

School Improvement Plan – Frittenden CEP School

School context																																					
Number of Pupils on role <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>R</td> <td>12 (8.3)</td> <td>6 (16.6)</td> <td>6 (16.6)</td> </tr> <tr> <td>1</td> <td>12 (8.3)</td> <td>4 (25)</td> <td>8 (12.5)</td> </tr> <tr> <td>2</td> <td>12 (8.3)</td> <td>9 (11)</td> <td>3 (33)</td> </tr> <tr> <td>3</td> <td>17 (5.8)</td> <td>11 (9.1)</td> <td>6 (16.6)</td> </tr> <tr> <td>4</td> <td>14 (7.1)</td> <td>7 (14.8)</td> <td>7 (14.8)</td> </tr> <tr> <td>5</td> <td>17 (5.8)</td> <td>9 (11)</td> <td>8 (12.5)</td> </tr> <tr> <td>6</td> <td>14 (7.1)</td> <td>3 (33)</td> <td>11 (9.1)</td> </tr> <tr> <td></td> <td>98</td> <td>49</td> <td>49</td> </tr> </table> Numbers and % representation	R	12 (8.3)	6 (16.6)	6 (16.6)	1	12 (8.3)	4 (25)	8 (12.5)	2	12 (8.3)	9 (11)	3 (33)	3	17 (5.8)	11 (9.1)	6 (16.6)	4	14 (7.1)	7 (14.8)	7 (14.8)	5	17 (5.8)	9 (11)	8 (12.5)	6	14 (7.1)	3 (33)	11 (9.1)		98	49	49	98	Number of pupils eligible for pupil premium	7	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	2 Children EHCPs Or which 2 have HNF 1 other HNF
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Percentage of pupils on track to meet expected standard/attainment targets Current Year Groups Whole School	Yr 1 75% Yr 2 92% Yr 3 87% Yr 4 57% Yr 5 59% Yr 6 57% 71%	Percentage of pupils on track to exceed expected standard/attainment targets	Yr 1 33% Yr 2 17% Yr 3 13% Yr 4 7% Yr 5 12% Yr 6 14% 14%	Number of pupils currently not on track to meet expected standard/attainment target	Yr 1 25% Yr 2 8% Yr 3 13% Yr 4 43% Yr 5 41% Yr 6 43% 29%																																
Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment)	L: 18% M: 55% H: 27%	Most recent Ofsted grade	Good	Staff turnover over the previous year	Stable 1 left																																
Percentage of pupils with English as an additional language (EAL)	4%	Pupil achievement for whole cohort – Key Stage 2 2018/19	R -1.9 W 0.5 M -5.5	Pupil achievement by characteristics	Disadv. 55% EAL 75% R Boys 72% / Girls 82% W Boys 64% / Girls 82% M Boys 74% / Girls 78% Combined Girls 72% Combined Boys 62% Whole school 2018/19																																
Overall absence	6%	Persistent absence	15%																																		
Key Ofsted actions from last report	<ul style="list-style-type: none"> The mathematics curriculum is reviews to ensure that it allows pupils to work within and beyond national expectations. Teachers improve pupils' mathematical reasoning skills, particularly for more able. 																																				

Key areas to improve	<ul style="list-style-type: none">• Maths progress and attainment in Key Stage 2• Girls outperforming the boys in reading and writing• % of boys achieving GLD in reception
Key staffing areas of issue	
Budget information	Budget is healthy – expected c/f £55,000
Key performance indicators for the next 3 years	<p>Our children will live happy, fulfilling lives Outstanding teaching and learning is our core focus Outstanding governance supports our schools Leadership and professionalism drives continuous improvement</p>

Objectives for 2019 - 2020

Achievement gap issues

- girls outperforming boys in EYFS
- maths attainment and progress in Key Stage 2
- Girls outperforming boys in KS2 reading and writing

	EYFS		KS1		KS2 (3-6)		KS2 (6)	
	G	B	G	B	G	B	G	B
R	100	25	100	90	73	65	89	50
W	100	25	100	90	73	53	89	50
M	100	25	100	86	67	73	56	67
C	100	25	100	86	72	62	56	50

Objective 1

To improve outcomes at the end of EYFS, KS1 and KS2.

Objective 2

To fully embed a broad and balanced curriculum

Objective 3

To reduce the % of persistent absence and decrease the instances of late arrival.

Objective 4

To further develop the whole child (holistically)

Objective 5

Governors to continue to hold leaders to account

Objective 1	To improve outcomes at the end of EYFS, KS1 and KS2.					
What do we want to improve	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will it be reported?	Ref to SEF
<p>EYFS : to ensure that boys attainment is line with girls</p>	<ul style="list-style-type: none"> - Assess pupils to identify baseline as a measurable starting point - GB to attend Leading EYFS CPD and feedback to SF and JW - Staff to identify training needs and seek CPD (in house / KCC or cluster) - Daily planning to identify and address gaps and gather evidence for - Teachers to plan to the pupils' interests: - Teachers to use outside learning opportunities to - Teachers to identify pupils who might need SEN assessment – report to SENCo - Administer speech and language link assessment and plan for S&L needs 	<p>By end of Sept</p> <p>Oct 15th</p> <p>Continuous</p> <p>Continuous</p> <p>Continuous</p> <p>Continuous</p> <p>By end of Nov</p>	<ul style="list-style-type: none"> * % of pupils achieving GLD will be in line with national or better * % of boys achieving GLD will be in line with girls and national * % of exceeding pupils will be in line with national or better * Outside area will be primed to encourage independent writing * Moderation will validate teachers' judgements 	<p>£165</p> <p>£500</p> <p>£800</p>	<ol style="list-style-type: none"> 1. HT to complete triangulation of data 2. HT to monitor CPD needs and impact on practice 3. Pupil progress meetings seasonally to Analyse progress/ attainment 4. Teachers to keep assessment information up to date (tracking groups) 5. SENCo to monitor provision plans and monitor impact of interventions 6. Teachers to attend cluster/ collaboration moderation 	<p>Quality of teaching and learning</p> <p>Behaviour and attitudes</p> <p>Personal development</p> <p>Leadership and management</p>
<p>KS1 : to ensure that there are a greater % of boys exceeding in reading and writing.</p> <p>To ensure that there is a higher % of pupils</p>	<ul style="list-style-type: none"> - Teachers to implement and monitor the impact of using the Power of reading (quality text) - Ensure that Year 1 pupils make good or better progress from their starting points - Implement sessions of whole class guided reading to ensure progression for all. - plan to the interests of the cohort: include challenge for all. - Set high expectations of all pupils. - AET maths plans to be used. 	<p>Jan 2020</p> <p>PP meeting Nov to set targets</p> <p>Dec 2019/ Feb 2020</p> <p>Continuous</p>	<ul style="list-style-type: none"> * boys' achievement will be in line with national and the girls * boys will show a greater enjoyment in reading for pleasure * % of pupils achieving GD in maths will be in line with national 	<p>£100 for core text</p> <p>£100 manipulatives</p>	<ol style="list-style-type: none"> 1. Faculty leader to complete triangulation and feedback to CTs and HT 2. Staff to complete learning walks and feedback: use of working walls/ vocabulary 3. Pupil Progress meetings seasonally to analyse progress / attainment and set targets 4. CTs to attend cluster/ collaboration moderation to validate judgements 5. SENCo to monitor provision 	<p>Quality of teaching and learning</p> <p>Behaviour and attitudes</p> <p>Personal development</p> <p>Leadership and management</p>

exceeding in maths.	Emphasis on understanding questions – vocabulary - Teachers to ensure that they assess accurately and plug the gaps - Fluency in 5 / x tables songs to be used				6. plans and monitor impact of interventions	
KS2 : Progress and attainment in mathematics to be broadly in line with national	- Teachers to complete a gap analysis of their cohorts and use information to plug the gaps - Teachers to use TA effectively (pre-teach/ over teach/ catchup and keep up/ other interventions - HT to plan and deliver booster sessions weekly building - Teachers to ensure pupils have fluency in all 4 operations thought use of fluent in 5. - AET planning to be delivered with emphasis on problem solving and reasoning	October / Jan Continual Starting Oct 2019 October 2019	* pupils will achieve progress measures in line with predictions * girls will achieve inline with boys or better * pupils' attainment will be in line with national or better * pupils will be able to use strategies to solve reasoning and problem-solving questions * books will show evidence of problems solving and reasoning		1. faculty leader will complete triangulation and feedback to CT and HT 2. SENCo to monitor provision plans and monitor impact of interventions 3. CTs to monitor progress and attainment against gap analysis	Quality of teaching and learning Behaviour and attitudes Personal development Leadership and management
KS2 : Boys attainment in Reading and Writing inline with girls / national	-Lessons planned to tap into pupils' interests - ensure challenge for all / high expectations - writing conferences: feedback with concise points for improvement - Whole class reading using VIPERS - administer PIRA reading tests: monitor impact of teaching	Continual Agree with CT Seasonally	* Attainment in line with girls / national (or better) * writing shows progression from starting points * Boys taking pride in writing – give opportunities to write for a real purpose * reading in line with national or better	£150 class sets of text	1. faculty leader will complete triangulation and feedback to CT and HT 2. SENCo to monitor provision plans and monitor impact of interventions 3. CTs to monitor progress and attainment against gap analysis 4. Faculty leaders to monitor impact of whole class guided reading 5.	Quality of teaching and learning Behaviour and attitudes Personal development Leadership and management

Objective 2	To fully embed a broad and balanced curriculum					
What do we want to improve	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will it be reported?	Ref to SEF
Continue to develop our curriculum to meet the needs of our pupils	<ul style="list-style-type: none"> - create long term plans using PSHE themes Health and well-being (self), relationships (others) and the wider world. - ensure planning across the school is sequential and shows progress in skills / knowledge taught - cultural capital.... Vocabulary - review RSE (statutory from Sept 2020) - develop a link with a school globally / nationally - Build in opportunities for whole school focus, i.e. science, art and DT weeks. - experiences are planned to enhance and complement our curriculum - continued delivery of forest school. - teachers to monitor progression within classes and assess accurately to inform next steps - identify how we will assess: evidence base. - teachers to identify what knowledge needs to be taught and how pupils will retain it, i.e. quizzes, knowledge organisers etc. - ensure pupils read a wide variety of genres - phonics teaching and learning: text match learning - ensure that we have resources to teach effectively (phonic reading scheme) - ensure the curriculum covers keeping 	<p>Beginning Spring term</p> <p>January 2020</p> <p>Ongoing – end of term consultation</p> <p>Continual Seasonal data drops</p> <p>Continual assessment</p> <p>Seasonal planning January 2020</p>	<ul style="list-style-type: none"> * PSHE embedded and is having an impact on behaviour and well-being * RSE consultation completed with stakeholder involvement * pupils are learning about what is important to them as well as the N/C * trips and experiences are enhancing learning; pupils are actively enjoying learning *pupils' knowledge will have increased with greater recall of factual information * attainment and progress will improve (KS2) 	<p>£100</p> <p>£200 resources</p>	<ol style="list-style-type: none"> 1. Faculties to complete action plans and identify priorities for subject areas 2. Faculties to monitor teaching and learning in subject areas: impact of teaching (triangulation) report to HT 3. Faculties and HT to monitor progress and attainment: assessment methods 4. Faculties to ensure that progression is evident across the school – initial meeting with staff to agree what progress looks like. 5. HT to complete pupil voice with a working party of pupils 	<p>Quality of education</p> <p>Leadership and management</p> <p>Personal development</p>

	safe and pupils know how to be safe - pupil voice – what is going well?					
To develop and embed the faculty model	<ul style="list-style-type: none"> -Faculties to complete initial action plans identifying priority areas - faculties to identify what progression looks like across the school as well as with in classes/ year groups. - faculties to monitor medium- and long-term planning to ensure coverage and depth. - assessment in subjects other than E and M, agree what and how. - creation of knowledge organisers to enhance teaching and learning – focus on knowledge – decide who is responsible - teachers to have dedicated time to complete actions, monitor impact and agree next steps - HT to allocate staff meeting time to faculty priorities - HT to investigate pooling resources and expertise with in cluster (including secondary colleagues) - Audit resources for teaching and learning - Release time for teachers to undertake lesson studies for improved teaching and learning - faculties to complete monitoring of implementation of subjects and impact on pupils 	<p>October half term 19 December 19</p> <p>Beginning of each season. December 19</p> <p>Prior to teaching</p> <p>KS2 teachers wed/ fri alternate weeks</p> <p>November 19 Dates throughout year December 19</p> <p>As per action plan</p>	<ul style="list-style-type: none"> * subjects will be managed effectively * assessment will be used to plan next steps for pupils * there will be clear progression across the school which can be seen in books * pupils will be enthused about their learning and can explain what they are learning and why * pupils will be able to recall facts and have lasting knowledge of what they have been taught * teachers' practice will be improved due to lesson studies * An audit of teachers' subject knowledge will have identified areas for development * Secondary colleagues with specialisms to aid CPD * clusters subject meeting will empower teachers and give opportunities for sharing expertise/ resources and workload * All groups of pupils are making good progress or better 	<p>£1000 for release other than agreed, i.e. lesson studies</p> <p>£1000 for resources</p>	<ol style="list-style-type: none"> 1. HT to scrutinise action plans and feedback 2. HT to monitor faculty progress and attend meetings 3. Faculties to report to link governor progress against action plans 4. subject audits to be recorded and reported to HT and staff members. 5. leaders to report to HT focus of cluster meetings: teachers to use these meetings as CPD opportunities 6. Teachers to assess pupil progress and attainment: report to faculty and HT 7. SENCo to monitor provision: pupils who are not making progress. 	<p>Leadership and management</p> <p>Quality of education</p>

Objective 3	To reduce the % of persistent absence and decrease the instances of late arrival.					
What do we want to improve	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will it be reported?	Ref to SEF
<p>Reduce the % of persistent absence</p> <p>Reduce the number of pupils arriving late</p>	<ul style="list-style-type: none"> - HT / Office manager to monitor lateness and Attendance looking for patterns - Weekly punctuality and attendance reported in Celebration service and weekly newsletter - Letters written to parents of pupils who are repeatedly late / absence - meetings with CT and HT to discuss improvement - requests for holidays will not be authorised - Referrals to Inclusion and Attendance Officer for West Kent if no improvement is seen. - pupils in the year groups are reward at the end of term for best attendance. - bronze, silver and gold certificates awarded to individual pupils for attendance in line with policy (96.5+) 	<p>Weekly</p> <p>As needed</p> <p>X 6 end of term</p> <p>X 6 end of term</p>	<ul style="list-style-type: none"> * instances of late arrival reduced * % of persistent absence reduced in line with national 	<p>£100 certificates</p>	<ol style="list-style-type: none"> 1. HT to collate attendance and punctuality data and report to parents 2. Governor to attend school and go through data and actions 3. Attendance and Inclusion Officer to monitor attendance of pupils they are involved with. 	<p>Behaviour and attitudes</p> <p>Personal development</p>
<p>Improve further attitudes to learning</p>	<ul style="list-style-type: none"> - behaviour management policy: consistently applied by all staff members - low-level disruptions will not be tolerated - a curriculum which inspires learning - teachers will plan for the uniqueness of their classes, i.e. is it boy heavy? - TAs to complete Leuven Scale observation for well-being and involvement 	<p>Continual</p> <p>Nov / Feb</p> <p>Term 2</p>	<ul style="list-style-type: none"> *pupils will be on task and involved in their learning * instances of low-level disruption will be reduced * pupils will be using language associated with successful learning and will show resilience 		<ol style="list-style-type: none"> 1.TAs to report Leuven results to CTs and HT 2. HT to monitor I.I.d. and complete drop-ins 3. HT to monitor reports in behaviour file: patterns and triggers 4. CT to monitor the impact of 5Rs for learning 	<p>Behaviour and attitudes</p> <p>Personal development</p>

	- embedded 5Rs of learning: resilience, readiness, resourcefulness, reflectiveness and responsibility: link to PSHE and the language associated with being successful learners.					
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Objective 4	To further develop the whole child (holistic)					
What do we want to improve	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will it be reported?	Ref to SEF
Health and well-being	<ul style="list-style-type: none"> -Embed PSHE planning (revisit and use language – link to SMSC and British Values - RSE planning - Health and well-being focus Summer Term / cross school learning opportunities - SENCo and HT to complete Mental Health Champions training, implementing strategies to aid pupil mental health - Sports Coach to lead lunch time play and prepare pupils for tournaments - teachers to implement 5rs - investigate mindfulness training for delivery in school - provide pupils with opportunities to nurture their talents (clubs, visits/ 	<ul style="list-style-type: none"> Sept ongoing Complete consultation Sept – June Sept ongoing Term 2 Sept ongoing 	<ul style="list-style-type: none"> * pupils can identify how to stay healthy (diet and exercise) *pupils can talk about their social, moral, cultural and spiritual development and its impact on their lives * pupils have a range of strategies they can use to look after their mental health * % of pupils taking part in sporting activities increased * % of festivals attended increased – pupils enjoying participating * pupils given a range of opportunities to use their talents / share them with others. 	<ul style="list-style-type: none"> £100 £200 £500 £150 	<ul style="list-style-type: none"> 1. Faculty to monitor PSHE teaching and learning report to HT 2. Pupil Voice and working party PSHE to report back to CTs about impact of PSHE 3. SENCo to monitor provision plans and ensure pupils who need support for mental health receive it. 4. KM to monitor uptake and impact of coaching 5. Working walls used in school hall 	<ul style="list-style-type: none"> Personal development Quality of education – broad and balanced curriculum

	visitors)					
To enable our pupils to be conscientious citizens	<ul style="list-style-type: none"> - establish links with international and national schools (British Council) - Courageous advocacy – school council to support initiatives for fundraising - Local links to community: Larchmere, community lunches, daffodil teas, harvest, nativity and other. - ensure pupils know how to be safe - celebrate pupils who display the school values - as above PSHE and SMSC implementation 	<p>Term 3</p> <p>Sept ongoing</p> <p>On going</p>	<ul style="list-style-type: none"> * active link with Sitwe Primary School – Zambia * pupils learning about other cultures and having an understanding of others traditions and festivals * pupils actively taking part in fundraising and knowing why it is important. *stronger links and presence in the village * pupils' life the school values and can reference how they showed them and why it is important. *pupils' are actively responsible citizens who care about their environment, each other and the wider world. 		<ol style="list-style-type: none"> 1. Monitor behaviour – impact of PSHE / SMSC. Can pupils talk about positive impact? 2. pupil involvement in village life- feedback from parties / impact upon pupils 3. Pupil voice – can pupils identify how to stay safe online, in school, at home and outside of the home. 4. faculty to monitor impact of values: can pupils explain what they are and why we have them? 	<p>Personal development</p> <p>Quality of education – broad and balanced curriculum PSHE/ SMSC</p>

Objective 5	The governing body to hold leaders to account					
What do we want to improve	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will it be reported?	Ref to SEF
Governing body to monitor SIP and impact	<ul style="list-style-type: none"> - stakeholder involvement with SIP and SEF - governors assigned to a faculty: monitoring and meeting members to ascertain priorities and how they are 	<p>Continual cycle</p> <p>Sept 19</p>	<ul style="list-style-type: none"> * GB will have a comprehensive understanding of the Ofsted Education Inspection Framework * GB will understand what the school priorities are and why they 		<ol style="list-style-type: none"> 1. Governors to monitor and feedback at appropriate meetings (FGB, resources or learning and development committees) 	<p>Leadership and management</p>

	<p>administered</p> <ul style="list-style-type: none"> - governors to undertake monitoring visits against SIP priorities - headteacher to submit headteacher reports to GB for challenge and feedback - ensure that the schools' vision and values underpin all educational decisions and experiences - ensure that the school continues to have a culture of safeguarding - ensure the school are statutorily compliant: website, health and safety and financial compliance 	<p>Continual</p> <p>X 3 FGB</p>	<p>have been identified</p> <ul style="list-style-type: none"> * GB will hold leaders to account, monitoring impact of objectives * GB will be visible in school carrying out duties and supporting staff * GB to ensure that school vision and values are embedded 		<ol style="list-style-type: none"> 2. Governors to meet with CT and feedback to HT. Governors to identify actions to inform follow up monitoring visits 3. health and Safety audits / environment walks 4. SEN reports 5. Safeguarding reviews 6. website audits 7. Budget monitoring / 3-year budget forecast <p>All of these are sources of evidence which must be monitored to identify impact</p>	
<p>Staff well-being</p>	<ul style="list-style-type: none"> - Headteacher to complete workload audit - Headteacher and governors to work with staff to reduce unnecessary administrative tasks - headteacher to work with staff on personal well-being - governors involvement in staff wellbeing 	<p>Term 2</p> <p>Term 3</p> <p>Term 3</p>	<ul style="list-style-type: none"> * unnecessary administrative tasks reduced * teachers have a good work/ life balance * marking and feedback is reduced further (one-page information gathering) * teachers feel valued 		<ol style="list-style-type: none"> 1. Governing body to talk to teachers about teacher workload and together with HT find ways to reduce it 2. Staff questionnaire for views/ successes, points for development 	<p>Leadership and management</p>