

# Rye Community Primary School

## IMPROVEMENT PLAN 2020-2021

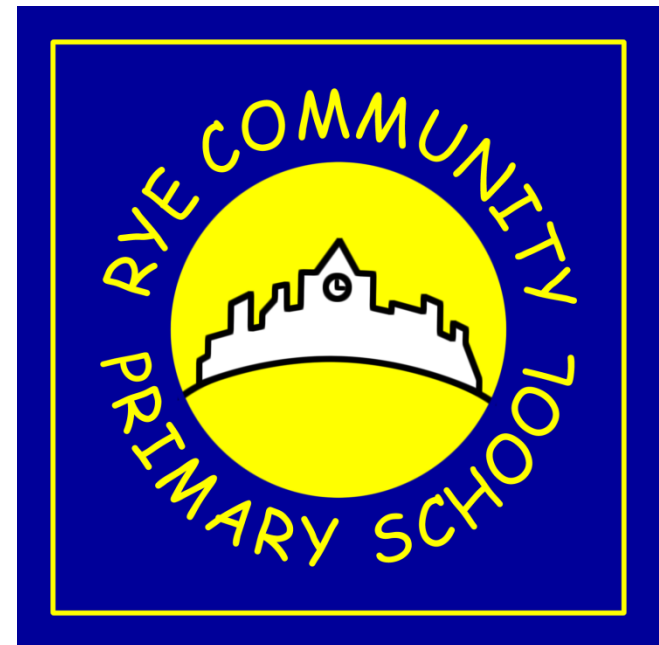
*For our families and community*

**Including Ofsted Improvement Priorities (June 2018)**

**September 2020**

Head of School – Kelly Martin

Executive Headteacher – Barry Blakelock





# Primary Ofsted Improvement Priorities

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## What does the primary school need to do to improve further?

Trustees and leaders should take urgent action to improve the outcomes for disadvantaged pupils in key stages 1 and 2 by ensuring:

- There is a well-thought-out and evidenced pupil premium strategy;
- All specific pupil premium funding is used to improve the outcomes for disadvantaged pupils;
- Leaders and teachers plan and implement strategies that will help disadvantaged pupils catch up with their peers in reading, writing and mathematics;
- Trustees regularly monitor and evaluate the use of the pupil premium funding to check it is successfully being used for its intended purpose.

Improve the quality of teaching, learning and assessment so 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, all groups of pupils;
- Tracking the progress of pupils from their starting points to check that those who have fallen behind are catching up and that the most able are challenged;
- Further developing teachers' practice when teaching mathematics so that learning includes an appropriate balance of fluency, problem solving and reasoning to help pupils deepen their mathematical understanding;
- Checking that pupils who have SEN and/or disabilities are given appropriate work and have the opportunity to work regularly with teachers as well as teaching assistants.

Improve leadership and management so it is at least good by:

- Ensuring that trustees systematically hold senior leaders to account for pupils' outcomes;
- Using a range of strategies to accurately evaluate the quality of teaching over time;
- Refining self-evaluation processes so they take greater account of the outcomes for different groups of pupils currently in the school, including those who are disadvantaged or have SEN and/or disabilities;
- Enhancing the provision for pupils who have SEN and/or disabilities so that they make good progress both in class and during any additional interventions;
- Making sure all middle leaders have the necessary skills and experience to fulfil their roles successfully.

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.

Ofsted Report, January 2018



STRATEGIC OBJECTIVE: IMPROVE EDUCATIONAL OUTCOMES FOR ALL LEARNERS		
Strategic Intent	Strategic Action	How this will be achieved
<b>TAKE ALL NECESSARY ACTION TO RE-ESTABLISH HIGH QUALITY EDUCATION IN LIGHT OF THE CORONAVIRUS PANDEMIC.</b>		
Develop Quality First teaching that leads to continual improvement.	Complete the implementation of curriculum which reflects both the ethos of our school, vision and values and those of the Trust.	<ul style="list-style-type: none"> <li>a. Continue to develop progression models, within subjects and across the curriculum, which provide all pupils with secure, systematic and cumulative knowledge acquisition, which leads to a deep body of transferable knowledge.</li> <li>b. Sequence learning effectively to build on what has been learnt previously, embed key concepts, develop long-term memory and enable pupils to fluently apply knowledge as skills.</li> <li>c. Design a curriculum that leads to better outcomes for pupils.</li> <li>d. Put in place a coherent and cohesive English Curriculum.</li> <li>e. Review and enhance all aspects of learning related to reading acquisition, widening experience and reading for pleasure so all pupils, including the most vulnerable, can access all areas of learning. Ensure learners of all ages have regular opportunities to read high-quality age appropriate books.</li> <li>f. Strengthen the teaching of White Rose Mathematics and the mastery approach.</li> <li>g. Develop new subject leadership roles so all leaders contribute effectively to curriculum planning and practise.</li> <li>h. Meet new RSHE requirements.</li> </ul>
Develop Quality First teaching that leads to continual improvement.	Prioritise strategies focused on individuals' learning potential, including enhanced assessment practices to maintain high quality education for all.	<ul style="list-style-type: none"> <li>a. Develop effective transition strategies, expectations and information between teachers, classes, years and phases so all pupils continuously progress well in their learning and development, particularly in new mixed year classes.</li> <li>b. Ensure 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.</li> <li>c. Refine feedback and assessment practices so that they relate directly to the day to day teaching and learning, allowing pupils to participate actively in both the learning and feedback/ assessment process.</li> <li>d. Refine actions used to review the progress of individuals and groups of pupils across subjects and year groups so that support, challenge and intervention is put in place effectively.</li> <li>e. Moderation practices provide teachers with the training they need to recognise and teach to the appropriate standards expected at each level and ensure that teachers have a shared understanding of both minimum expectation and aspirations for all pupils and how to achieve these.</li> <li>f. Ensure 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 national curriculum endpoint.</li> <li>g. Ensure parents and pupils receive detailed information which helps individual pupils to learn more effectively.</li> </ul>
Develop Quality First teaching that leads to continual improvement.	Improve outcomes for vulnerable learners through strong leadership and collaboration.	<ul style="list-style-type: none"> <li>a. Develop strategy for learners with SEND, EAL and those who are disadvantaged including enhanced information, advice and guidance to raise ambition for all learners, particularly in light of any developmental plateauing due to COVID lockdown.</li> <li>b. Implement effective mental health and wellbeing strategies for all pupils - introduce new 'Therapeutic Thinking' approach to improve behaviour management and reduce the number of FTE.</li> <li>c. Improve attendance and punctuality for all pupils but in particular the priority groups (especially in light of school closure).</li> <li>d. Pupil wellbeing is recognised as an integral part of school improvement and facilitates the raising of academic standards.</li> <li>e. All stakeholders understand the vision of the school is to ensure that all pupils "dream, believe and achieve."</li> </ul>



Attract, recruit and retain colleagues of the highest standard.	Continued investment in effective professional development, colleague induction and wellbeing.	<ul style="list-style-type: none"> <li>a. Develop a robust induction programme including tailored support for our NQT and ensure all new colleagues are well-supported, including clarifying specific support for mental health and wellbeing.</li> <li>b. Mentoring and professional coaching are in place to support new to Rye colleagues and develop ALL colleagues' practice, within a coaching culture.</li> <li>c. Ensure colleagues have clear CPD opportunities arising from the annual appraisal process and are given time to fulfil these.</li> <li>d. Provide professional support, coaching and mentoring for all colleagues to embed the curriculum delivery and associated pedagogies.</li> <li>e. The school has in place a strategy to invest in staff professional development and wellbeing and ensure that staff can be up-skilled and developed in a supportive culture.</li> </ul>
	Develop a stable and highly effective community of leaders and classroom practitioners.	<ul style="list-style-type: none"> <li>f. There is a well-thought out strategy for rapidly improving the quality of teaching, learning and assessment using evidence-based initiatives and proven intervention. Leadership is effective as a result of leaders modelling consistently decisive and resolute action based on robust quality assurance.</li> <li>g. Leaders plan and implement strategies, including curriculum design, which raise the levels of challenge in lessons for the most able students.</li> <li>h. Leaders plan and implement strategies that will help students with low levels of literacy and numeracy to catch up with their peers.</li> </ul>
	Improve wellbeing and reduce workload across the school.	<ul style="list-style-type: none"> <li>i. Academy systems will ensure that a healthy work-life balance is obtainable for all colleagues and promotes colleague's wellbeing.</li> </ul>
Secure effective leadership capacity.	Continue to improve the quality of leadership.	<ul style="list-style-type: none"> <li>a. Using a range of strategies to accurately evaluate the quality of teaching over time;</li> <li>b. Refining self-evaluation processes so they take greater account of the outcomes for different groups of pupils currently in the school, including those who are disadvantaged or have SEN and/or disabilities;</li> <li>c. Enhancing the provision for pupils who have SEN and/or disabilities so that they make good progress both in class and during any additional interventions;</li> <li>d. Making sure all middle leaders have the necessary skills and experience to fulfil their roles successfully, including maintaining a subject or phase budget.</li> <li>e. Middle leaders are utilised more effectively to support and develop individuals.</li> <li>f. Opportunities are in place for a wider range of staff to engage with professional qualifications.</li> <li>g. Continue the commitment for all executive leaders to undertake NPQEL; HTs to secure NPQH and DHTs to be encouraged to undertake NPQH qualifications.</li> </ul>
	Continue to develop robust governance.	<ul style="list-style-type: none"> <li>h. Continue to develop the AAC.</li> </ul>