



Frithville Primary School

Federated with

New York Primary School

Federation Improvement Plan ~ Academic Year 2018-19

Summary:

Improvement Objectives from Ofsted Reports: Frithville February 2017 and New York March 2017.

Frithville is not yet an outstanding school because:

- Leaders and those responsible for governance should ensure that teachers:
 - Give pupils more opportunities to answer questions requiring inference skills, to improve their reading comprehension skills
 - Throughout the school consistently challenge pupils using questions that involve mathematical reasoning, to enable more pupils to achieve highly.

New York is not yet an outstanding school because:

- Subject leaders develop their leadership skills, so that governors can hold them to account for improvements in the quality of teaching and pupils' achievement in their area of responsibility
- Work more extensively with parents to improve pupils' rates of attendance
- Pupils' progress in writing and mathematics is accelerated by teachers:
 - Insisting that pupils use their spelling and punctuation skills accurately when they write at length in all subjects.
 - Intervening quickly to move pupils on to more challenging work.

Priorities for 2018/19 with a view to improving the attainment and progress of all pupils.

Priority 1:

Secure consistently good or better teaching, learning and assessment across the Federation.

We will know we have succeeded when:

- All pupils meet or exceed their individual expected attainment.
- All pupils meet or exceed their individual expected progress.
- Federation leaders can compare and justify Federation expectations, standards and outcomes against those set nationally.

Evidence will be gathered through:

- Lesson observation
- Work scrutiny
- Pupil interview and questionnaire
- Learning walk
- Pupil progress data
- Discussion with teachers and leaders
- Peer discussion and review
- Performance management

Priority 2:

To improve the Effectiveness of Leadership and Management throughout the Federation.

We will know we have succeeded when:

- Leaders at all levels are highly ambitious for the pupils and lead by example through a thorough and extensive programme of monitoring and evaluation, thereby basing their judgements and actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.
- Senior leaders across the Federation work to promote improvement across the wider system, including, where applicable, with outside agencies to raise the proportion of children who meet or exceed their expected attainment and progress.
- Governors stringently hold senior leaders to account for all aspects of the Federation's performance.

Evidence will be gathered through:

- Pupil and Parental Questionnaire
- Lesson observations
- Work scrutiny
- HT reports to governors and SEF
- Learning walks
- Discussion with staff
- Peer Review discussion with SLT and Governors
- Discussion with SLT and Governors
- Governor visits

Governor Monitoring & Evaluation Timetable – Academic Year 2018-19

Areas of responsibility:

Staff

Pupil Progress	Curriculum (KS1 & New RE Syllabus)	Curriculum (KS2 & Mobilise 3)	Maths (Mobilise 3)	English	Science	SMSC	EYFS	SEND	PE
Paul Bargh (SLT)	Fern Parsons (SLT)	Donna Iveson (SLT)	Paul Bargh	Sharon Tempest	Donna Iveson	Fern Parsons	Sara Zuzarte	Donna Frost-Phillips Kath Conley	Paul Bargh (Dan Taylor & Eden Major)

Governors

H & S	Safeguarding	Pupil Progress	HTPM	Finance	CPD/Link	Maths	English	Science	SMSC	EYFS	SEND	PE
KT/KC	SB/KT	SB/KA	GC/KT/SB	SB/GC	AS	GC	SB	KA	KC	KT	GC/SB	KT

Timetable:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6						
Reports:	Sports Premium SEF 1 Pupil Pr AY 2016-7	PB/KT SLT/FGB PB/SB/GC	SMSC SEF 5 Mobilise Plan Budget	FP/KC SLT/FGB DI/PB/SB PB/SB/GC	English Maths Science Curriculum Pupil Pr Term 1	ST/SB PB/GC DI/KA FP/PB/SB/? PB/SB/GC	EYFS SEF 3 & 4 Mobilise Do	SZ/KT SLT/FGB DI/PB/SB	Pupil Pr Term 2 Budget SATS	PB/SB/GC PB/SB/GC SB/GC	SEND SEF 2, 6 & 7 Mobilise Review	DFP/GC/SB SLT/FGB DI/PB/SB
Monitoring	Formal Obs Perform. Man.	SLT/FGB TS/FGB	H & S Safeguarding Adopt a Governor - Work scrutiny - Pupil voice	PB/KT/KC PB/SB/KT FGB	Formal Obs Perform. Man Pupil Pr.	SLT/FGB TS/FGB PB/SB/GC	Adopt a Governor - Work scrutiny - Pupil voice	FGB	Formal Obs HT Perform. Man. Pupil Pr.	SLT/FGB GC/KT/SB PB/SB/GC	Adopt a Governor - Work scrutiny - Pupil voice	FGB

Milestones				
Priority 1 Objectives:	Sept 30th 2018	Dec 20th 2018	April 5th 2019	July 12th 2019
1.1 To improve pupils' reading comprehension skills, particularly inference and deduction, and ways of evidencing this.	SL to audit current practice through staff meeting discussion.	SLT /SL to review evidence of pupil progress in reading.	SL/Gov feedback to FGB, inform SEF (Sections 3 & 4).	Review impact of actions, to inform SEF (Section 6).
1.2 Pupils use their spelling and punctuation skills accurately when they write at length across the curriculum.	Review feedback scheme with all staff and pupils.	Opportunities planned, developed and reviewed for children to write at length across the curriculum.	Pupils' accurate use of SPaG skills across the curriculum evidenced through lesson obs, work scrutinies and Peer Review. SL/Gov feedback to FGB, inform SEF (Sections 3 & 4).	Pupils' accurate use of SPaG skills evidenced through lesson obs, work scrutinies, peer review and external moderation. Review impact of actions, to inform SEF (Section 6).
1.3 Challenge all pupils using questions that involve mathematical reasoning.	SL to audit current practice through staff meeting discussion. SL to order Power Maths resources, as evaluated by TS during staff meeting.	Evidence of pupils being given the opportunity to use mathematical reasoning skills evidenced through lesson obs and work scrutinies. Mobilise 3 TBC.	Pupils' accurate use of mathematical reasoning skills evidenced through lesson obs, work scrutinies and Peer Review. SL/Gov feedback to FGB, inform SEF (Sections 3 & 4).	Pupils' accurate use of mathematical reasoning skills evidenced through lesson obs, work scrutinies and peer review. Review impact of actions, to inform SEF (Section 6).
1.4 Increase opportunities for pupils to develop mental maths strategies across the across the curriculum.	SL to audit current practice through staff meeting discussion.	Evidence of pupils being given the opportunity to use mental maths strategies evidenced through lesson obs and work scrutinies. Mobilise 3 TBC.	Pupils' accurate use of mental maths strategies evidenced through lesson obs, work scrutinies and Peer Review. SL/Gov feedback to FGB, inform SEF (Sections 3 & 4).	Pupils' accurate use of mental maths strategies evidenced through lesson obs, work scrutinies and peer review. Review impact of actions, to inform SEF (Section 6).
1.5 Continue to develop a creative, bespoke curriculum to ensure that individual learning needs of our children are met and that good progress is made from the moment they start at each school.	Staff to work in Key Stage teams to review, develop and update long term plans. Investigate Heritage School Status. Explore Global Learning possibilities. ICT E-Safety Poster competition.	Staff to audit resources across the Federation with a view to ordering new resources if needed. Review provision and intervention strategies to enhance learning. Mobilise 3 TBC. Staff to have planned curriculum enhancement activities such as visits and visitors.	Mobilise 3 TBC. Review provision and intervention strategies to enhance learning.	Staff to review the impact of actions and changes to the curriculum, to inform SEF (Section 6).

Priority 2 Objectives:	Sept 30 th 2018	Dec 20 th 2018	April 5 th 2019	July 12 th 2019
2.1 Ensure there continues to be sound financial planning moving towards academisation.	<p>Finance governors in place.</p> <p>Staff and governors notified of academisation key dates.</p> <p>Financial due diligence criteria set.</p> <p>FGB to discuss impact of new EHCPs at NY, adverts for new staff posted as necessary.</p>	<p>Finance Govs report to FGB and will include:</p> <ul style="list-style-type: none"> - LCC rep recommendations. - Due diligence recommendations. - Contract renewals. - Staffing. - Pay and performance recommendations / transfer. 	<p>Finance Govs report to Trustees and LG Board and will include:</p> <ul style="list-style-type: none"> - MAT recommendations. - Contract renewals. - Staffing for AY 2019/20. - Devolved capital projects 2019/20. 	<p>Budget plans prepared for both schools and distributed to LG Board and Trustees.</p> <p>Update FIP accordingly.</p>
2.2 To develop an effective devolved leadership across the 3 key stages to 'subject leadership' across the Federation, which impacts significantly to improve standards and outcomes for children.	<p>FIP, Staff meeting and monitoring/ evaluation timetables shared with all staff and governors.</p> <p>SL Action Plans to have been written and shared with all staff and governors. (Maths, English, Science, RE/SMSC, EYFS, Sports' Grant Report, SEND)</p> <p>External sports fixture timetable to be shared, planned and organised.</p> <p>SL to review and amend RE planning in accordance with new Lincolnshire Agreed Syllabus and share with staff.</p>	<p>Mobilise 3 Action Plan in place.</p> <p>SL/Gov - SMSC report to FGB, informing SEF 5.</p> <p>Pupil, Parent and Staff questionnaires reviewed and prepared to encourage greater pupil/parental input into school improvement.</p> <p>Review and act upon SL planned priorities as appropriate.</p>	<p>Mobilise 3 TBC.</p> <p>Review and act upon SEF 5 priorities as appropriate.</p> <p>Pupil and Staff questionnaires carried out, analysed and action plan prepared (if required).</p> <p>Review and act upon SL planned priorities as appropriate.</p> <p>English, maths, science and EYFS SL report to FGB, informing SEF 3 & 4.</p> <p>SL to evaluate effectiveness of new RE planning.</p>	<p>Mobilise 3 TBC.</p> <p>Review and act upon SEF 3, 4 & 5 priorities as appropriate.</p> <p>Parent questionnaire carried out, analysed and action plan in place (if required).</p> <p>Review and act upon SL planned priorities as appropriate.</p> <p>Review impact of SL planned priorities, informing SEF 2, 6 & 7.</p>
2.3 To gather and evaluate robust evidence of the existing high-quality impact of the Governing Body in securing strong strategic leadership and improvement in standards and outcomes for children.	<p>PB to meet with KT, Sports Premium Report written and presented to FGB.</p> <p>PB to meet with SB/GC, PP report presented to FGB.</p> <p>HT Performance Management (HTPM) and finance committees organised.</p> <p>HTPM review completed.</p> <p>Annual review of composition and structure of FGB completed.</p> <p>SEF1 written and presented to FGB.</p> <p>Ensure all classes have an adopted governor.</p>	<p>FP to meet with KC, SMSC report written and presented to FGB.</p> <p>Finance Govs report to FGB.</p> <p>HT Performance management review completed and reported to FGB.</p> <p>All Govs to have visited adopted classes.</p> <p>Actions from FGB composition and structure review acted upon.</p> <p>SEF 5 written and presented to FGB.</p>	<p>PB to meet with SB/GC, PP report presented to FGB.</p> <p>Subject leaders to meet with Gov reps, mid-year impact of action plans, work scrutinies, pupil voice. Govs to report to FGB.</p> <p>HT Performance management update completed and reported to FGB.</p> <p>All Govs to have visited adopted classes.</p> <p>SEF 3 and 4 written and presented to FGB.</p> <p>AS (CPD/Link Gov) to report to FGB on training attended in term 1 & 2.</p>	<p>PB to meet with SB/GC, PP report presented to FGB.</p> <p>FGB to review and adopt budget plans for both schools.</p> <p>DFP/KC to meet with GC/SB, SEND report to FGB.</p> <p>All Govs to have visited adopted classes.</p> <p>HT Performance management update completed and reported to FGB.</p> <p>SEF 2, 6 and 7 written and presented to FGB.</p> <p>AS (CPD/Link Gov) to report to FGB on training attended in term 3 & 4.</p>

<p>2.4 To maintain and improve our effective partnerships with other schools to share and develop outstanding practice across our school and beyond.</p>	<p>New Peer Review timetable adopted. Share timetable with staff and FGB. EYFS Baseline Moderation PB to forward weekly updates from KYRA throughout year. DI / PB attend Mobilise 3 CPD. KYRA East School Council visit to Halton.</p>	<p>Peer Reviews as timetabled Staff to attend KYRA moderation events. PB attend HT LCC briefing & KYRA forum. DI / PB attend Mobilise 3 CPD. Gobs to attend KYRA East forum. KYRA East School Council visit to London.</p>	<p>Peer Reviews as timetabled PB attend HT LCC briefing, conference & KYRA forum. Staff to attend KYRA moderation events. DI / PB attend Mobilise 3 CPD. Gobs to attend KYRA East forum. KYRA East School Council visit.</p>	<p>Writing Moderation. PB attend HT briefing & KYRA forum. DI / PB attend Mobilise 3 CPD KYRA East School Council visit. Staff to attend KYRA moderation events. Gobs to attend KYRA East forum. Federation to attend KYRA East Ignite Games.</p>
<p>2.5 To ensure compliancy with new GDPR guidelines.</p>	<p>Complete GDPR policy, confidentiality policy and personal data breach / privacy statement. Above documents ratified by FGB. Privacy notice for staff shared on training day. Update confidential pupil information forms. Set up data use log. Update supply contracts and data users and inform them of GDPR regulations. Letters home with privacy notice for parents and pupils.</p>			

Priority 1: Secure consistently good or better teaching, learning and assessment across the Federation.

Objectives:	Actions:	Impact:	Resources:	Monitoring, Evaluation Process and Timeline:	Responsibility:
1.1 To improve pupils' reading comprehension skills, particularly inference and deduction, and ways of evidencing this.	1.1.1 Staff provide opportunities for pupils to use clues in a text to reach a conclusion, where appropriate. 1.1.2 Staff develop pupils reading comprehension skills with challenging inference questions and evidence this. 1.1.3 Staff challenged in PM meetings.	a. Pupils demonstrate a deeper understanding of what they are reading, through written and/or verbal explanations, as appropriate. b. Pupils make expected or better progress in inference questions. c. A robust evidence base of pupils' skills.	CPD as required. PPA, extra time to develop effective evidence base. New reading resources, as required.	Formal lesson obs: Terms 1, 3 and 5. Informal/drop in obs. Book scrutinies: SL – terms 1, 3 and 5. SLT – terms 2, 4 and 6 KS staff meetings. Governor subject monitoring: Term 3.	SLT/ FGB SLT/SL/ FGB All staff/ FGB SL/ FGB
1.2 Pupils use their spelling and punctuation skills accurately when they write at length across the curriculum.	1.2.1 Staff insist that pupils use the same high standard of SPaG skills across all subjects. 1.2.2 Staff challenged in PM meetings	a. Increasingly high standards of SPaG will be evidenced in all books. b. Pupils make expected or better progress in SPaG.	CPD for TS and TAs, as required.	Pupil progress: Term 6. Peer Review: Terms 3 and 6.	PB/ SB/KA SLT/ FGB
1.3 Challenge all pupils using questions that involve mathematical reasoning.	1.3.1 Staff provide opportunities for pupils to explain their mathematical reasoning as appropriate. 1.3.2 Staff challenged in PM meetings.	a. Pupils demonstrate a deeper understanding of maths through either written or verbal explanations. b. Pupils make expected or better progress in reasoning type questions.	CPD for TS and TAs, as required	Parent/pupil voice: Terms 3 and 5. Adopt a Governor: Terms 2, 4 and 6.	SLT/ KC/FGB TS/ FGB
1.4 Increase opportunities for pupils to develop mental maths strategies across the across the curriculum.	1.4.1 Staff provide opportunities for pupils to develop their use of mental maths as appropriate. 1.4.2 Staff challenged in PM meetings. 1.4.3 Opportunities identified for maths skills to be used across the curriculum.	a. Pupils demonstrate a deeper understanding of maths through either written or verbal explanations. b. Pupils make expected or better progress. c. Cross-curricular use of maths skills evidenced in books.	CPD for TS and TAs, as required.	SEF: Terms 1, 2, 4 and 6. LCC Moderations: Term 5 Performance Management: Terms 1 and 4. FGB Meetings:	SLT/ FGB TS/ FGB TS/SLT/ FGB TS/ FGB
1.5 Continue to develop a creative, bespoke curriculum to ensure that individual learning needs of our children are met and that good progress is made from the moment they start at each school.	1.5.1 Mobilise 3 1.5.2 SL action plans to be completed and shared. 1.5.3 The first books of pupils who move to the schools mid-year are kept to provide a baseline for measuring progress.	a. Pupils are engaged in their learning and make expected or better progress from their starting points. b. A robust evidence base of children's learning.	PPA cover, as required Updated resources, as required. Trips and visitors, as appropriate.		

Priority 2: To improve the Effectiveness of Leadership and Management throughout the Federation.

Objectives:	Actions:	Impact:	Resources:	Monitoring, Evaluation Process and Timeline:	Responsibility:
2.1 Ensure there continues to be sound financial planning moving towards academisation.	2.1.1 See separate Academy dashboard dates.	a. Budget for both schools are managed effectively in line with the FIP.	LLC Gold Finance Package. £1300.00 approx per sch.	Formal lesson obs: Terms 1, 3 and 5. Informal/drop in obs. Book scrutinies: SL – terms 1, 3 and 5. SLT – terms 2, 4 and 6 KS staff meetings. Governor subject monitoring: Term 1 and 3. Pupil progress: Term 6. Peer Review: Terms 3 and 6. Parent/pupil voice: Terms 3 and 5. Adopt a Governor: Terms 2, 4 and 6. SEF: Terms 1, 2, 4 and 6. LCC Moderations: Term 5 Performance Management: Terms 1 and 4. FGB Meetings:	SLT/ FGB
	2.1.2 Financial committee to oversee and report on financial matters arising	b. Assurance of Good Financial Management Systems.			SLT/SL/ FGB
	2.1.3 SIGs (SB & GC) to meet with LCC rep and act upon recommendations.	c. School building maintained and safe.			All staff/ FGB
	2.1.4 Scrutiny of budget management reports.	Link to LLC website descriptor and costings: https://www.lincolnshire.gov.uk/edulincs/finance-and-professional-services/financial-services-for-maintained-agresso-schools/129928.article			SL/ FGB
2.2 To develop an effective devolved leadership across the 3 key stages to 'subject leadership' across the school, which impacts significantly to improve standards and outcomes for children.	2.2.1 To further develop the leadership of all subjects across the Federation.	a. Leaders with have a greater awareness of their subject across the Federation.	CPD for SLs. Membership to KYRA and Connect.		PB/ SB
	2.2.2 SL to use findings from action plans: English, maths, science, PE, EYFS, SMSC and SEND.	b. SL will have a greater confidence to lead.			SLT/ FGB
	2.2.3 SLT ensure that all staff engage with "Mobilise 3".	c. CPD to be provided for staff as appropriate. d. To improve the quality of teaching across the Federation. e. Pupils make expected or better progress.			SLT/ KC/FGB TS/ FGB SLT/ FGB
2.3 To gather and evaluate robust evidence of the existing high-quality impact of the Governing Body in securing strong strategic leadership and improvement in standards and outcomes for children.	2.3.1 Review and update induction programme for new governors.	a. Effective buddy/mentor system in place. b. New govs as part of induction and continuous development, make the most of the resources, guidance and training available to develop their knowledge and skills.	Membership to KYRA and Connect.		TS/ FGB
	2.3.2 Improve monitoring, evaluation and reporting of Federation performance.	a. CPD for govs is a standing agenda item. b. Information is sent to govs far enough in advance of meetings to allow for thorough preparation. c. Minutes of gov meetings analysed for challenge, holding senior leadership to account. d. Gov visits agreed at FGB meetings Terms 1, 3 and 5 – these are completed			TS/SLT/ FGB TS/ FGB

		<p>and reported on for dissemination and discussion at the next meetings.</p> <p>e. HTPM Committee has effectively reviewed progress against targets at the end of terms 1, 3 and 5.</p> <p>f. FGB has reviewed and acted upon pupil survey and timing, following analysis of January responses.</p> <p>g. FGB has reviewed and acted upon parent survey.</p> <p>h. FGB has undertaken and acted upon staff survey.</p> <p>i. FGB has produced an annual “Measure of Impact” statement for publication on the website and issued to parents.</p> <p>j. FGB has identified, discussed and acted upon further examples of its contribution to and impact on pupils’ outcomes.</p>			
	<p>2.3.3 All members of the Governing Body are to undertake CPD for their role, with a view to ensuring succession planning.</p>	<p>a. FGB, including the Clerk, has completed skills audit and has identified skills gaps.</p> <p>b. FGB has updated NGA Virtual College and internal training regularly for specialist roles, e.g. SEND.</p> <p>c. Gobs that have attended specific training disseminate feedback.</p> <p>d. FGB has investigated, reviewed and acted upon Chair’s performance.</p> <p>e. FGB has continued to act upon the question of succession planning.</p> <p>f. FGB has continued the opportunity for gobs to chair meetings. (Succession Planning).</p>			
	<p>2.3.4 All members of the FGB are to keep up to date with current best practice.</p>	<p>a. Gobs have attended at least one meeting of SAS, KYRA or gov partnership forum this AY. Key info reported back to FGB.</p> <p>b. Gobs update themselves by accessing key information – KYRA weekly Bulletin.</p>			

		<p>c. All gobs prepare thoroughly for meetings, have read emails and attachments.</p> <p>d. FGB have a good understanding of federation performance data.</p> <p>e. FGB aware of the impact of networking and peer to peer support on pupils' outcomes.</p>			
	2.3.5 Review and update if necessary the structure of the FGB in terms of roles and responsibilities.	<p>a. Link gov appointed to analyse gov training for effectiveness.</p> <p>b. FGB composition and structure reviewed and findings acted upon. (Annual review)</p> <p>c. Two governors allocated for SEND, safeguarding, H&S, finance and data.</p> <p>d. Annual rotation of gov responsibilities set up. (Succession Planning).</p> <p>e. Separate committees for HTPM and finance organised.</p>			
2.4 To maintain and improve our effective partnerships with other schools to share and develop outstanding practice across our school and beyond.	<p>2.4.1 Peer review timetable adopted, shared and actioned.</p> <p>2.4.2 Moderation timetable adopted, shared and actioned.</p> <p>2.4.3 School Council visits' timetable adopted, shared and actioned.</p> <p>2.4.4 HT and Gov briefing/forum timetable adopted, shared and actioned.</p> <p>2.4.5 Mobilise 3 timetabled, adopted, shared and actioned.</p> <p>2.4.6 Interschool sports calendar maintained, Gold Sports' Award Achieved for AY 2018-19.</p>	<p>a. Pupils make expected or better progress in all subject areas.</p> <p>b. Challenge has been used in a range of educational contexts as a strategy for enhancing self-evaluation through external reference.</p> <p>c. Peers have come together and spending time in each other's contexts to review practice, share expertise, recommending strategies for development and challenging each other to achieve continuous improvement.</p> <p>d. Participating schools have the confidence to share honest self-evaluation with their peers and in turn have found that the experience has built trust between colleagues who gain respect for each other.</p> <p>e. Both Frithville and New York achieve the Gold Sports' Award or higher.</p>	<p>CPD for TS, TAs, SL & SLT. (Training days and staff meeting workshops)</p> <p>Membership to KYRA and Connect.</p> <p>£3000.00 membership per sch. to the Boston and District Sports' Partnership.</p>		