

# Rye Community Primary School

## IMPROVEMENT PLAN 2019-2020

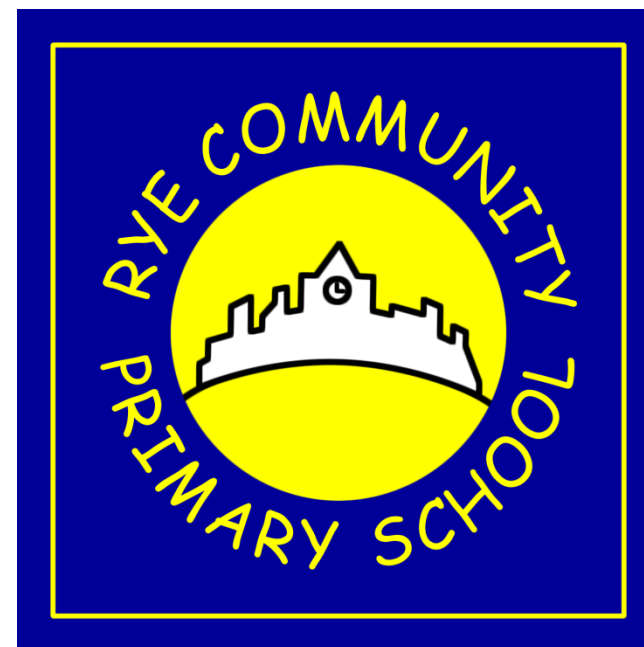
*For our families and community*

Including Ofsted Improvement Priorities (June 2018)

September 2019

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.



# Primary Improvement Plan

STRATEGIC OBJECTIVE 1: IMPROVE EDUCATIONAL OUTCOMES FOR ALL LEARNERS		
Strategic Intent	Strategic Action	How this will be achieved
Develop Quality First teaching leads to continual improvement.	Develop and embed curriculum to reflect ethos, vision and values and those of the Trust.	<ul style="list-style-type: none"> <li>a. Develop the new leadership roles so that all leaders contribute effectively to curriculum planning and practice.</li> <li>b. 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>c. 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>d. Develop knowledge of ideas and concepts across all subjects so that pupils have the skills to make connections, solve problems, utilise knowledge and develop reasoned argument and thought.</li> <li>e. 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>f. Ensure learners of all ages have regular opportunities to read age appropriate and high-quality books.</li> </ul>
	Improve assessment practices so that they support high quality education for all pupils.	<ul style="list-style-type: none"> <li>g. Develop effective transition strategies, expectations and information between teachers, classes, year groups and key stages so that all pupils continuously progress well in their learning and development.</li> <li>h. 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>i. Refine assessment practices so that they relate directly to the day to day teaching and learning, allowing pupils to participate actively in the learning and assessment process.</li> <li>j. 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>k. Refine moderation practices so that teachers have a shared understanding of both minimum expectation and aspirations for all pupils and how to achieve these.</li> </ul>
	Improve outcomes for vulnerable learners through strong leadership and collaboration.	<ul style="list-style-type: none"> <li>l. Develop strategy for learners with SEND, EAL and those who are disadvantaged</li> <li>m. Meet the needs of disadvantaged pupils utilising collaboration with other academies in the Trust.</li> <li>n. Enhance information, advice and guidance to raise ambition for all learners.</li> <li>o. Introduce new Behaviour Management approach.</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>p. Develop a robust induction programme and ensure all new colleagues are well-supported.</li> <li>q. Provide professional support, coaching and mentoring for all colleagues to embed the curriculum delivery and associated pedagogies.</li> </ul>
	Develop a stable and highly effective community of leaders and classroom practitioners.	<ul style="list-style-type: none"> <li>r. Ensure colleagues have clear CPD opportunities arising from the annual appraisal process and are given time to fulfil these.</li> </ul>
Secure effective leadership capacity.	Further improve the quality of leadership.	<ul style="list-style-type: none"> <li>s. Using a range of strategies to accurately evaluate the quality of teaching over time.</li> <li>t. 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>u. 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> </ul>
	Further develop robust governance	<ul style="list-style-type: none"> <li>v. Making sure all middle leaders have the necessary skills and experience to fulfil their roles successfully.</li> <li>w. Establish AAC at Rye Community Primary School.</li> </ul>