

Two -Year Quality Improvement Plan 2023 – 2025

Frimley Junior School

Area of improvement: Quality of Education

Specific Objectives with Deadline Date	Interim Success Indicators (milestones)	Accountable Individual/s	Timeline	Resource/Risk implications	Monitoring/evaluation of impact
1. Every learner is provided with the opportunity to make progress and achieve high success rate through the KS2 curriculum	Coaching training is booked for APsM and SENDCos, ICLT academy leads with Michele Miller (MM - 3 sessions in 2023/4)	Dir of Ed and RF	July 23	Cost of coaching plus release time for APsM – provided by HLTAs	
	R4M pedagogic development is incorporated into teacher development meetings/appraisal for all teaching staff as a stimulus for coaching discussions	RF	Ongoing: reviewed at start of each term 23-24	Release time for appraisals – provided by HLTAs	

	All teachers to have a self-selected aspect of R4M as one of their appraisal targets and personalise the associated actions to improve own quality of teaching	Appraisers (RF, AR, BC, AS, NP)	Targets set Sep 23	Release time for appraisals – provided by HLTAs	
	APsM are confident in the <i>distinctive</i> pedagogy of R4M and use this when supporting peers.. Three sessions of training in 23/24 focused on eliciting elaborated answers)	D of T+L and RF	July 24		
	Each member of staff is using WALKTHRU resources appropriately to develop their pedagogic skills in eliciting elaborated answers from their students	RF	July 24	APM or RF to join in with Tomlinscote when they do their Subject Master Classes (via Michele) on directed coaching using the WALKTHRU	
	All classroom based staff (teachers and support staff) take part in a weekly 'triad' meeting where a T+L focus is agreed with	RF	Ongoing weekly throughout 23/24. 1 st session 14.9.23	Release time for peer observations – provided by HLTAs	

	actions and follow up peer observations				
	Lesson observations are clearly focused on elements of R4M with an emphasis on elaboration of student answers (oral and written) in 2023/24 as the primary target	RF	Ongoing 23/24		
	Regular lesson walks instigated with Dir. Of Ed. and academy T&L leads/APsM with a focus on R4M elements.	D of T+L and RF	Ongoing 23/24		
	Teachers have opportunity to undertake learning walks across the Trust, focussing on specific elements of R4M	CW	July 24	Release time for teachers – HLTAs to provide cover Will depend on timetabling across the Trust	

	Plan in place for June cross-Trust INSET showcasing best practice in the pedagogy of eliciting and developing elaborated responses	D of T+L and RF	June 24	APsM to be involved with planning/delivery of Trust sessions	
	Writing leader/DHT provide support and ideas for teachers to increase number of children working at GDS with writing	CH and RF	April 24	Writing leader to attend Moderation session with Surrey Assessment Team – cost?	
	Maths leader embeds a new whole-school approach to teaching of tables with a clear focus for daily teaching: MTC data shows improvement from previous year	NP	June 24	Release time for observations across school	
	Subject leaders new to role undertake external training and seek support from DHT where appropriate to ensure they have a good understanding of how to be an effective subject leader and to be able to	CW and RF	1 st session Sep 24 2 nd session Oct 23 3 rd session Nov 23	Training free for SAFe subscribers Cover for teachers – HLTA to cover	

	provide support for other teachers				
	Every subject leader produces a subject QiP with clear actions to further develop the Q of T within their subject area.	RF	Oct 23		
	Internal termly data is monitored and discussed to look for improvements relative to previous years	CW	Dec 23 April 24 July 24	Risk factors: Mobile children moving from other school Y2 data unreliable – varies from test data. Key is to get reliable baseline data in Sep Y3	
	Y6 external SATS data shows positive progress scores (based on internal baseline data as no DFE progress measures for 24/25)	CW and NP	July 24		

	Successes (T+L and Outcomes) are shared and celebrated publicly with staff through regular CPD sessions	CW, RF and SW	Termly 23/24		
	Homework is reviewed with teachers/leaders to ensure it based on research and is accessible to all	CW and RF	Sep 23		
	Participate in "Book Study" alongside Surrey colleagues (via SAfE) to develop approach to monitoring books	RF and NP	Dec 23	£450 for course (SAFE subscriber Academies)	
2. Every teacher is confident in teaching disadvantaged learners (including the bottom 20%) and delivers a curriculum that enables them to	Training for all staff to ensure full understanding of what "disadvantaged" means and how it impacts on children's progress	SW and RF	Nov 23		
	One page profiles completed for all disadvantaged learners and shared with all staff	SW and RF	Oct 23		

make maximum progress	Every disadvantaged learner has a "champion" member of staff	RF	Dec 23		
	Staff are given appropriate CPD to ensure that Interventions are selected and Implemented appropriately	SW	Ongoing 23/24		
	Clear processes are established so there is continuity and coherence between what is taught in interventions and what is taught in the classroom	SW	Nov 23		
	Regular training is provided for staff so they understand how to make starting points accessible for the bottom 20% in all lessons	Subject leaders (RF)	Ongoing 23/24		
	Leaders support some teachers to check pupils' understanding more regularly during reading lessons and support them to remediate misunderstandings and misconceptions.	Subject leaders (RF)	Dec 23	Release time for monitoring – cover provided by HLTAs	

	Provide training for LSAs so that they support pupils more effectively during class reading lessons.	SW	Nov 23	Explore CPD provision from Surrey sEND team?	
	Parents of disadvantaged learners are encouraged to be more engaged with school by staff "walking towards them "(inviting into school for 'low stakes events', provide resources,, encourage engagement in a range of activities)	SW and RF	July 24	Resources – provision within PP Strategy	
	Disadvantaged learners are able to verbalise the purpose and journey of their learning, observed during learning walks by a range of leaders	SW and RF	July 24		

	"Widgit online" is used to support SEND learners and the impact is monitored	SW	Jan 24	£450	
	Internal termly data shows improvements relative to previous years for E6 and SEND pupils	CW	Dec 23 April 24 July 24	Risk factors: Mobile children moving from other school Y2 data unreliable – varies from test data. Key is to get reliable baseline data in Sep Y3	
	Y6 external SATS data shows positive progress scores for E6 and SEND pupils (based on internal data)	CW and NP	July 24		
	Regular meetings take place with CEIAG team from Prospect Trust) to raise career aspirations	NP	July 24	Release time for NP – cover provided by HLTA	

Area of improvement: Behaviour and attitudes

Specific Objectives with Deadline Date	Interim Success Indicators (milestones)	Accountable Individual/s	Timeline	Resource/Risk implications	Monitoring/evaluation of impact
3. Reduce the number of incidents of poor behaviour beyond the classroom by having high expectations at all times	Pastoral DHT and well-being MH Champion plan and deliver a range of Worship sessions to help children understand "banter"	SW and AS	Dec 23		
	Training is provided for all staff about effective "restorative conversations"	SW	Sep 23	INSET time	
	Use of "reflection room" is reviewed and appropriate interventions/CPD are provided where relevant	SW	April 24		
	"Personal development programmes" are implemented for children who need	SW and CW	Ongoing 23/24		

	additional support during unstructured times				
	Systems for transition times are explored, trialled and reviewed	SW	April 24		
	ELSAs lead a club at lunchtimes and invites selected pupils to attend. Review success through pupil voice	SW	Nov 24		
	Evidence is gathered to be able to apply for "lunchtime mark"	SW	April 24	£1000	
	PTA lead fundraising projects to purchase equipment/trim trail for use during play and lunch time	CW	Sep 24	Funding provided by FPTA	

	Regular input (including through Worship sessions) by Careers Leader and MH Champion regarding the Frimley Learner Passport: children provided with opportunities to reflect upon and complete these	NP and AS	July 23		
4.All children actively participate in all lessons	Following CPD sessions, teachers have a bank of strategies to engage more passive learners and these will be evident during learning walks/observations	RF and SW	April 24		
	Teachers and support staff monitor pupil engagement and put plans into place for specific children as appropriate	Teachers (RF)	Dec 23		

	Teachers provide appropriate scaffolding and resources within lessons to enable all children to actively participate	Teachers (RF)	Dec 23		
	As part of triad meetings, staff discuss and share strategies to ensure every child is able to be actively engaged in every lesson and then these are monitored during subsequent peer observations	RF	July 23		

Area of improvement: Personal Development

Specific Objectives with Deadline Date	Interim Success Indicators (milestones)	Accountable Individual/s	Timeline	Resource/Risk implications	Monitoring/evaluation of impact
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5. All members of the school community are provided with timely and appropriate support in order to help support their well-being and help them to flourish	Children identified as needing additional support for their well-being given timetabled sessions with an ELSa in school	SW	July 23	Risk: Too many children on waiting list for ELSA?	
	Hardship fund used to support families who may not access PP funding but approach school about needing financial support	CW	July 23	Varies depending on families who access this. Budget: £1000	
	Monthly newsletter produced around online safety to give parents advice about supporting their child at home and helping keep them safe online	AR and RF	1 st one – Nov 23		
	Parents are invited to sign up to "National College" in order to access resources and further support for online safety	AR	April 24		

	School charity selected - Breck Foundation – to ensure online safety remains a high profile throughout the year	AR	Nov 23	£500 for launch assemblies	
	Biannual staff survey reviewed regarding improvements needed for staff well-being including review of workload and physical environment	HR Team and CW	April 25		
	Zones of Regulation used effectively by children and teachers: pupil voice repeated termly	SW	Dec 23		
	Lunch club set up by ELSA and selected pupils invited to attend	SW	Nov 23	Games. Approx £100	

	Teachers use 'Jigsaw Rest' resource to identify children who might need extra support with the well-being and mental health and put support in place as necessary	AS	July 24	£320 per year	
	Every year group has an identified staff member as "Well Being Champion" who shares ideas and strategies within that year group	AS	Oct 23		
	All daily worship sessions have a clear focus which is shared with the children by leading member of staff ie spiritual, celebration, global, courageous advocacy	RF	Sep 23		
	All disadvantaged pupils invited to take part in "Junior Dukes" scheme – funded by school and monitored by PP leader	RF	Nov 23	£10 per PP child (from PP funding)	

	Every child takes part in a workshop at one of the other Academies linked to careers or an opportunity to try out a new subject/facilities	NP	Sep 24	Cost of resources for Tomlinscote?	
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Area of improvement: Leadership and Management

Specific Objectives with Deadline Date	Interim Success Indicators (milestones)	Accountable Individual/s	Timeline	Resource/Risk implications	Monitoring/evaluation of impact
6. The school is visible within, and open to, the local community to promote the school as "school of choice" within the local area	A link is made with other Churches and Church schools and children have opportunity to work alongside these pupils	RF	April 24		
	Termly "low stakes" events occur that involve inviting parents into school: one per term	CW and HD	July 24	Advertising/catering costs approx. £100 per event	

	Children participate in a music event with the other Academies	SW/h	Dec 23		
	"Community Crew" of pupils established and opportunities are explored for them to work beyond the school gates	HD and CW	Oct 23		
	Inter-generational links explored: visitors in school and opportunities for our pupils to visit local community	HD and CW	July 24	Catering costs for events in school ie coffee/tea? (minimal)	
	Children are provided with an opportunity to volunteer within the community	HD and CW	Sep 24	Resources eg litter pickers Approx £100	

7. All leaders take accountability and are responsible for school wide improvements	All teachers and LSAs take part in weekly triad meetings to improve T+L and maintain records of impact to their own practice	Teachers and LSAs	Onoign 23/24		
	A QiP is produced by all subject leaders for their area of responsibility and they report about improvements made to MLT/AQC on a regular basis	Subject leaders and RF	July 24		
	MLT/SLT complete their NPQs and share good practice with other staff	RF, AS, AR, NP	April 24	Release time for teachers – cover provided by HLTAs	
	APMS undertake NPQs to develop their own practice	CH, and AC (Dir of Ed)	Feb 25	Release time for teachers – cover provided by HLTAs	
	All subject leaders meet with subject leaders in the other Academies and use this knowledge and	Subject leaders Dir of Ed	Sep 24	Release time for teachers – cover provided by HLTAs	

	experience to improve T+L				
	All teachers have additional responsibilities and report about these as part of Appraisal process	Teachers and SLT	Sep 23		
	All subject leaders take part in a mock "deep dive" conversation with CEO and update QIP with relevant actions following this	Subject leaders, CW, AY	July 24	Release time for teachers – cover provided by HLTAs	

Area of improvement: SIAMS

Specific Objectives with Deadline Date	Interim Success Indicators (milestones)	Accountable Individual/s	Timeline	Resource/Risk implications	Monitoring/evaluation of impact
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8. Establish wider and global links in order to develop all members of the school community as global citizens and courageous advocates	Children and staff understand what it means to be a courageous advocate, through Worship and curriculum opportunities	RF and CW	Jan 24		
	"Courageous Advocacy" guide (set of simple steps) from Christen Aid is used by pupils to develop their own understanding	RF	April 24		
	Children and staff understand what it means to be a global citizen, through Worship and curriculum opportunities	RF and CW	Dec 23		
	All children participated in a "Global Awareness" Enrichment Day	RF	May 24	Resources £100	

	The school has links with Churches globally and Worship Team engage with these Churches	RF	Sep 24		
	The school has links with other faith schools around the world and children have the opportunity to develop their understanding of being a global citizen	RF	Sep 24		
	Worship Team are actively involved in planning and delivering worship sessions	Rf and Rohan	July 24		
	SIAMS Working party (including a range of stakeholders) meet ½ termly to monitor and review school's provision	RF	Ongoing 23./24 1 st meeting Sep 23		

	SIAMs Inspection shows that the school is meeting the standards	RF and CW	Sep 24		
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