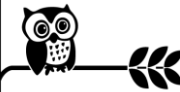


Oswald Road Primary School Improvement Plan 2018/19

Rights Respecting



Rights Respecting 2018/19 Priority 1 – Parent and Community collaboration.				
Co-ordinator: Kathryn Whalley Ben Halima Team: Natalie H, Khadijah, Sarah M, Saiyma, Tracy, Kerry, Amanda, Joe W, Jamila, Debs	Year 2018/19	Cost of plan: Transport to RR link schools.		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p>ACTION: Community Charter completed with RR link schools.</p> <p>HOW: Ambassadors/SIP team to use pupil voice books to decide which members of the community to be invited in to school to sign up to our 'Community Charter.'</p> <p>IMPACT: All children will feel involved in deciding/agreeing Community Charter.</p>	KWBH/SIP team/ Ambassadors/ Children Teachers	By the end of wk 4 Aut 2.	Support for new staff, new SIP team members and new ambassad ors.	KWBH, ambassadors to Baguley Hall. KWBH/SIP team – Ambassador meetings time (Fortnightly). Pupil voice time with teachers in class (Fortnightly).
<p>ACTION: Ambassadors/SIP team to hold a community event.</p> <p>HOW: Members/stakeholders of the community will be invited in to school to look at/discuss our community charter</p> <p>IMPACT: Pupils will be aware of their actions when out and about in the local community and what they would like from other agencies eg. local shops, leisure centres, health services etc. Community representatives would sign up to the charter.</p>	KWBH/SIP team/ Ambassadors/ community stakeholders	By the end of Aut 2.		KWBH, SIP team member and ambassadors available in school time to welcome community to the event. Copies of charter.
<p>ACTION: LO training/review.</p> <p>HOW: 1 hour training with all lunchtime team.</p> <p>IMPACT: There will be consistency in the use of language from all staff. The Rights Respecting language will be embedded across lunchtimes to support with positive behaviours and interactions.</p>	KWBH/WG	Last week of Aut 1.		Los – 1 hour over time.

<p>ACTION: Parent Charter completed with RR link schools.</p> <p>HOW: Ambassadors from link schools will collaborate on producing a Parent's Charter and then bring it back to school to collect pupil voice.</p> <p>IMPACT: All children will feel involved in deciding/agreeing Parent Charter.</p>		17 th October		KWBH/SIP team – Ambassador meetings time (Fortnightly). Pupil voice time with teachers in class (Fortnightly).
<p>ACTION: Ambassadors/SIP team to hold a parent event.</p> <p>HOW: Parents will be invited in to school to look at/discuss our parent charter.</p> <p>IMPACT: Parents will sign up to our charter.</p>	KWBH/SIP team/ Ambassadors/ parents	Spring 1.		KWBH, SIP team member and ambassadors available in school time to welcome parents to the event. Refreshments for hosting at OR. Copies of charter.
<p>ACTION: Ambassadors to feed back to Governors about the Community and Parent Charters.</p> <p>HOW: At a Governing Body meeting (date to be agreed with DH and governors)</p> <p>IMPACT: Governors are aware of the stakeholder charters.</p>	KWBH/ Ambassadors	Date to be agreed.		Time – KWBH and ambassadors to attend
<p>ACTION: Ambassadors/Staff/Governors will collaborate on producing a Whole School Charter.</p> <p>HOW: Meetings/INSET time/ whole school special 'Charter Day' where all stakeholders work on it.</p> <p>IMPACT: All stakeholders participate in/are aware of and follow the Whole School Charter.</p>	All stakeholders	Spring 2		Ambassadors/Staff Governors/Children/Parents/SIP team/SLT time for meetings/INSET Special 1 day in school. Refreshments for hosting at OR.
Monitoring				

Who	What	Where	When	How	External Validation
Kathryn Whalley Ben Halima	Progress to actions	In school	Half termly	Group meeting	Shared with QA
Deborah Howard	Share with Governors and update	In school	Governing Body meetings / termly HT report	FGB meeting	
Kathryn Whalley Ben Halima/Sarah Milward	Informal scrutinies of environment, language around school, books for specific work	In school	Led by dates above	Learning walk, book look	

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>All children and staff will refer to the Charter throughout the year. Key language will be embedded.</p> <p>Parents and the community refer to Charters throughout the year.</p> <p>The language of Rights will be the starting point of discussions. There will be consistency in the use of language from all staff. The Rights Respecting language will be embedded across the school, at breaktimes and at lunchtimes.</p>		

Recognised in school that it is up to the staff/adults/parents of the school as well as the children to make sure that the children are receiving their Rights.

ALL children's right to have a voice, have an opinion and be listened to, is being respected.

Clear evidence displayed of the RR work going on across the school.

The youngest children will begin to use, respect and understand the language of Rights.

The younger children in school are accessing their Right to have a 'Voice' in all things that affect them. Capacity for RR built across school.

END OF YEAR EVALUATION

NEXT STEPS

Rights Respecting 2018/19
Priority 2 – Local and Global awareness

<p>Co-ordinator: Kathryn Whalley Ben Halima Team: Natalie H, Khadijah, Sarah M, Saiyma, Tracy, Kerry, Joe W, Jamila Amanda, Debs</p>	<p>Year 2018/19</p>	<p>Cost of plan: Costs for local/global news publications.</p>		
<p>Action(for each action include briefly 'how' and what the intended impact on the provision will be)</p>	<p>Lead person accountable for the action</p>	<p>Time Scale Start and End dates (W/C)</p>	<p>CPD</p>	<p>Resources/Costs/Time</p>
<p>ACTION: Regular updates about RR work on social media/website.</p> <p>HOW: Liase with Ellie after Ambassador meetings, assemblies, work with other schools, pieces of work achieved in class etc.</p> <p>IMPACT: Links promoted with parents/local community. Parents/local community kept informed and up to date about what is going on in school with regards to RR.</p>	<p>SIP team member that has attended the specific meeting/ambassador</p>	<p>At least 2 updates a half term.</p>		<p>Ellie's time.</p>
<p>ACTION: Regular updates about local/global RR news on social media/website.</p> <p>HOW: Liase with Ellie after Ambassador meetings, assemblies, work with other schools, pieces of work achieved in class etc.</p> <p>IMPACT: Most children understand and can talk about their role as global citizens.</p>	<p>Teachers</p>	<p>1 per half term</p>	<p>UNICEF RRSA websites</p>	<p>Ellie's time.</p>
<p>ACTION: Local/Global Rights work across KS1/KS2</p> <p>HOW: Teachers to plan for this half termly and include it on their topic webs/planning.</p> <p>IMPACT: Children engage in action to campaign and/or advocate for the rights of children locally and globally.</p>	<p>Natalie H Sarah M KWBH Teachers</p>	<p>Half Termly.</p>	<p>UNICEF RRSA websites</p>	<p>Curriculum timetable time /planning</p>
<p>ACTION: RR folder for parent/visitor information available at the front of school.</p> <p>HOW: Work examples/photos collected from the classes across school to be displayed in the folder.</p>	<p>Natalie H</p>	<p>A folder made and displayed at the end of each term.</p>		<p>Time for Natalie H, to collect work and photos from teachers.</p>

IMPACT: Clear evidence displayed of the local/global RR work going on across the school.					Time for Natalie H to put the work together to display in the folder.
ACTION: Local/Global news display board outside of each classroom. HOW: Teachers will involve the children in finding out about local/Global RR news. (This could be part of homework topics). Teachers will use newsround as part of the children's learning. IMPACT: Children engage in action to campaign and/or advocate for the rights of children locally and globally. Children can contribute to and talk about their displays.		Teachers/TAs/children	Half Termly		Time to do displays.
ACTION: Bank of question starters/marketing questions produced to support GD across school. HOW: SIP team to look at Half Termly Year group curriculum planning. IMPACT: Children engage in action to campaign and/or advocate for the rights of children locally and globally.		Teachers/SIP team	Autumn 2		Time to put questions/starters on stickers etc.
ACTION: Local/Global Rights Day in school. HOW: Whole school involved. IMPACT: Children engage in action to campaign and/or advocate for the rights of children locally and globally.		All staff.	Summer 1.		
Monitoring					
Who	What	Where	When	How	External Validation
Kathryn Whalley Ben Halima	Progress to actions	In school	Half termly	SIP review	Shared with QA
Deborah Howard	Share with Governors	In school	Termly	HT reports at FGB meetings	
Kathryn Whalley Ben Halima	Social media checker – ensuring enough coverage is in place	In school	Termly	Meet with Ellie to look together	

Kathryn Whalley Ben Halima	Monitor work on global awareness of rights	In school	Half Termly	Book look	
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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>Links promoted with parents/local community. Parents/local community kept informed and up to date about what is going on in school with regards to RR.</p> <p>Pupils will be aware of their actions when out and about in the local community and what they would like from other agencies eg. local shops, leisure centres, health services etc. Community representatives would sign up to the charter.</p> <p>Local and Global awareness of Rights across KS1/KS2.</p> <p>ALL children's right to have a voice, have an opinion and be listened to, is being respected.</p> <p>Clear evidence displayed of the RR</p>		

<p>work going on across the school.</p> <p>The youngest children will begin to use, respect and understand the language of Rights.</p> <p>The younger children in school are accessing their Right to have a 'Voice' in all things that affect them. Capacity for RR built across school.</p>		
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END OF YEAR EVALUATION	NEXT STEPS