

Rye Community Primary School

IMPROVEMENT PLAN 2021-2022

Including Ofsted Improvement Priorities (June 2018)

September 2021

Head of School – Kelly Martin
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Primary Ofsted Improvement Priorities

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 1: IMPROVE EDUCATIONAL OUTCOMES FOR ALL LEARNERS

Strategic	Strategic Action	How this will be achieved	Impact
TAKE ALL NECESSARY ACTION TO RE-ESTABLISH HIGH QUALITY EDUCATION IN LIGHT OF THE CORONAVIRUS PANDEMIC.			
<p>Develop Quality First teaching that leads to continual improvement.</p>	<p>Complete the implementation of curriculum which reflects both the ethos of our school, vision and values and those of the Trust.</p>	<ul style="list-style-type: none"> a. 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. Ensuring learners of all ages have regular opportunities to read high-quality age appropriate books. b. 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. c. Develop subject leadership roles, so all leaders contribute effectively to curriculum planning and practise. d. Planning strengthened with explicit cross-curricular links in place to enhance English and Maths teaching. e. Strategies which raise the levels of challenge in lessons are planned and implemented across the school. f. Improve the outdoor environments to enhance curriculum offer and learning environment provision. g. Parent partnership strengthened. h. Colleagues develop the curriculum in line with the mission, vision and values of the academy. i. To ensure that all staff understand the intent, implementation and impact of the new EYFS reforms and the foundation for which they build knowledge, skills and understanding for continual development throughout all stages and areas of the progressive whole school curriculum. 	<ul style="list-style-type: none"> a. Reading skills will have developed as a result of both reading for pleasure and targeted teaching of reading skills. b. Teachers can teach a mastery curriculum with increasing levels of confidence and competence resulting in a knowledge gaps closing and higher levels of numeracy evident across all pupil groups as a direct result of Mastery teaching. c. Strong subject leadership results in a planned for curriculum which develops knowledge and skills for all groups of pupils and subject leaders are able to lead their subject well to ensure continual improvement. d. English and Maths skills are embedded across all areas of the Curriculum and this is evident in the quality of transferrable skills from English and Maths into other subject areas. e. Pupils are making accelerated progress and deepening their skills and knowledge across a wide range of subjects as a direct impact of the increased challenge in lessons. f. Learning is richer and more engaging due to Improvements in outdoor learning provision. g. Parents are increasingly involved in their children’s education and speak positively about the school. h. All stakeholders can converse how the curriculum offer has been developed in line with the mission, values and vision of the academy and to what positive effect. i. The new EYFS curriculum has had a positive impact on pupil outcomes.



<p>Develop Quality First teaching that leads to continual improvement.</p>	<p>Prioritise strategies focused on individuals' learning potential, including enhanced assessment practices to maintain high quality education for all.</p>	<ul style="list-style-type: none"> a. Effective transition strategies, expectations and information between teachers, classes, years and phases enabling all pupils to continually progress well in their learning and development. b. Embedding of the Village approach in EYFS, strengthens the cohesion between Pugwash nursery and the Reception classes. c. 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. d. Middle leaders (phase and subject) take ownership of assessment data and next steps. Feedback and assessment practices are refined. e. Middle leaders monitoring ensures that support, challenge and intervention is put in place effectively. f. Moderation practices enable teachers to recognise and teach to the expected standards. Teachers have a shared understanding of both minimum expectation and aspirations for all pupils and how to achieve these. g. 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. 	<ul style="list-style-type: none"> a. The content and pace of learning has continued momentum as a result of quality transition and all children's needs are met appropriately as a result of this. b. As a result of the Village approach a greater number of pupils meet ARE. c. A4L strategies are resulting in the closing of learning gaps and an increased pace of learning. d. Middle leaders understand their role in using data to improve outcomes and are able to use this data to support and challenge their teams to ultimate improve the quality of T and L and improve outcomes. e. Middle leaders understand their role in using improve outcomes and are able to use this data to support and challenge their teams to ultimate improve the quality of T and L and improve outcomes. f. Expectations are aligned and understood across the school; leading to clear progression and high expectations for all pupils regardless of their starting point. g. All stakeholders understand the expectations of each end point and work cohesively to attain them
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<p>Develop Quality First teaching that leads to continual improvement.</p>	<p>Improve outcomes for vulnerable learners through strong leadership and collaboration.</p>	<ul style="list-style-type: none"> 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. b. Robust assessment data is used to implement strategies that raise the levels of challenge in lessons for the most-able pupils and those with Prior higher attainment. c. Implement effective mental health and wellbeing strategies for all pupils – by continuing to develop ‘Therapeutic Thinking’ approach to improve behaviour management, drive behaviour for learning, improve attendance, including for PA group and reduce the number of FTE. Pupil wellbeing is recognised as an integral part of school improvement and facilitates the raising of academic standards. d. Improve attendance and punctuality for all pupils with a focus on priority groups; SEND, PP and PA (especially in light of school closure as these key vulnerable groups are disproportionately affected by absence and exclusions, prior to COVID and exacerbated by COVID). e. Staff trained in positive play assisting pupils to manage conflict in a constructive way on the playground and to engage children in more activities which will allow them to practise and develop core strands such as teamwork, friendship, exercise, the sports premium strategy supports this work. f. All stakeholders understand the vision of the school is to ensure that all pupils “dream, believe and achieve.” 	<ul style="list-style-type: none"> a. The gap for the disadvantaged groups is decreasing. b. This particular group of children have made accelerated progress and have deepened their knowledge and skills by the application of learning in different contexts. c. Behaviour for learning is improved resulting in better progress in lessons, general behaviour is improved with fewer behaviour incidents recorded by staff members. PA and FTE numbers are reducing. d. Attendance and Punctuality have improved for all groups included the most vulnerable groups and this is having a positive impact on improved academic outcomes. e. 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. f. Dream, Believe and Achieve is an ethos which permeates every area of school life and raises aspirations and achievements for all key stakeholders.
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<p>Attract, recruit and retain colleagues of the highest standard.</p>	<p>Continued investment in effective professional development, colleague induction and wellbeing.</p>	<p>a. Mentoring and professional coaching are in place to support colleagues and develop practice, within a coaching culture.</p> <p>b. Colleagues have clear CPD opportunities arising from the annual appraisal process and are given time to fulfil these.</p> <p>c. Provide professional support, coaching and mentoring for all colleagues to embed the curriculum delivery and associated pedagogies. Strategies to invest 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>a. Colleagues feel supported and have trialled a range of new strategies to develop their practice.</p> <p>b. Colleagues feel invested in and as a result of CPD investment their practice is improving and is more secure.</p> <p>c. High quality training has been implemented and developed across the school- ensuring a cohesive and equitable approach to school improvement.</p>
	<p>Develop a stable and highly effective community of leaders and classroom practitioners.</p>	<p>d. A well-thought out strategy for rapidly improving the quality of teaching, learning and assessment using evidence-based initiatives and proven intervention.</p> <p>e. Training of middle leaders ensuring consistent approaches and expectations across this group, has an increasingly positive impact on pupil outcomes and on the overall quality of teaching.</p> <p>f. Leaders plan and implement strategies, including curriculum design, which raise the levels of challenge in lessons for the most able students and offer support for those who are academically less able.</p> <p>g. Leaders plan and implement strategies that will help students with low levels of literacy and numeracy to catch up with their peers.</p>	<p>d. The quality of Teaching, Learning and Assessment is improved across the school.</p> <p>e. Middle 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.</p> <p>f. All groups of learners have the opportunity to access a broad curriculum which is appropriately pitched to ensure that learners of all abilities are able to make good progress.</p> <p>g. The knowledge and skills gap for pupils with lower levels of literacy and numeracy is closing.</p>
	<p>Improve wellbeing and reduce workload across the school.</p>	<p>h. Academy systems will ensure that a healthy work-life balance is obtainable for all colleagues and promotes colleague's wellbeing.</p> <p>i. Colleagues' well-being and mental-health is promoted through implementation of the trust strategy.</p>	<p>h. Colleagues report higher satisfaction levels in relation to work/life balance.</p> <p>i. Colleagues recognise that at school and Trust level, their mental health and wellbeing is supported well.</p>



STRATEGIC OBJECTIVE 2: DEVELOP THE SCHOOL TO CONTINUE TO CREATE A SUSTAINABLE AND EFFECTIVE WELL - RESOURCED COMMUNITY SCHOOL

Strategic	Strategic Action	How this will be achieved	Impact
Secure effective leadership capacity.	Continue to improve the quality of leadership.	<ul style="list-style-type: none"> a. Using a range of strategies to accurately evaluate the quality of teaching over time; 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; 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; d. Making sure all middle leaders have the necessary skills and experience to fulfil their roles successfully, including maintaining a subject or phase budget. Middle leaders are utilised more effectively to support and develop both the curriculum and individuals. Further work is needed to develop the roles of middle leaders so that they can have an increased positive impact on pupils' outcomes and on the quality of teaching, through a robust curriculum. e. Opportunities are in place for a wider range of staff to engage with professional qualifications. <p>Teaching Assistants need further training and support to help them to improve the quality and impact of their role. TA's need to be more supported or held to account when they fail to meet expectations or targets.</p>	<ul style="list-style-type: none"> a. An effective implemented monitoring schedule has ensured that the quality of teaching overtime has been accurately assessed and used to inform further improvements to the general quality of T and L b. Accurate Self – Evaluation has driven school improvement for all groups of children and as a result outcomes for all groups of learners have improved. c. Provision is improved for SEND learners resulting in better outcomes, including improved rates of progress. d. Middle leaders have managed their budget effectively to resource and enhance their curriculum offer resulting in better outcomes for pupils they are accountable for. e. Phase leaders will be in a good position in regards to submitting their NPQ's during the next academic year. As a result of their projects they will be leading positive improvements throughout the school. <p>Teaching Assistants are demonstrating a measurable positive impact on individual learners and groups of learners.</p>
	Continue to develop robust governance.	Continue to develop the AAC.	The AAC is supporting and challenging the school to make long term, sustainable improvements and operates as an integral part of the school.