
Priority groups make similar or better progress to their peers as a result of precise and rigorous use of additional funding.	<ol style="list-style-type: none"> <li>1. Implement a well thought out catch-up strategy based on effective proven strategies and rigorous review.</li> <li>2. Implement a well thought out pupil premium strategy based on effective proven strategies and rigorous review.</li> <li>3. Close gaps in attainment for those disadvantaged by the pandemic using bespoke intervention programmes, including the National Tutoring Programme.</li> </ol>
Continuing Professional Learning, training and coaching for teachers are effective and improve the quality of teaching, learning and assessment.	<ol style="list-style-type: none"> <li>1. Embed Culture of Better practice into teaching practice through the CPLD and appraisal process</li> <li>2. Secure consistent understanding of what students know, need to know and to do to attain at least minimum age-related knowledge base and expectation through Secondary collaboration.</li> <li>3. Develop all colleagues' practice and support colleagues who are in their early career, using effective mentoring, professional coaching, and training provided internally and externally.</li> </ol>
Engage stakeholders in the life of the school and the improvement process.	<ol style="list-style-type: none"> <li>1. Communicate with families effectively about their children's learning and well-being, and the College's progress.</li> <li>2. Engage positively with the local community and key stakeholders, including the AAC.</li> </ol>
Staff mental health and well-being improves.	<ol style="list-style-type: none"> <li>1. Ensure students are taught by subject specialists and allocated teachers where interruption is minimised.</li> <li>2. Improve staff mental health and minimise absence rates as a result of a clear MHW strategy.</li> </ol>