

## Two -Year Quality Improvement Plan 2024-2026

### 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
<p><b>1. Every learner is provided with the opportunity to make progress and achieve high success rate through the KS2 curriculum</b></p>	<p>APMs are released from class on a regular basis to provide support for best practise in line with R4M pedagogical approach:</p> <ul style="list-style-type: none"> <li>- Every teacher to observe AC and CH once a term</li> <li>- Regular learning walks and personalised feedback provided to teachers</li> <li>- Team teaching with clear developmental focus</li> </ul>	<p><i>CH/AC</i></p>	<p>Ongoing – 0.5 days every 3 weeks per APM</p>	<p>Release time for APMs – provided by HLTAs</p>	<p>AC, CH and RJ have coached different staff each half term in order to develop their teaching.</p> <p>RJ does fortnightly learning walks, coaching at the time to develop teaching.</p>

	R4M pedagogic development is incorporated into teacher development meetings/appraisal for all teaching staff as a stimulus for coaching discussions	RJ	Ongoing: reviewed at start of each term	Release time for appraisals – provided by HLTAs	2 <sup>nd</sup> Dec teacher meeting with focus on teaching-oracy and elaboration for learning. Each member of staff has set a target from this meeting which will be revisited in the Spring term.  RJ, CH and ACr have coached 5 members of staff over the Autumn term
	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 (RJ, AS, CH,AC, NP)	Targets set Sep 24	Release time for appraisals – provided by HLTAs	Appraisals all completed in the first half term. All teachers have a pedagogy target based on an element of R4M.
	APMs and RJ coach one person per half term (9 staff to be coached in each academic year)	RJ,AC,CH	Ongoing – one person per half-term	Release time – provided by HLTAs	5 members of staff have been coached by RJ, CH and ACr in the Autumn term.
	Each member of staff is using WALKTHRU resources appropriately to develop their pedagogic skills in eliciting elaborated answers from their students	RJ	July 25		Walkthru pages linked to appraisal targets- RJ added walkthrus to appraisal documents for staff to use

	All classroom based staff (teachers and support staff) take part in regular CPD groups where a T+L focus is agreed with actions and follow up peer observations	RJ	Ongoing weekly throughout 24/25	Release time for peer observations – provided by HLTAs	CPD reshaped on MLT day. Coaching staff and regular conversations about teaching inform ongoing support
	Regular learning walks are clearly focused on elements of R4M with an emphasis on elaboration of student answers (oral and written) . Personalised feedback is given to staff and linked to appraisal targets where appropriate	RJ, CH, AC, NP	Ongoing 24/25		RJ does fortnightly learning walks and gives feedback.  On 28 <sup>th</sup> November Vince Scanella did a learning walk with RJ and this informed CPD on 2 <sup>nd</sup> December
	Termly lesson walks instigated with Dir. Of Ed. and academy T&L leads/APsM with a focus on R4M elements.	D of T+L and RJ	Ongoing 24/25: one morning per term		On 28 <sup>th</sup> November Vince Scanella did a learning walk with RJ and this informed CPD on 2 <sup>nd</sup> December
	Teachers have opportunity to undertake learning walks across the Trust, and at St Mark's Primary,, focussing on specific elements of R4M	CW	July 25	Release time for teachers – HLTAs to provide cover  Will depend on timetabling across the Trust	

	All staff to attend a cross-Trust INSET session showcasing best practice in the pedagogy of eliciting and developing elaborated responses	D of T+L and RJ	Sept 24	APsM to be involved with planning/delivery of Trust sessions	October 24 INSET- all staff attended CPD on elaborative responses run by ACr, CH and RJ alongside other APMs
	Writing leader/DHT provide support and ideas for teachers to increase number of children working at GDS with writing	CH and RJ	July 25	Writing leader to attend Moderation session with Surrey Assessment Team – cost?	Writing moderation for Frimley staff on 23 <sup>rd</sup> September.  CH went on an Alex Quigly course in the Autumn term.
	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/EH	July 25	Release time for observations across school	Teacher meeting to introduce Number Sense as a new school approach to times tables to teaching staff was delivered by NP in September.  EH has been attending weekly webinars on the use of TTRS alongside Number Sense.  Follow up teacher meeting on this scheduled for 13 <sup>th</sup> January.

	<p>Subject leaders new to role undertake external training and seek support from Curriculum leader where appropriate to ensure they have a good understanding of how to be an effective subject leader and to be able to provide support for other teachers</p>	<p>NP</p>		<p>Training free for SAFE subscribers: Science</p> <p>Training provided by Diocese: RE</p> <p>Cover for teachers – HLTA to cover</p>	<p>Teacher meeting in autumn 1 and 2 lead by NP to set expectations of subject monitoring.</p> <p>NP carried out learning walks with science lead.</p> <p>NP supported maths, history and geography leads with book studies in autumn term.</p>
	<p>Every subject leader produces a subject QiP with clear actions to further develop the Q of T within their subject area.</p>	<p>NP/RJ</p>	<p>Oct 24</p>		<p>QiPs for all subjects completed and shared with all teaching staff – key priorities in the foundation subjects include ensuring the curriculum is well-sequenced and fully-covered and developing an effective approach to assessment.</p>
	<p>Internal termly data is monitored and discussed to look for improvements relative to previous years</p>	<p>CW</p>	<p>Dec 24</p> <p>April 25</p> <p>July 25</p>	<p>Risk factors:</p> <p>Mobile children moving from other school</p> <p>Y2 data unreliable – varies from test data. Key is to get reliable baseline data in Sep Y3</p>	<p>Data shared and discussed at PPM in Dec 24: with SLT and AQC member. Data received from KS1 setting for current Y3 is more accurate this year than in previous years. Writing results closing gaps on reading and maths in all year groups.</p>

	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 25		
	Successes (T+L and Outcomes) are shared and celebrated publicly with staff through regular CPD sessions	CW, RJ and SW	Termly 24/25		RJ shared successes of Vince Scanella's learning walk on 2 <sup>nd</sup> December 2024
	Homework is reviewed with teachers/leaders to ensure it based on research and is accessible to all	RJ	Dec 24		MLT reviewed the effectiveness and how to incentivise homework in September. JM running an ipad homework club in Autumn term to enable PP children and Young Carers have a place and a time to do their homework.
	All subject leaders are trained in using the "Book Study" approach in order to develop a whole school monitoring approach of the whole curriculum. Teachers work alongside peers from St Marks to use this approach.	NP/RJ	Ongoing 24/25		16 <sup>th</sup> September 2024 Frimley staff Book Study CPD given by RJ and NP.  27 <sup>th</sup> November NP and RJ trained staff at St Mark;'s on book study.  NP carried out book studies alongside maths, science and history leads in autumn term.

	<p>A full review of the foundation curriculum is undertaken to ensure full coverage of the National Curriculum and to ensure that learning is sequenced appropriately across the Key stage</p>	<p>NP</p>	<p>Dec 24: review completed.</p> <p>Full year planning in place by July 25</p>	<p>Kapow resource (online): £1289</p>	<p>Long term plans reviewed and adapted where needed for all subjects.</p> <p>Medium term plans completed for history, geography, science, French, computing, RE and PE – all areas of the curriculum are being covered and learning is sequenced appropriately. Key strands in each subject make it clear where learning is revisited and how it progresses.</p> <p>Medium term plans for music, art and DT are being completed as the year progresses by NP and subject leads.</p>
	<p>A shared approach to curriculum design (foundation subjects) is adopted by all subject and year leaders based on the 5 stages of the "accelerated learning' cycle</p>	<p>NP</p>	<p>Ongoing: complete year long/medium/short term plans in place by July 25</p>	<p>Monitoring by NP: 1 day release per week – provided by HLTA</p>	<p>Accelerated learning cycle is being used for foundation subjects to inform short term plans.</p> <p>'Subsumer' page with prompts used at the start of each lesson in foundation subjects as a prompt for retrieval, to encourage elaborative responses and to make the learning journey explicit.</p>
	<p>A whole school approach to assessing progress in the foundation subjects is established</p>	<p>CW and CH</p>	<p>July 25</p>		<p>2 CPD sessions for staff Autumn Term 24. Mapping out assessment opportunities at the end of each unit of work – using school's FrAss system to record.</p>

<b>2. Every teacher is confident in teaching disadvantaged learners (including the bottom 20%) and delivers a curriculum that enables them to make maximum progress</b>	<p>Increased number of staff leading the shared responsibility for bottom 20% and appropriate training is given so they fully understands the role of SENCo for 'SEND support' children across the school</p>	<p>SW, AS, AC</p>		<p>New to role SENCO training via SAFE</p>	<p>23.9.24 – SEND staff meeting. Explained new roles of AC and AS. Introduced Expression of Concern form. STIPPS offer explained - Post-it-note activity (teachers) to indicate feedback on what's going well, and areas of need / where teachers would like extra support. This will inform STIPPS allocation. STIPPS clinics 16.12.24 – 2 groups identified: 1) refusal to work, de-escalation, removing scaffolds. 4 teachers identified. ACES training booked for all staff Jan &amp; Feb 25. To be delivered by Cara Hens Educational Psychologist.</p>
	<p>One page profiles completed for all disadvantaged learners (including E6 and EAL) and shared with all staff</p>	<p>SW, AC, AS and JM</p>	<p>Oct 24</p>		<p>04.12.24 - OPP all completed and SEN OPP sent to parents. All OPP printed and in classrooms for all staff to read and access.</p>
	<p>Every disadvantaged learner has a "champion" member of staff</p>	<p>JM</p>	<p>Dec 24</p>	<p>JM released 0.5 every 3 weeks.</p>	<p>04.12.24 – Discussed PP children with SM and BR, who are pupil premium champions for the children in upper and lower school.</p>
	<p>Staff are given appropriate CPD to ensure that Interventions are selected and Implemented appropriately</p>	<p>SW, AC and AS</p>	<p>Ongoing 24/25</p>		



	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 24	Monitoring carried out by SENCO support team: AS and AC – HLTa provide release cover	SEND Team have planned in learning walks and support from STIPs teacher with this for Spring term
	Pre-teaching is explored in different subjects to enable all children to access the learning within the classroom alongside their peers	SW, AC and AS	Ongoing 24/25		
	Regular training is provided for staff so they understand how to make starting points accessible for the bottom 20% in all lessons and planning is monitored for evidence of this	Subject leaders (RJ, SW)	Ongoing 24/25		
	Vulnerable children are the focus of a discussion at the start of every teacher meeting to ensure they remain high profile and all relevant staff are aware of their needs and how to support them ,	Year leaders	Ongoing 24/25		Weekly discussions during teacher meetings which allows consistency and shared understanding.

	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 JM	July 25	Resources – provision within PP Strategy	<p>18.11.24 JM offered iPad club to all disadvantaged learners to attend on Thursday afternoons. This will continue throughout the year.</p> <p>10.12.24 Pupil Premium party after school where useful resources were given to the children. JM personally handed letters to parents to engage.</p>
	Disadvantaged learners are able to verbalise the purpose and journey of their learning, observed during learning walks by a range of leaders	SW, RJ, JM	July 25		09.12.24 Staff meeting on the 'underserved' and how these children should be targeted to improve elaboration. All teachers aware of who their underserved children are.
	"Widgit online" is used to support SEND learners and the impact is monitored	SW	May 25		Widgit resources visible in book look for SEND – Nov 2024
	Internal termly data shows improvements relative to previous years for E6 and SEND pupils with a specific focus on Writing	CW	<p>Dec 24</p> <p>April 25</p> <p>July 25</p>	<p>Risk factors:</p> <p>Mobile children moving from other school</p> <p>Y2 data unreliable – varies from test data. Key is to get reliable baseline data in Sep Y3</p>	

	Y6 external SATS data shows positive progress scores for E6 and SEND pupils (based on internal data)	CW and NP	July 25		
	Regular meetings take place with CEIAG team from Prospect Trust) to raise career aspirations	AS	July 25	Release time for AS – cover provided by HLTA	Regular meetings with Nikki Coleman to discuss the Quality in Careers Standard award and newsletters, and careers fair. Award will be completed through Investors in Careers (same as Tomlinscote. Meeting with Helene Livsey (Tomlinscote) to share ideas for staff meetings, completing the award. Agreement from the Trust to pay for the award which is being offered to Frimley at a 50% discount if we agree to be a case study school. 11.12.24 – Registration and Service Level Agreement signed with Investor in Careers.

### 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
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<b>3. Reduce the number of incidents of poor behaviour beyond the classroom by having high expectations at all times</b>	Training is provided for all staff about effective "restorative conversations", focussing on language to use with children	SW	Dec 24	INSET time	Sept 2024 – INSET day – focus on 'Relational practice' from Mark Finnis
	Use of "reflection room" is reviewed and trends/patterns of incidents are explored. Personalised support programmes provided where relevant	SW (Year leaders)	April 25		Half termly reflection room monitoring carried out. Regular discussions at MLT level re Key children and patterns
	"Personal development programmes" are implemented for children who need additional support during unstructured times	SW and CW	Ongoing 24/25		Personal development programmes created for 2 x Y5 children  External agency involvement for one HI child in Y5
	Introduce more structured/planned activities at lunchtime to allow specific children to engage in more organised play	SW and Lead LSA	Jan 25	Resources/equipment?	Initial phone call with Opal – CH and SW to work with PTA re funding
	Explore OPAL Primary Programme for more structured playtimes	SW	April 25	OPAL programme £5500?	As above

	Use coaches from "Complete" to provide sports activities in games area at lunchtimes 4 x a week and evaluate impact through pupil voice	CW and ZP	Ongoing 24/25	PE budget: £30 per session	
	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	AS	July 25		Dec 24 – initial monitoring of the use of the FLP in line with PSHE and to see where explicit links can be made.
<b>4.All children actively participate in all lessons</b>	Following CPD sessions, teachers have a bank of strategies to support learners in demonstrating more active listening towards each other and adults and this will be evident during learning walks/observations	RJ, SW, CH, AC	April 25		2 <sup>nd</sup> December CPD provided based on active listening and elaborative and oral responses, repetition etc.

	Teachers and support staff monitor pupil engagement and put plans into place for specific children as appropriate	Teachers (RJ)	Dec 24		Fortnightly learning walks. JM has done learning walks this term to look at PP engagement
	Teachers provide appropriate scaffolding and resources within foundation subject lessons to enable all children to actively participate	Teachers (RJ)	April 25		
	When planning, teachers plan for more active starting points (at the "activation" part of each lesson) and use more concrete resources to promote more active participation from all learners	NP	Ongoing 24/25		Accelerated learning cycle is informing short term planning and there is an explicit focus on the 'Activate It' phase where teachers consider how they will 'activate' new learning after making connections to previous learning.

## 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
<b>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</b>	Children identified as needing additional support for their well-being given timetabled sessions with an ELSa in school with a clear referral and review process in place	SW	July 25	Risk: Too many children on waiting list for ELSA?	
	MHST practitioners monthly meetings with schools Mental Health Leader support whole-school approach to MH & wellbeing	AS	Ongoing 24/25		Sept – Dec 24 – monthly meetings with Laura Smith (Clinical Psychologist) and Cara Hens (Educational Psychologist). Discussing referrals, whole-school needs and approaches and furthering our development as a mentally healthy school. ACES training booked because of these conversations and having identified a need through the Brightcore Audit and general observation in and around the school.
	MHST lead workshops to support staff, parents and children	AS	Ongoing 24/25		27.11.24 – MHST survey to parents and staff to ascertain areas for development, themes for workshop. Results from surveys will be fed back and this will inform CPD and workshops. Nov 24 – in discussion with EIKON about

					facilitating a 6-week neurodivergence parenting programme.
	Hardship fund used to support families who may not access PP funding but approach school about needing financial support	CW and FLW (VC)	Ongoing 24/25	Varies depending on families who access this. Budget: £1000	
	Monthly newsletter produced that provides parents with list of relevant resources to use at home to help keep their children safe online	RJ and JM	Ongoing 24/25	National College website - no additional cost	11.10.24 Online safety newsletter sent regarding whatsapp due to conversations on the playground with children.  AI letter to be sent to parents first week of 2025.
	When appropriate, specific parents are invited to sign up to "National College" in order to access resources and further support for online safety	RJ and JM	Ongoing 24/25	National College website - no additional cos	11.10.24 Whatsapp information with links to support given to parents.



	CEOPS training completed by Computing Lead and Online Safety DSL and information disseminated, enabling staff to have an increased understanding of the risks children face online	RJ and JM	Dec 24		RJ and JM did CEOPs training in September 2024 and have used this to inform Tech Thurs and safeguarding CPD
	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 specific children and teachers: pupil voice repeated termly	SW	Dec 24		Pupil voice in Nov 2024 showed some children reluctant to use ZoR – key children use this consistently and need staff to know who they are
	Relevant staff attend training provided through "Nurture UK", resulting in staff being more confident at identifying and	SW	July 25	Training provided free from SAFE	Three training modules attended. Spring 1 – teacher / LSA meeting to discuss plan for whole-school approach and how we are working towards being a Nurturing school.

	supporting individual pupil need				
	SENd Leaders use 'Boxall profile' resource to identify children who might need extra support with their well-being and mental health and put support in place as necessary.	SW, AC, AS	July 25	Resource provided free form SAFE through being part of 'Nurture UK' programme	Three training modules attended. Spring 1 – teacher / LSA meeting to discuss plan for whole-school approach and how we are working towards being a Nurturing school.
	Every year group has an identified staff member as "Well Being Champion" who shares ideas and strategies within that year group	AS	Oct 24		Each year group has 2 wellbeing / mental health ambassadors. Each have a worry monster and resources such as Blob Trees, have been shared. Spring 1 – focus group meetings to share good practise.
	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, AS	Sep 24	Cost of resources for Tomlinscote/F6th	AS and Helene Livsey met and agreed:  Y3 reading / activities in the LRC  Y4 – creative arts  Y5 – DT  Y6 – history, science / heart practical

	School staff have an understanding of the new 'Primary Quality in Careers Standard' and evidence is gathered towards applying for accreditation	AS	July 25	Support form tPT Careers Team: NC	Staff meeting booked for 24 March 25 – to focus on success of the careers fair and the importance of this award / Ofsted etc
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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
<b>6. The school is visible within, and open to, the local community to</b>	Termly "low stakes" events occur that involve inviting parents into school: one per term	CW and HD	July 25	Advertising/catering costs approx. £100 per event	Soup and a story events held for each class  Reindeer run invited parents to fundraise for YLVC

<b>promote the school as "school of choice" within the local area</b>	Children participate in a range of events with the other Academies	CW	Ongoing 24/25		
	"Community Crew" of pupils established and opportunities are explored for them to work beyond the school gates	HD	Oct 24		<p>New Community Crew established following applications from pupils.</p> <p>Pupils volunteered at The Ark – serving cakes, clearing plates and loading the dishwasher.</p> <p>Pupils are encouraged to complete social action outside of school to help us achieve the Social Impact School Award.</p>
	Inter-generational links explored: visitors welcome into school and opportunities for our pupils to visit local community	HD	Ongoing 24/25	Catering costs for events in school ie coffee/tea? (minimal)	<p>Visited Whitebourne Care Home, The Ark coffee morning at St Andrew's Church and Frimley Green Preschool.</p> <p>Soup and a story letter suggested grandparents as a guest.</p>
	An increased number of children are provided with an opportunity to volunteer within the community (including Church links)	HD and CW	Ongoing 24/25	Resources eg litter pickers Approx £100	<p>Choir performed at The Ark, Mytchett Canal Centre and Whitebourne Care Home</p> <p>Y6 Ambassadors have volunteered to run stalls at two church fairs – giving up their own time at the weekend.</p>

					All children invited to participate in the bracelet project with Frimley Park Hospital and food bank collection.
<b>7. All leaders take accountability and are responsible for school wide improvements</b>	All teachers and LSAs take part in regular CPD groups to improve T+L and maintain records of impact to their own practice	Teachers and LSAs	Ongoing 24/25		
	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 RJ/NP	July 25		QiPs for all subjects completed and shared with all teaching staff.
	NPQs are completed and learning fed back to line manager as part of appraisal process	RJ, NP, AC, CH, JM	RJ, NP – Sep 24 AC, CH - April 25 JM start Sep 24	Release time for teachers – cover provided by HLTAs	RJ (NPQH) and NP (NPQSL) have completed and passed their NPQs
	All subject leaders undertake regular leaning walks as part of the ongoing monitoring of their subject. Any	Subject leaders (RJ)	Ongoing 24/25	Release time for teachers – cover provided by HLTAs	Subject monitoring explained to subject leaders on 23 <sup>rd</sup> September

	relevant CPD is put into place as a result				
	All subject leaders meet with subject leaders in the other Academies and use this knowledge and experience to improve T+L	Subject leaders Dir of Ed	Sep 24 (Trust INSET day)	Release time for teachers – cover provided by HLTAs	All subject leaders met with Tomlinscote and College leaders Sep 24  Subject leaders met with leaders at St Marks: PSHE, RE, PE, Maths, Writing
	Additional leadership release time is given to MLT to reflect increased responsibilities across the Trust. These leaders meet regularly with HT to feedback how their leadership time is used and what the impact has been	CW (MLT)	Half-termly meetings with MLT and CW		Meetings completed Autumn Term – positive feedback from MLT about their extended leadership opportunities

Area of improvement: SIAMS

Specific Objectives with Deadline Date	Interim Success Indicators (milestones)	Accountable Individual/s	Timeline	Resource/Risk implications	Monitoring/evaluation of impact
<b>8. Establish wider and global links in order to develop all members of the school community as global citizens and courageous advocates</b>	Children and staff understand what it means to be a courageous advocate, through Worship and curriculum opportunities	RJ and CW	Jan 25		October 18 <sup>th</sup> Charity Day where 7 charities came into school and talked to the children about being a courageous advocate and giving back. Children then created their own events to support Young lives v Cancer (the school's charity 24-25)
	"Courageous Advocacy" guide (set of simple steps) from Christen Aid is used by pupils to develop their own understanding	RJ	April 25		Not necessary as the Charity day in October launched this and children are regularly asking to run charity events.
	The school has links with Churches globally and Worship Team engage with these Churches	RJ	July 25		School continues to sponsor Dwane Johnson through Education for All in Kenya.

	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	RJ	July 25		
	SIAMS Working party (including a range of stakeholders) meet termly to monitor and review school's provision	RJ	Ongoing 24/25		SIAMS team met on November 20 <sup>th</sup> in order to review provision- this year's focus is on the development of spirituality and spiritual time and to use Worship Team to volunteer at St Peter's and St Andrew's churches.