

Rye Community Primary Academy

IMPROVEMENT PLAN 2022-23

Dream, Believe, Achieve.

Community Version

July 2022

Miss K Martin -Headteacher





Part A: Effective education

Objective	Intent	How this will be achieved	Accountability	Desired impact	Monitoring
Refine curriculum and pedagogy	a) Ambitious curricula delivered through meticulous pedagogical practice give all children and young people the knowledge, skills and cultural capital needed to succeed in life.	a) Complete the implementation of planned knowledge and skills rich curriculum, which reflects both the ethos of our school, vision and values and those of the Trust.	AHT	a) An ambitious curriculum which develops knowledge and skills for all groups of pupils and this is reflected in their outcomes- whether numerical data, quality of written work or an ever-increasing thirst for knowledge.	HT
	b) Improve early reading	b) Delivery of Little Wandle programme.	AHT	b) Pupils read with increasing fluency- this is reflected in the phonics tests results and the key stage 1 reading sats but also through pupils displaying a love of reading and accessing texts more readily.	HT
	c) Ensure that reading is the number one curriculum focus- if a child can't read they can't access anything else in the curriculum	c) Identify priority readers throughout the school and link these to whole school appraisal objectives	AHT/ English Lead		
	d) Strengthen the teaching of White Rose Mathematics and the mastery approach. Refining the teaching of Maths to ensure maximum opportunities to ensure gaps in knowledge are closed.	d) Teachers teach a mastery curriculum with increasing levels of confidence and competence	Maths Lead	c) The number of children who can't read age appropriate books fluently is decreasing. Overall reading outcomes have improved across the school.	AHT/HT
	e) Improve Maths fluency	e) Pupils are engaged in daily NCETM Mastering number lesson years 1-4 or Maths meetings.	Maths Lead		
	f) Develop subject leadership roles, so all leaders contribute effectively to curriculum planning and practice.	f) Subject leaders are able to lead their subject well, through monitoring of planning, delivery and assessment in their subject, to ensure continual improvement	Subject leaders	d) Gaps are closing in Maths and pupils are demonstrating a higher degree of mastery- when solving problems, they are able to apply learning from across a number of different maths concepts.	AHT/HT
	g) Improve the outdoor environments to enhance curriculum offer and learning environment provision.	g) This is a priority area for EYFS and KS1 - the environment should act as another teacher and become an enabling environment for children. Therefore, the outdoor areas need to be developed at pace, ensuring they are reflective of all curriculum areas and provide opportunity for safe, effective learning	All staff, in particular EYFS and KS1.		
	h) Parent partnership strengthened.	h) More opportunities to invite parents back into school after COVID. A broader range of questionnaires- more examples of "you said, we did"	SLT	e) Higher levels of numeracy evident across all pupil groups.	HT
	i) Rapid improvements in provision in the EYFS.	i) All new staff must ensure they understand the Intent, implementation and impact of the EYFS reforms and the foundation for which they build knowledge, skills and understanding	EYFS Lead	f) Strong subject leadership results in a planned for curriculum which develops knowledge and skills for all groups of pupils.	AHT/HT
	j) Pupils, parents and teachers have a clear understanding of the knowledge and skills all pupils are expected to acquire at each stage of their learning journey and how this is exhibited at each endpoint.	j) Endpoints are clearly defined and can be used as a measure of the knowledge and skills learned on the journey to that	AHT	g) Learning is richer and more engaging due to Improvements in outdoor learning provision.	HT
	k) All teachers use, share and record planned objectives and ongoing assessment to check pupils' understanding in order to inform teaching, help pupils embed and use knowledge fluently and develop understanding.			h) Parents are increasingly involved in their children's education and speak positively about the school.	HT
				i) Continual development is evident throughout all stages and areas of the progressive whole school curriculum, building from a solid foundation in EYFS.	HT
			j) Endpoints are used as a standardized way of ensuring that knowledge and skills have been learnt in a way where pupils can demonstrate they know more and have learned more,	HT	



		<p>endpoint for each NC subject. Planning needs to reflect the knowledge and skills needed to attain each end point.</p> <p>k) A systematic approach to planning and assessment is in place, ensuring there is complete coverage of knowledge and skills across the school and assessments are regularly updated and capture, with accuracy, what has been taught. Introduction of new Arbor assessments and ensuring that end of key stage expectations are clear to all.</p>	AHT/HT	<p>working toward a common goal, ensuring further knowledge and skills can be built upon this.</p> <p>k) The planning and assessment cycle is effective, leading to a well taught curriculum which leads to improving outcomes.</p>	HT
Create the climate for optimal learning	<p>a) Tackling disadvantage is addressed through assertive action to enable equality of opportunity for all children and young people. Improve outcomes for vulnerable learners</p> <p>b) Refine effective mental health and wellbeing strategies for all pupils – by continuing to develop ‘Therapeutic Thinking’ approach to improve behaviour management, drive behaviour for learning</p> <p>c) Pupils with emerging mental health needs are directed to the services most appropriate to support</p> <p>d) Pupils develop core strands such as teamwork, friendship, conflict resolution and exercise during playtimes; the sports premium strategy supports this work.</p> <p>e) Teaching assistants are effective in their role and demonstrate a clear positive impact on the improvement of T and L.</p>	<p>a) Refining self-evaluation processes to take greater account of the outcomes for those who are disadvantaged or have SEN and/or disabilities; Refine and develop strategy for vulnerable learners, including those with SEND, EAL and those who are disadvantaged. Use systematic approaches to the identification of vulnerable learners and the relentless focus on ensuring that there are specific targets in place to help them to achieve. Enhancing the provision for pupils who have SEN and/or disabilities so they make good progress both in class and during any additional interventions;</p> <p>b) Teach children that good behaviour comes from within- they behave well because it is the right thing to do- not because they are being reminded to do it.</p> <p>c) Access mental health support for low to medium risk children from within the new LA Mental Health hub situated in the school. Continue to refer higher risk cases to camhs</p> <p>d) Staff trained in positive play assisting pupils to manage conflict in a constructive way on the playground and to engage children in more physically active activities</p> <p>e) Teaching Assistants to access further training and support to improve the quality</p>	<p>IL</p> <p>IL/AIL</p> <p>IL/AIL/FLO/HT</p> <p>IL/AIL</p>	<p>a) Accurate Self – Evaluation has driven school improvement and provision for all groups of children and as a result, outcomes, including rates of progress, for all groups of learners have improved. Vulnerable learners have had a systematic approach applied to each stage of their learning journey which results in a more personalized school experience allowing them to make good progress.</p> <p>b) Pupil wellbeing is recognised as an integral part of school improvement and facilitates the raising of academic standards. Behaviour for learning is improved resulting in better progress in lessons, general behaviour is improved with fewer behaviour incidents recorded by staff members.</p> <p>c) Children with mental health needs are able to access support as a preventative measure to prevent the escalation of their need and ensure the best quality of care applicable at the time.</p> <p>d) Children’s engagement and enjoyment levels are increased (evidenced through pupil voice). Incidents of poor playtime behaviour are reduced as a result of enrichment. Children demonstrate more positive social and physical skills as a result of active team games.</p>	<p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p>



		and impact of their role. TA's to be more supported or held to account when they fail to meet expectations or targets.	IL	e) Teaching Assistants are demonstrating a measurable positive impact on individual learners and groups of learners.	
Strengthen attitudes and reputation	<p>a) Improve attendance and punctuality for all pupils with a focus on priority groups; SEND, PP and PA</p> <p>b) Aspirational attitudes to learning together with high attendance lead to, and result from, a reputation as a first-choice provider of education amongst families and wider community. Linked throughout to our Dream, Believe, Achieve statement.</p>	<p>a) Refine effective strategies and approaches for all pupils – by continuing to develop 'Therapeutic Thinking', attendance rewards, reminders for parents RE poor attendance, following the attendance improvement strategy, working with new EWO service- WPA.</p> <p>b) Continue the attendance drive and celebrate each success. Celebrate all achievements publicly to continue to enhance our reputation.</p>	<p>HT</p> <p>IL/AO</p>	<p>a) Attendance and punctuality have improved for all groups, including priority groups. Academic results will improve overtime as the children are in school learning more frequently- leading to ever increasing academic ability and outcomes.</p> <p>b) We are the first-choice provider in the area.</p>	<p>EHT</p> <p>HT</p>
Sustain rigorous quality assurance	<p>a) Practises and processes that systematically monitor all aspects of our work through scrutiny, audit and review are used to detect, assess and correct variations outside agreed standards.</p> <p>b) Quality Assurance Monitoring ensures that support, challenge and intervention are put in place effectively.</p> <p>c) Teachers have a shared understanding of both minimum expectation and aspirations for all pupils and how to achieve these.</p>	<p>a) Clear monitoring schedule is in place, which focuses on key areas for monitoring, it is realistic and achievable.</p> <p>b) All leaders at all levels regularly and rigorously undertake quality assurance practices and are able to use this data to support and challenge; improving the quality of T and L and outcomes.</p> <p>c) Moderation practices enable teachers to recognise and teach to the expected standards.</p>	<p>HT</p> <p>Leaders</p> <p>AHT</p>	<p>a) All staff understand the need for monitoring and as a consequence of clear systems and procedure, monitoring is fit for purpose, is effective and is seen as an integral part of what we do.</p> <p>b) Expectations are aligned and understood across the school; leading to clear progression and high expectations for all pupils regardless of their starting point.</p> <p>c) There is less in school variation.</p>	<p>EHT</p> <p>HT</p> <p>HT</p>
Attract and retain strong practitioners	a) High performing individuals at every level of the organisation result from a sustained investment in recruitment, performance management and professional development.	a) Continued investment in effective colleague induction, CPD arising from the annual appraisal process and staff are given time to fulfil these. Provide professional support, supervision coaching and mentoring for all colleagues to embed the curriculum delivery and associated pedagogies. Strategies to invest	HT	a) More applicants apply to any vacancies at the school. Colleagues feel supported and invested in, they have trialed a range of new CPD strategies to develop their practice and as a result of this, their practice is improving and is more secure. This high-quality training has been implemented and developed across	EHT



		<p>in staff professional development and wellbeing are in place to ensure that staff can be up-skilled and developed in a supportive culture, Tom Sherrington's "Walk-Thru" process is a key part of this.</p>		<p>the school- ensuring a cohesive and equitable approach to school improvement.</p>	
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Part B: Efficient academies

Objective	Intent	How this will be achieved	Accountability	Desired impact	Monitoring
Access high-quality resources	Environment, buildings and resources underpin an excellent educational experience.	Investing in the development of our EYFS and KS1 areas. Ensuring the careful auditing, planning and utilizing of our current resources in the most effective way.	HT	The Educational experience the children received is improved due to the environment and resources that the children have access to.	EHT
Deploy first-rate systems	Insightful and accurate knowledge and information about our performance reduces uncertainty and makes decision-making more focused, rational, timely and efficient.	Training of middle and subject leaders ensuring consistent approaches and expectations across this group, has an increasingly positive impact on pupil outcomes and on the overall quality of teaching.	HT	The quality of Teaching, Learning and Assessment is improved across the school. Leaders demonstrate that through their leadership, they have been able to have a positive impact on QTL and pupil outcomes as evidenced by their appraisal, fulfilment of SIP priorities.	EHT
Value all	Good health and well-being, diversity and inclusivity are key enablers for positive working environments, constructive employee engagement and ideal organisational performance.	Improve wellbeing and reduce workload across the school. Academy systems will ensure that a healthy work-life balance is obtainable for all colleagues and promotes colleague's wellbeing. Colleagues' well-being and mental-health is promoted through implementation of the trust strategy. Continue to work with the Trust EDI team to ensure that inclusivity is at the heart of all we do.	HT	Colleagues report higher satisfaction levels in relation to work/life balance. Colleagues recognise that at school and Trust level, their mental health and wellbeing is supported well. All feel included and welcome regardless of the diversity of background or need.	EHT
Ensure financial stability	Prudent management of the school budget including equitable distribution of resources underpin our current and future security, development and growth.	Finances are kept within budget and spending is focused on ensuring the delivery of the best outcomes for children.	HT/SBM/EHT	The budget has been managed to ensure the curriculum is effectively resourced to enhance the curriculum offer resulting in better outcomes for all pupils.	CFO
Deepen a culture of good governance	Good governance oversees the delivery of highly effective education so our families and wider community consistently experience excellence.	Continue to develop the AAC- including embedded the working relationship with the new chair and vice chair	HT	The AAC is supporting and challenging the school to make long term, sustainable improvements and operates as an integral part of the school.	EHT