



Frimley Church of England Junior School

Quality Improvement Plan

2022-2023



Strategic Aims 2021-2024

1. Prepare children for life and learning so they can achieve their potential
2. Tackle growing inequalities
3. Harness the power of technology
4. Support the well-being of the whole school community
5. Root our school at the heart of the community
6. Strengthen capacity through collaboration

2022-2023 – priority actions

Key Improvement Sought	How will we achieve this?	Who will lead? (SLT link as appropriate)	When will this be completed by?
1.1 Improve outcomes for all learners	Map out “crucial learning” in all subject areas to ensure that staff and children understand the learning journey within the different subjects <i>All subject leaders/teams have mapped out their crucial learning and it has been compiled into road maps. Crucial learning will be shared with all staff in Jan 23f.</i>	RF	Dec 22
	Introduce new books (one per subject) so that each subject is specific and defined. <i>New books purchased for Reading, RE, Science, History, Geography and PSHE.</i>	RF	Jan 23
	Define the purpose of each subject to help children understand how what they are learning fits in to the curriculum and how it can be used beyond the classroom. <i>Purpose and vision for each subject devised and shared with all staff, also part of crib sheets.</i>	RF	Dec 22

	<p>Through CPd and monitoring opportunities, develop leadership skills of subject leaders and year leaders to ensure there is greater accountability. <i>RF met with all subject leaders in the Autumn term to set up actions and discuss monitoring moving the subject forward. Teacher meetings used for crucial learning and golden thread development. Leadership link to all subjects enables people to share ideas and responsibility and all subject leaders will attend MLT over the year. RFCW and SW have been on Deep Dive training and observed Deep Dives and shared learning with teaching staff.</i></p> <p>Ensure improved quality and consistency of phonics teaching across the whole school by effectively using “Essential Letters and Sounds” scheme and monitor outcome half-termly. <i>All Phonics teaching and assessment adheres to the rigorous and systematic ELS approach. Displays and resources in classrooms and in intervention groups are used with fidelity. CPD for teachers and LSAs has taken place to promote fidelity to the approach. *add November assessment outcomes*</i></p>	<p>RF</p> <p>SP/HD (CW)</p>	<p>July 23</p> <p>April 23</p>
<p>1.2 Improve quality of teaching</p>	<p>All teachers to have a self-selected aspect of ‘Mastery teaching’ as one of their appraisal targets and personalise the associated actions to improve own quality of teaching. <i>This was introduced at the first teacher meeting of the year and all teaching staff chose an element of Mastery to focus on this year. Most chose Guided Practice, one teacher chose 80% success rate.</i></p> <p>Review monitoring schedule (at all levels) to allow for more rigorous monitoring of T+L across the school, in order to evaluate impact of ongoing cPD and provide feedback to staff on a regular basis. <i>T+L and monitoring feedback has been on MLT and SLT agendas weekly. With a subject per term as the focus, feedback has been specific and has led to actions/changes being made to practice. Teachers are adapting their practice as a response to CPD.</i></p>	<p>RF</p> <p>RF</p>	<p>Oct 22 (agree target) Feb and Sep 23 (formal reviews)</p> <p>Reviewed termly</p>

	<p>APMs to support individual teachers with their planning and teacher craft in order to raise the quality of teaching across the whole school</p> <p><i>CH worked with JP to share ideas for planning and teaching writing. Mapped out next unit together – set high expectations. (11.11.22)</i></p>	AC, CH (RF)	Ongoing
1.3 All staff are reflective on their own practise and have the opportunity to develop	<p>Provide opportunities for staff to widen their career experiences in a range of roles, including within the Prospect Trust</p> <p>Develop a Coaching culture and shared understanding of how this can be implemented across the school, through attending various training (including Michele Miller for all of MLT and the APMs)</p> <p><i>10.10.22 All SLT, MLT and APMs attended coaching training led by Michele Miller. APMS and Rachel have attended 2 more sessions for all APMS at F6FC in order to practise coaching and to develop ideas for its implementation. APMs and Rachel meet weekly to practise coaching skills and to make a video to share with others.</i></p>	CW RF	Ongoing April 23
1.4 The school promotes a culture of reading	<p>Ensure all staff act as positive role model by having a relevant and updated reading display in every classroom</p> <p><i>Class teachers have created either a display or a book corner in their classrooms which are designed to recommend books and provide opportunities to read those books.</i></p> <p>Introduce system of identifying, supporting and monitoring “bottom 20%” of readers in every class to accelerate individual pupil progress (any staff member can then read with these children at any time)</p> <p><i>There is a central spreadsheet which holds the data of the bottom 20% of each cohort and their scores. These children are read with at school at least 3x times a week with the aim of reading 5x a week. This is recorded on our new digital reading record. These children are flagged to enable any teacher/ parent/ leader in the school to read with these children with ease.</i></p>	AC (CW) AC (CW) AC (CW)	Oct 22 (reviewed regularly) Oct 22 (reviewed at termly PPM) Nov 22 Jan 22

	<p>Introduce “Boom reader” as an online reading record to promote more regular reading both in school and at home <i>Boom Reader has been introduced to the families at Frimley, some have been more receptive than others however it has transformed reading at home for many children. We are continuing to review and assess how it is working and how to ensure more parental involvement with this with incentives and challenges.</i></p>		
<p>1.5 Children will develop a greater understanding of different career opportunities beyond the school</p>	<p>Year 6 children to visit 6th From College to widen their understanding of subjects for future study <i>Currently trying to put plans in place for this. NP met with the Prospect Careers team who stated that they could lead and direct this event in the summer term.</i></p> <p>Introduce new Frimley passport to incorporate careers education, allowing children more opportunities to reflect on their own dreams and ambitions <i>At the start of the year, all children completed the ‘My Future Prospects and Ambitions’ section where they stated ambitions for the year, the end of their education and in the world of work. A series of collective worship sessions focused on the terminology and themes throughout the passport such as what it means and what it looks like to be ‘independent’ and ‘resilient’.</i></p> <p>Provide career focused events for children throughout their journey through school to broaden their horizons and knowledge of the opportunities available to them in the world of work. <i>Year 6 children attended a STEM workshop on marine engineering at Tomlinscote where they learnt about this field of work, different pathways and the opportunities within it. 40 year 5 and 6 children visited the Bank of America’s Camberley office where they learnt more about different roles and professions. Plans are in place for a whole-school career enrichment day focused on ‘Aiming High’.</i></p>	<p>NP (CW)</p> <p>NP (CW)</p> <p>NP (CW)</p>	<p>July 23</p> <p>Sep 22 (reviewed regularly: theme days)</p> <p>Dec 22 (reviewed regularly: theme days and events)</p>

2.1 Children will have a better understanding of equality and racial justice	Plan for 'Values' based acts of worship to include explicit reference to equality so that this agenda remains a point of discussion across the school <i>Rohan's acts of worship alternate between a values focus and answering children's questions. On Tuesday acts of worship are based around 'Big questions' which are linked to the value for the half term.</i>	RF	Sep 22 (ongoing review)
	Introduce terms of "forgiveness" and "reconciliation" and restorative conversations into the existing behaviour system, to promote respect for everyone	SW	Sep 22 (ongoing review)
2.2 Children identified as having SEND will make positive progress	Implement clear systems for early identification, and regular small step assessment, of SEND children and ensure all staff know how to use this when they have to share and highlight concern about children in their class <i>Audit of cpd needs for teaching and support staff carried out and cpd planned for next three terms</i>	SW	Dec 22
	Regularly review system for SEND record keeping which can be shared with external agencies when accessing further support <i>Individual learning targets updated and cpd planned for effective ISP targets for teaching staff. 2 x sessions with the LSA team to share the SEND assessment system and records on the server to increase awareness and collaboration between class teachers and LSAs</i>	SW	Ongoing
	Explore innovative ways to support and challenge lower attaining pupils to accelerate progress. <i>CPD planned for Spring Term 23 with key Rosenshine principles in mind: scaffolding, modelling, promoting independent practice</i>	SW	Ongoing
	In consultation with class teacher, Inclusion Leader to teach small groups of SEND children and use this as an opportunity for CPD for	SW	Start: Nov 22

	support staff. <i>Autumn term, SW taught a group of year 4 children (speech and language focus) and a group of Year 3 children (SEMH focus).</i>		
2.3 The attainment gap between disadvantaged and non-disadvantaged children is reduced	<p>In consultation with class teacher, DHT to teach small groups of Ever6 children and use this as an opportunity for CPD for support staff <i>Autumn term RF taught maths to Ever6 pupils in year 6 on Monday and Friday afternoons.</i></p> <p>Analyse involvement of all children in opportunities beyond the classroom and support/promote this where appropriate <i>Spreadsheet created to show pupil involvement – to be completed in Spring 2023.</i></p>	RF SW	Start: Nov 22 March 23
2.4 A significant proportion of HA on entry pupils working at Greater Depth by end of academic year in all year groups	<p>Plan for a varied programme of activities for the most talented children</p> <p>Liaise with other Academies within the Trust to look at opportunities to challenge the HA pupils</p>	CW CW	April 23 April 23
3.1 Improve learning by incorporating the use of appropriate mobile technology	<p>Establish a Digital Leaders team: provide training on use of iPads; liaise with Tomlinscote's Digital Leaders team; support teachers in the classroom <i>Digital Leaders chosen and had first meeting wc 14th November.</i></p> <p>Explore iPad leasing scheme with Prospect Trust to introduce with Y3 pupils. <i>Information evening held with Year 3 parents on 17th November. Survey sent out to all. 63/ 85 responded to the survey. 19/ 63 (30%) selected no iPad. Half of these parents were not present at the meeting. 44/63 (70%)for the 1:1 iPad scheme. Meeting to discuss how to move forwards planned for the first week back in January.</i></p>	AR (CW) AR (CW)	Oct 22 (ongoing) Feb 23

	<p>Increase self-awareness of how to keep safe online with the whole school community by organising workshops for children, staff and parents.</p> <p><i>Online Safety workshops delivered by The Breck Foundation to Years 3&4 and Years 5&6 on Monday 5th December to pupils and staff.. Parent workshop delivered on Tuesday 6th December. The session was recorded and the link was sent out to all parents on Thursday 8th December to capture as wide an audience as possible.</i></p>	AR (CW)	Dec 22
4.1 Families are provided with appropriate and timely support	<p>Refer identified children to the school's designated Primary Mental Health team to get advice and further support for them and their families</p> <p><i>Staff & parents made aware of the Mental Health Support Team (MHST)</i></p> <p><i>MHST in school promoting their service & support. Referral system set up (spreadsheet / CPOMS)</i></p> <p><i>New email set up – lets talk@frimley.surrey.sch.uk</i></p> <p><i>Staff and parent questionnaire completed about MHST to ascertain need / access to service</i></p>	AS, VC (SW)	Ongoing
4.2 Improved mental well-being of adults and children at Frimley	<p>Review the PSHE curriculum to ensure full coverage of the curriculum appropriate to the needs of our school</p> <p><i>Reviewed the curriculum and changed the order of teaching to incorporate the 'Changing Me' (puberty) topic which is to be taught earlier in the academic year</i></p> <p><i>Reviewed the skills & knowledge document to highlight explicit links between the PSHE curriculum and the Frimley Learner Passport Year 4 & 5 trialling success criteria & reflection box in books to support monitoring and pupil voice (understanding and ideas for future lessons)</i></p> <p>Embed the 'Zones of regulation' so there is a common language used across the whole school to describe emotions</p>	<p>JM (SW)</p> <p>SW</p>	<p>April 23</p> <p>July 23</p>

<p>4.3 All children have access to an area in the school where they feel calm and supported</p>	<p>Encourage children to use the Well-being zone appropriately so that all children have a calm and safe space during unstructured times <i>Well-Being Team whole-school assembly to demonstrate the purpose of the well-being zone and expectations of behaviour. Well-being zone cards introduced for staff & pupil. Cards (passes) designed by WB Team and need to be given at the gate. This prevents the zone from being used as an extension to the playground and reaffirms its purpose. Training session with LSAs held Nov 2022 on positive playtimes – training opportunities booked for Lead LSA</i></p>	<p>AS (SW)</p>	<p>Nov 22 assembly relaunch (ongoing)</p>
<p>4.4 A positive outcome from our SIAMS inspection</p>	<p>Review the school’s vision in order for it to reflect the forward thinking nature of the school. <i>SIAMS steering group developed a vision which was then taken to SLT, AQC and staff for consultation. It was presented to the AQC on 15.11.22</i></p> <p>Complete a self-assessment using the SIAMs framework. <i>Completed by September 2022. New Framework was introduced in November 2022 so RF has begun to work on the self- assessment for this.</i></p> <p>Ensure all staff and the AQC understand the inspection process by providing appropriate CPD- <i>SIAMS steering group with AQC chair, AQC foundation member, member of teaching staff and RF have met monthly in order to implement actions since the Mid term review. AQC chair took the proposed vision to the AQC and are beginning to develop their monitoring against the vision. RF shared actions with whole staff from mid-term review.</i></p>	<p>RF</p> <p>RF</p> <p>RF</p>	<p>Jan 23</p> <p>June 23</p> <p>June 23</p>
<p>5.1 All children have the opportunity to take part in a variety of fundraising events</p>	<p>Organise a Christmas “enterprising” event so that all children take an active part in fundraising <i>Children worked in mixed-age groups of 3 or 4 to plan, design and make a Christmas craft product to sell at the Christmas fair. They were given a list of available items and the price of each of these in a planning session and had to agree on all aspects of their product as</i></p>	<p>NP (CW)</p>	<p>Dec 22</p>

	<p><i>a whole group. On the day of the fair, they made their products together before selling them at the event after school.</i></p> <p>Liaise with Ks1 settings to look for opportunities for children to volunteer with younger children to develop their communication and social skills and a sense of the value of 'service'</p> <p>Explore opportunities for children and staff to volunteer within the local community to develop their communication and social skills</p>	<p>LW (CW)</p> <p>JP (CW)</p>	<p>Dec 22 (ongoing)</p> <p>Nov 22 (ongoing)</p>
5.2 Children will have access to a wider range of sports and opportunities in school	<p>Liaise with TPT to invite older students in to support with our sports provision.</p> <p><i>Met with OC from Tomlinscote to discuss dates for students to assist/lead netball or badminton with Year 5 and 6 in Spring term.</i></p> <p>Develop pupil participation, and teacher's confidence in delivering PE in a range of sports by increasing professional coaching in team sports, through the use of the Sports Premium.</p> <p><i>Nov/Dec '22 – CW from Rushmoor gym has taught Year 5 gymnastics during Autumn 2 and will teach Years 6, 3 and 4 in Spring term.</i></p> <p>Increase range of house competitions so that more children have the opportunity to participate within a safe yet competitive environment</p>	<p>JP (RF)</p> <p>JP (RF)</p> <p>JP (RF)</p>	<p>May 23</p> <p>Dec 22</p> <p>July 23</p>
5.3 Improve links with other schools	<p>Regular meetings with KS1 feeder schools to look at transition projects: set up events for KS1 children to come to Frimley, visits by staff and children to Sandringham and Cross Farm, regular liaison between the schools, team teaching etc</p> <p><i>Meeting with Head of Sandringham to plan transition projects for year 2 children.</i></p>	<p>LW/ AR (CW)</p>	<p>April 23 (ongoing)</p>

	<p><i>Year 2 children from Cross Farm and Sandringham watched the Year 3 Nativity Dress rehearsal. CW and AR watched Sandringham nativity performance.</i></p> <p>Explore ways that College students can come in to Frimley to work with our children to act as positive role models and encourage our children to further develop their own aspirations and ambitions <i>CC (College) emailed CW to say that they are not able to set this up at present due to staff shortages. CW liaising with RR (College) and with CEO of TPT about this to try and develop links</i></p>	NP (CW)	June 23
6.1 Children feel connected with the local Churches and have an increased link with key people	<p>Engage with local Churches for visits, collective worship etc and explore further opportunities for closer liaisons in order to develop children's spirituality <i>Rohan from St Andrew's Church has met with RF and Worship Team weekly and has also run a Worship Music group on Monday lunchtimes and the children have performed in assemblies and at Carols around the tree on 12.12.22. Rohan leads acts of worship every Monday along the theme of the current value or answering questions from the children. The whole school attended St Peter's Church for a Harvest service and for the Year 3 Nativity play and went to St Andrew's Church for carol services on 6th and 8th December. Suresh, the vicar from St Andrew's came to visit the school with some parish wardens in December. We have also supported St Peter's Church by hosting some of their potential clergy for assemblies as part of the interview process.</i></p>	RF	Dec 22
6.2 Parents have the opportunity to share their voice, influence school decisions and understand how the School functions to educate their children	<p>In order to gain feedback to further improve the school's offer, plan a termly parent forum with a clear focus linked to curriculum or the QIP <i>10.10.22 Parent forum. Focus on communication and links between school/home. Only 2 parents attended. Reviewed with PTa – planning a more informal coffee morning for spring term</i></p>	CW	Oct 22 (termly)

	Explore online opportunities for parents to be able to have an improved understanding of their child's performance	AR (CW)	July 23
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