

Oswald Road Primary School Improvement Plan 2018/19

Parental Links



Parental Links 2018/19				
Priority 1 – To inform, guide and support our parents and carers				
Co-ordinator: Sarah Greenway	Year 2018/19	Cost of plan: £10		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action (Red for main lead, black for supporting)	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p>ACTION: Put transition information for year groups/classes on the school website on the curriculum page</p> <p>HOW: Collect information from class teachers and update school website</p> <p>IMPACT: Parents have essential class information.</p>	Ellie	Wks 1 and 2		
<p>ACTION: Meet all new families to the school at the start of and during the school year</p> <p>HOW: Helen and Sam to arrange meetings with new families</p> <p>IMPACT: New families know the layout of the school, where their child/children's classes are, meet their child's teacher, are given key information about school e.g. times of the day/term dates and given details about the school website etc. School are provided with family, medical and educational details etc.</p>	Helen Wright Sam C	Ongoing		
<p>ACTION: Provide workshops e.g. Phonics, Spelling and Handwriting/Stay and Learn sessions to support parents with their child's learning at home</p> <p>HOW: Ask teachers to identify target families when appropriate. Letters sent home/1:1 conversation where possible. Ring parents who don't respond to encourage take up. Deliver workshop and collect feedback</p>	Sarah G Jess Leanne Marleena Rose Sonja Other teachers delivering workshops	At different times throughout the year (See the QAC)		Handouts Parent Feedback books/slips Time to deliver workshops

<p>IMPACT: Good attendance and positive feedback in terms of parents knowing how to support their children at home.</p>	Office staff			
<p>ACTION: Give Play club bags to families in EYFS and Y 1 to targeted families to support phonics learning at home</p> <p>HOW: Teachers identify target families, provide a workshop to explain to families how to use the bags, staff give out the bags weekly and check all resources are returned</p> <p>IMPACT: Parents know how to use the bags and engage in fun home learning activities through the play bags with their children.</p>	<p>Kym Sunny Jess Rose Sonja</p>	Autumn 2 onwards		<p>Play club bags Time to deliver playclub bag workshop to families</p>
<p>ACTION: Run MAES family learning courses</p> <p>HOW: Liase with MAES by email/phone calls to set up courses. Promote courses on social media, through flyers and 1:1 conversations. Put on the flyers how long the courses are for.</p> <p>IMPACT: Good attendance and positive feedback</p>	<p>Helen Wright Sarah School staff</p>	Termly if possible		<p>Space in school £10 copying flyers, flipchart paper etc</p>

Monitoring

Who	What	Where	When	How	External Validation
Sarah Greenway	Review of SIP plan	In house	<p>W/C – 26th November</p> <p>W/C – 1st April</p> <p>W/C – 8th July</p>	<p>RAG rate plan and review</p> <p>RAG rate plan and review</p> <p>RAG rate plan and review</p>	SIP to be discussed at QA meetings by Deborah Howard
Governors	SIP plan shared and progress discussed	In house	Shared: 24 th September at the full governing body meeting and then termly.	Headteacher report	

Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>		
SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<p>Parents have essential class information.</p> <p>New families know the layout of the school, where their child/children's classes are, meet their child's teacher, are given key information about school e.g. times of the day/term dates and given details about the school website etc. School are provided with family, medical and educational details etc.</p> <p>Good attendance and positive feedback in terms of parents knowing how to support their children at home.</p> <p>Parents know how to use the bags and engage in fun home learning activities through the play bags with their children.</p> <p>Good attendance and positive feedback</p>		

END OF YEAR EVALUATION**NEXT STEPS**

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Parental Links 2018/189

Priority 2 – To consult and communicate with parents and carers

Co-ordinator: As above	Year 2018/19	Cost of plan: £10		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action (Red for main lead, black for supporting)	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p>ACTION: Evening forum for working parents</p> <p>HOW: Invite parents to attend and collect feedback.</p> <p>IMPACT: Feedback is acted upon.</p>	Ellie	Termly		<p>EL and DH to attend (time in lieu as evening event). Space in school.</p> <p>Tea, coffee and biscuits £5</p>
<p>ACTION: Produce a shared calendar on the school website and keep it updated</p> <p>HOW: Collect dates of events from DH and class teachers to put on the shared calendar</p> <p>IMPACT: Parents know what is happening in school in advance</p>	Ellie	Week 3 Autumn 1		
<p>ACTION: Parental Engagement Person Meetings</p> <p>HOW: Ellie to send out letters to recruit parent representatives for new classes. Email teachers to let them know who the PEP is for their class. Arrange meetings with SG/HW. Inform parents of events coming in. Ask parents to talk to other parents about what is happening *especially EAL parents. Ask parents to organise one social event through the year with their year group colleagues or with just their class.</p> <p>IMPACT: Good attendance at school events. Social events promote inclusion and there is positive feedback.</p>	Ellie Kym Emma	Termly		Tea, coffee and biscuits £5

<p>ACTION: The Hoot is produced for each year group</p> <p>HOW: Teachers to send their Hoot to EL every week, who will then proofread, format and send out to parents via email.</p> <p>IMPACT: Parents know what their children are learning about in school, what events are coming up for that year group and what homework has been set for their child's class.</p>	Ellie	Weekly		
<p>ACTION: Parent Facebook Groups</p> <p>HOW: EL to monitor parent Facebook groups to answer any school-related queries.</p> <p>IMPACT: Parent queries are replied to by EL in the group meaning that all parents are able to see the answers to frequently asked questions, reducing need to reply to multiple parents about the same topic.</p>	Ellie	Ongoing		
<p>ACTION: Parents' Evenings - Encourage attendance of our EAL and Pupil Premium parents in particular</p> <p>HOW: Punjabi/Urdu Translator option to be added to parents' evening letters. Ellie to allow time gap between slips due in and the events happening so that staff can ring parents who haven't replied to encourage them to attend. Follow up calls to parents who don't attend, asking for any reasons that may have prevented them from coming.</p> <p>IMPACT: Greater attendance at parents' evenings. Count up how many parents attend as a result of phoning them. Note reasons for non-attendance.</p>	Ellie Sarah Sunny	Twice during the school year		Time in lieu for TAs who translate

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Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					
SUCCESS CRITERIA	MILESTONES		EVIDENCE OF IMPACT FROM MONITORING		
<p>Feedback is acted upon.</p> <p>Parents know what is happening in school in advance</p> <p>Good attendance at school events. Social events promote inclusion and there is positive feedback.</p> <p>Parents know what their children are learning about in school, what events are coming up for that year group and what homework has been set for their child's class.</p>					

<p>Parent queries are replied to by EL in the group meaning that all parents are able to see the answers to frequently asked questions, reducing need to reply to multiple parents about the same topic.</p> <p>Greater attendance at parents' evenings. Count up how many parents attend as a result of phoning them. Note reasons for non-attendance.</p>		
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END OF YEAR EVALUATION	NEXT STEPS

Parental Links 2018/19

Priority 3 – To strengthen and celebrate our Oswald Road Community

Co-ordinator: As above	Year 2018/19	Cost of plan: £35 (plus £60 for tea party if Co-op are unable to provide).		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action (Red for main lead, black for supporting)	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p>ACTION: Strengthen reading in school for our target children with the support of our Reading Volunteers</p> <p>HOW: Recruit volunteers. Provide safeguarding training and reading training. Volunteers fill in personal profiles from Helen Wright. Volunteers are allocated to classes across the school. SG to offer ongoing support as required. A thank you tea party is held at the end of the year for our volunteers.</p> <p>IMPACT: Target children read more frequently and can talk about the books they are reading to the volunteers</p>	<p>Sarah G Lisa C Helen W</p>	<p>Training 3/10/17. Volunteers to start in classes after half term.</p> <p>Follow up training in Spring Term</p>		<p>Reading handouts for volunteers</p> <p>Time to deliver training (2 sessions) Folder of key information for each class that has a volunteer that hasn't got one already containing stickers and exercise books (1 per folder) £10, and useful information about reading, behaviour etc. Tea/coffee and biscuits £5</p> <p>Tea party – Last year the co-op donated all the food the food. If they offer again we won't have any costs. However based on 20 people if we got the food from M&S we would need around £60.00 based on: sandwich trays (£18) x 2 1 tray of cakes (£12) 1 tray of pastries (£8) Plus tea/coffee/sugar and milk.</p>
ACTION: Collect Parent Feedback	<p>Ozma Emma Office Sarah G</p>	<p>Give out at in Autumn 1. Collect in after last main event in July.</p>		<p>Books for new classes £10</p>

<p>HOW: Check there is a book for each class. Let SG know how many new books are needed. Ask AC to label all books and put in teacher's trays. Email teachers to ask them to collect their books from their trays and to have them out at ALL parent events from parents to write in. Ask them to put in the title of the event and the date for each event. Remind teachers to have their books out at key events (email).</p> <p>At the end of the year, collect the books in and ask Amanda to photocopy the feedback for the year for SG (one copy). Office staff to also collect feedback at the main desk.</p> <p>IMPACT: Positive feedback given</p>	Amanda			
<p>ACTION: Cultural Diversity Day</p> <p>HOW: Invite EAL/EMA parents into classes to share their language skills, cultures etc. Teachers to deliver lessons on a particular language or country.</p> <p>IMPACT: Parents attend and there is positive feedback</p>	Sarah G Ellie	Friday 2 nd November or other times during that week depending on parental availability		One afternoon
<p>ACTION: International Fair (multicultural music, dance and art focus with a world cafe) *Encourage greater participation of EAL parents at this type of event.</p> <p>HOW: Leads to link with the PTA to organise event. Letters sent out to parents promoting the event and asking for food and drink contributions. Event promoted by PEPs and on social media.</p> <p>IMPACT: EAL parents attend (approximate numbers) and there is positive feedback.</p>	Midge Nicky Sarah G Ellie	Saturday 29 th June - tbc		Cost of art materials £20
<p>ACTION: Eid celebration to involve EAL/EMA parents who would like to talk about Eid, show artefacts etc.</p>	Sarah G Sam C Ellie	After Eid (Friday 7 th June)		

<p>HOW: Draft letter with Ellie asking for parent volunteers. Leads to link with Sam C to organise event and how and when parents will support.</p> <p>IMPACT: EAL parents help at the event and there is positive feedback.</p>				
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Governors	SIP plan shared and progress discussed	In house	Shared: 24 th September at the full governing body meeting and then termly.	Headteacher report	

Impact: Evaluation *Have the intended outcomes been achieved? What are the key strengths and development points?*

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<p>Target children read more frequently and can talk about the books they are reading to the volunteers</p> <p>Positive feedback given</p> <p>EAL parents attend (approximate numbers) and there is positive feedback.</p> <p>EAL/EMA parents help at the event and there is positive feedback.</p>		

END OF YEAR EVALUATION

NEXT STEPS