

Rye Community Primary School

IMPROVEMENT PLAN 2018-2019

For our families and community

Including response to Ofsted Inspection June 2018

October 2018

Head of School – Kelly Martin

Executive Headteacher – Barry Blakelock





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.



Primary Improvement Plan

OBJECTIVE 1: IMPROVE EDUCATIONAL OUTCOMES FOR LEARNERS (PRIMARY)		
Strategic Intent	Strategic Action	How this will be achieved
Improve the quality of teaching, learning and assessment so it is at least good.	Specific barriers for SEND and disadvantaged pupils are tackled and all pupil premium and SEND funding is used precisely and rigorously.	<ul style="list-style-type: none"> • A well-thought out pupil premium strategy with effective, proven strategies and interventions is implemented, regularly reviewed and amended. • Appointment of new 'Inclusion Leader' and continued implementation of SEND review findings ensure colleagues are up-skilled to support the four broad areas of need. • Provision mapping for SEND and disadvantaged pupils ensures appropriateness and impact of provision is regularly assessed. • A new behaviour policy focusing on Rye SMART approaches to learning leads to consistently high expectations. • Teacher's consistently use non-negotiable classroom standards to create clear routines. • Systematic focus on good attendance and punctuality with rigorous follow-up for those falling below expectations.
	<p>Teachers plan and implement strategies that will help disadvantaged pupils catch up with their peers in reading, writing and mathematics.</p> <p>Enhance the provision for those who have SEN and/or disabilities so that they make good progress both in class and during any additional interventions.</p>	<ul style="list-style-type: none"> • Teachers use accurate assessment information to plan learning that meets the needs of, and challenges, all groups of pupils. • Teachers track the progress of pupils from their starting points to check that those who are behind the expected standard are catching up and the most able are challenged. • Assessments are quality assured through regular in-school and cross-trust moderation for all year groups. • Teachers plan appropriate work for pupils who have SEND including opportunities to work regularly in small groups with teachers as well as teaching assistants. • Teacher's plan effective homework with very high response rate.
	Improve the teaching of English, Maths and Science.	<ul style="list-style-type: none"> • Mathematics teaching develops an appropriate balance of fluency, problem solving and reasoning so that pupils deepen their mathematical understanding by teachers consistently following the principles of AET mathematics. • Vocabulary, spelling and language is taught explicitly. • Introduction of new whole class reading scheme at KS2 and ensuring pupils have access to a wide range of age-appropriate reading books. • Writing at upper KS2 is modelled through shared and guided writing and there are increased opportunities to write at length and with a greater depth of understanding. • New Science curriculum and introduction of Science assessments in target tracker. • Training in English, Maths and Science is tailored to individual needs.



OBJECTIVE 1: IMPROVE EDUCATIONAL OUTCOMES FOR LEARNERS (PRIMARY)		
Strategic Intent	Strategic Action	How this will be achieved
Improve leadership and management so it is at least good.	Refine self-evaluation processes to 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.	<ul style="list-style-type: none"> The self-evaluation is regularly updated in line with the most current data sets. A robust quality assurance and reporting model hold leader to account at all levels. Pupil Progress meetings are redesigned and adhered to so that they allow leaders to rigorously monitor and assess the impact of provision for all pupils including specific groups. Colleagues understand their responsibilities with regard to school improvement. A robust system of appraisal ensures colleagues understand their role and feel accountable for delivery of the improvement plan. Appraisal objectives including those for middle leaders clearly reference the raised expectations for pupil outcomes including specific groups. Teaching, learning and assessment provision is judged by triangulating data, outcomes in books and observation.
	Use a range of strategies to accurately evaluate the quality of teaching over time.	
	Trustees systematically hold senior leaders to account for pupils' outcome.	
	Ensure all middle leaders have the necessary skills, tools and training to fulfil their roles successfully.	<ul style="list-style-type: none"> A detailed training programme supports growth of middle leaders. Phase leaders take full responsibility for monitoring and reporting on the impact of programmes of study, compliance, homework, marking and feedback, attainment and progress in pupils' books every fortnight. Phase and subject leaders embed a new foundation curriculum which provides clear knowledge and content providing all pupils with a broad and balanced curriculum. Curriculum mapping for English and Maths ensures age-appropriate progression.
	Establish a clear strategy for pupil recruitment at all levels.	<ul style="list-style-type: none"> A timely promotional campaign includes all three settings. Recruitment maximised from Rye Community Primary School. The schools positively engage with local feeders, their children and families.
Engage stakeholders in the life of the school and the improvement process.	<ul style="list-style-type: none"> Student leadership plays an active role in the growth of the schools. Families are regularly communicated with including updates on the improvement plan. Engagement and collaboration with regional partners further support the schools. Schools positively engage with the local community and key stakeholders. 	