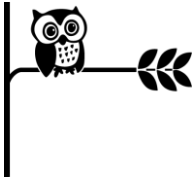


Oswald Road Primary School Improvement Plan 2019/20

Achieving Success



Key priorities based upon analysis of data and evidence from monitoring

- Reading
- Behaviour across school (*mainly not covered by this plan*)
- Further curriculum development, including use of technology
- Creating a child centred and communication friendly EYFS

If we are successful in our plan, the achievement in reading outcomes for pupils in July 2019:

Reading:

| | Expected plus | Exceeding (EYFS) / Greater Depth (KS1 and KS2) |
|-----------|---------------|--|
| Reception | XX | XX |
| Year 2 | 73% | 20% |
| Year 6 | 86% | 32% |

NB: Reception predictions are completed in November.

Progress through the plan will be monitored by the Governor's Teaching and Learning Committee and Full Governing Body meetings.

Achieving Success 2019/20

Priority 1 - Reading

| Co-ordinator: Deborah Howard and Kat Rowe | Year 2019/20 | Cost of plan: £1000 (books); Power of Reading £300; intervention cost; | | |
|---|---|---|------------------------------------|--|
| 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: Re-design of reading across school</p> <p>HOW: INSET time to discuss / decisions made as year groups Curriculum design document work Above shared with external support and modified / further work as needed Chance for teachers to feedback about amendments and modified as needed Scrutinies per half term.</p> <p>IMPACT: Reading will be taught consistently across year groups, children will be taught reading effectively and the data will meet targets at both EXS and GDS.</p> | <p>Sarah Greenway Deborah Howard Sarah Greenway</p> <p>Sarah Greenway</p> <p>Deborah Howard</p> | <p>2/9/19 2/10/19 By end of autumn 1 By end of autumn 1 Half termly</p> | <p>INSET</p> <p>Staff meetings</p> | <p>No specific cost.</p> <p>7 ½ days (Deborah Howard, Sarah Greenway/Kat Rowe)</p> |
| <p>ACTION: Access to well-pitched books, both for individual in school, out of school and whole class.</p> <p>HOW: Teachers will make use of the Core Book List in both English sessions as appropriate and for pitching whole class reading, budget will be available for purchase of these books. Power of Reading has also been purchased to support English planning around high quality texts.</p> <p>The newly stocked library will be utilised well by all Key Stage Two classes, each class will have a sheet of books the children can sign in /</p> | <p>Kat Rowe</p> <p>Sarah Greenway Natalie Gomez (Y6 monitors)</p> | <p>Purchased as needed over year.</p> | | <p>£1000 (books) £300 (Power of Reading)</p> |

| | | | | |
|--|---|---|--|---|
| <p>out books from, there will be year 6 monitors to ensure the library remains fit for purpose at all times</p> <p>IMPACT: Children will be exposed to well-pitched, well-written texts throughout the year – both when reading individually and as a class.</p> | | | | |
| <p>ACTION: Children at WTE in reading will get further opportunities.</p> <p>HOW:</p> <p>Interventions in place for WTE readers. Reading volunteers will provide extra 1:1 reading opportunities Regular checking of Reading Diaries will ensure a check can be made on the children reading at home / support put in place as needed. Lists for each class of WTE readers and how often they will be listened to read in school. 'Book Club' time (15 mins per lunch, daily, same 6 children) in Years 1 and 2 Reading as additional teacher's focus in Year 1 – focus on progress</p> <p>IMPACT: Developed levels of EXS across school, with fewer gaps for our children WTE. Rapid progress for children in daily intervention.</p> | <p>Deborah Howard Sarah Greenway Sarah Greenway</p> <p>Sarah Greenway</p> <p>Kelly Grant / Natalie Hickman Michelle Harley</p> | <p>To start 9/9/19 From 4/11/19 End of autumn 1</p> <p>20/9/19</p> <p>To start 16/9/19 To start 9/9/19</p> | | <p>Figure for intervention not available as only SEND and PP intervention is costed, however intervention cost will be significant.</p> |
| <p>ACTION: Developed passion for reading</p> <p>HOW:</p> <p>Bigger focus on World Book Day Use of Chorlton Library Reading display on doors Newsletter articles and Hoot updates on what children are reading, satellite books, authors to look out for DEAR half termly Pupil voice on thoughts towards reading in and out of school</p> <p>IMPACT: Children talk positively about reading in and out of school.</p> | <p>Sian Rice Sarah Greenway Natalie Gomez Claire Cawley</p> <p>Sarah Greenway Deborah Howard</p> | <p>March 20 Throughout year End of autumn 1 Half termly</p> <p>Half termly Half termly</p> | | <p>No specific cost. Time.</p> |
| <p>ACTION: To trial Reading Buddies from Year 5 into Year 1</p> | | | | <p>No specific cost. Time</p> |

| <p>HOW: Year 5 teachers, Key Stage One teachers and Sarah Greenway to discuss how this could run. Plan put into place Year 5 children to work as reading mentors for specific Key Stage One children.</p> <p>IMPACT: A group of Year 1 children will get extra reading miles, our strong Year 5 readers will develop confidence further by seeing the difference their support makes with the younger children.</p> | | <p>Claire Cawley, Sarah Greenway Claire Cawley Claire Cawley</p> | | <p>End of autumn 1 To start autumn 2</p> <p>Through year</p> | | |
|---|---|--|----------------------|--|---------------------|--|
| <p>ACTION: To work with specialist on whole class teaching of reading</p> <p>HOW: Chance for class teachers to work with specialist on developing whole class reading. (more details to follow)</p> <p>IMPACT: Whole class reading will be successfully implemented from Year 2 upwards.</p> | | <p>Sarah Greenway</p> | | <p>From autumn term</p> <p>Working with specialist</p> | | <p>Lucky enough to receive this training without cost.</p> |
| <p>Pupil Voice: Raffle tickets for children who consistently read at home. Strong readers to help other children read – including across year groups</p> | | <p>Deborah Howard Claire Cawley, Sarah Greenway</p> | | <p>By end of autumn 1</p> <p>In place from autumn 2</p> | | |
| Monitoring | | | | | | |
| Who | What | Where | When | How | External Validation | |
| Governing Body | Reading attainment, reading progress, reading scrutiny feedback | T+L / FGB | See meeting schedule | Via meeting | N/A | |
| <p>Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i></p> | | | | | | |

| SUCCESS CRITERIA | MILESTONES | EVIDENCE OF IMPACT FROM MONITORING |
|---|--|---|
| <p>Reading attainment will meet targets in published year groups (see top of document)</p> <p>Reading attainment across school will be strong, with all year groups at least in line with national for EXS. Levels of GDS will rise across KS2, to exceed national by end of KS2.</p> | <p>End of autumn 2 – data will show close to national for EXS across school.</p> <p>End of spring 2 – data will show close to national for EXS and developing levels of GDS across school.</p> <p>End of summer – data will show all year groups are at least in line with national at EXS, with levels of GDS rising across KS2 resulting in end of KS2 exceeding national.</p> | |

| END OF YEAR EVALUATION | NEXT STEPS |
|-------------------------------|-------------------|
| | |

Achieving Success 2017/18

Priority 2 – Further curriculum development, including use of technology

| <p>Co-ordinator: Kat Rowe</p> | <p>Year 2019/20</p> | <p>Cost of plan: iPads £22,770; ICT with Mr P training £450 ; ICT with Mr P subscription £199; External support £600, Digimaps: £69</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: Use of iPads to enrich learning across curriculum</p> <p>HOW: ICT with Mr P staff training ICT with Mr P subscription Regular short burst staff meetings to share apps / how to use / how they have been used Links between Curriculum Lead and Computing Lead to further support teachers as needed Use of SeeSaw to save and showcase work</p> <p>IMPACT: Teachers use a range of apps within their daily teaching to enhance learning. Children show further motivation to lessons and developed ICT skills. Children’s knowledge across the curriculum is deepened by use of ICT. Teachers have a growing confidence of using ICT to enhance the teaching and learning in their classrooms.</p> | <p>Kat Rowe Kat Rowe Kat Rowe</p> <p>Kat Rowe / Ben Caldwell Kat Rowe</p> | <p>6/11/19 2/9/19 From 16/9/19</p> <p>From autumn 1</p> | <p>ICT with Mr P staff meeting</p> <p>Subscription to ICT with Mr P.</p> | <p>£450</p> <p>£199</p> <p>iPads £22,770</p> |
| <p>ACTION: Focus on subject integrity in topic.</p> <p>HOW: Scrutinies to look at subject integrity</p> <p>During planning sessions, subject integrity to be considered Support to staff to consider whether tasks are using skills of a geographer / historian etc: Marking questions and focus task– subject integrity to be considered Digimaps to be introduced</p> <p>IMPACT: Children have the opportunities to use the skills as geographers and historians in topic sessions.</p> | <p>Deborah Howard / Kat Rowe Kat Rowe Richard Farrow</p> <p>Richard Farrow</p> | <p>Half termly</p> <p>Throughout year End of autumn 1</p> <p>2/10/19</p> | <p>Mentor sessions</p> <p>Staff meetings</p> | <p>Time</p> <p>Digimap cost: £69</p> |

| | | | | | |
|---|---------------------------|--|---|--|----------------------------|
| <p>ACTION: Further enhancements to our curriculum</p> <p>HOW:</p> <p>CLPE books linked to Topic (English link) as appropriate Rights Respecting and Community link work</p> <p>Resource bank for topics (particularly new ones)</p> <p>IMPACT: Further enjoyment of the curriculum; further deeper learning.</p> | | <p>Kat Rowe Michelle Harley</p> <p>Kat Rowe / Claire Cawley</p> | <p>Throughout year In place by December 19</p> <p>In place by December 19</p> | <p>CLPE book cost Time</p> | |
| <p>ACTION: Strong implementation of new curriculum map</p> <p>HOW:</p> <p>Monitoring of teaching of curriculum's objectives. Targeted support for specific year groups / new topics Work on documented curriculum design</p> <p>Pupil and staff voice on topics Introduction of progress mapping for History (trial subject)</p> <p>IMPACT: The content of the new curriculum map is implemented successfully across school, with all aware on the chosen design of the curriculum</p> | | <p>Richard Farrow Kat Rowe Deborah Howard / Kat Rowe Kat Rowe Kat Rowe</p> | <p>Termly Throughout year October 19</p> <p>Termly Termly</p> | <p>Time: 1 day – curriculum design documenting 3 days – monitoring of objectives Wednesday afternoons dedicated to mentor time.</p> <p>(Time cost is significant for this objective)</p> | |
| <p>Pupil Voice:</p> <p>Ensuring Siri is disabled so children focus on set tasks on iPad</p> | | <p>Kat Rowe</p> | <p>Autumn 1</p> | | |
| <p>Monitoring</p> | | | | | |
| Who | What | Where | When | How | External Validation |
| Governors | Curriculum implementation | T+L / FGB | Termly | Via meetings | |

| | | | | | |
|---------------------------|--|--|-----------------------------------|--|------------|
| Adrian Guy | Curriculum implementation Subject Integrity Curriculum coverage | Governor visit Meeting with Curriculum Lead and Headteacher | To be arranged Summer 2020 | Via scrutiny with Curriculum Lead and Headteacher Scrutiny with Curriculum Lead and Headteacher | Adrian Guy |
| Deborah Howard / Kat Rowe | Scrutinies | School scrutinies | Half termly | Scrutiny / pupil voice | |

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 teachers will be using iPads within their weekly teaching.</p> <p>The curriculum will have been successfully implemented.</p> <p>Subject integrity will be clear within all books.</p> | <p>Autumn – scrutinies show explicit coverage of objectives. Standards are good in all books.</p> <p>Spring – scrutinies show explicit coverage of objectives and subject integrity is clear. Growing confidence in using range of apps to enhance teaching.</p> <p>Summer - scrutinies show explicit coverage of objectives and subject integrity is clear. All teachers confidently using iPads to enhance teaching and learning in their classrooms.</p> | |

| END OF YEAR EVALUATION | NEXT STEPS |
|------------------------|------------|
| | |

Achieving Success 2017/18

Priority 3 – Behaviour

To note, behaviour isn't covered via this plan, however is recognised it is a school priority. We all understand the impact of positive behaviour for learning and this has been covered in this plan. We have also touched on whole school changes / follow up, even though not fully part of this plan.

| <p>Co-ordinator: Deborah Howard (co-ordinating other leads of areas)</p> | <p>Year 2019/20</p> | <p>Cost of plan: approx. £100 (stickers). Rest is time.</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: Developing 'active listening' across EYFS and Key Stage 1.</p> <p>HOW: Via work on Speech and Language (see separate plan)</p> <p>Specific introduction to Key Stage 1</p> <p>IMPACT: Children moving to active listening due to compliance, then to active listening due to curiosity and love of learning – leading to a greater depth in understanding.</p> | <p>Sam Coombes / Helen Woolf</p> <p>Sam Coombes / Helen Woolf</p> | <p>Work from autumn 1. To end of year.</p> | <p>Staff meetings in EYFS – autumn / spring. Staff meetings for KS1 in summer</p> | <p>Time</p> |
| <p>ACTION: Introduction of Growth Mindset work across school</p> <p>HOW: See plan from Donna Wealleans</p> <p>IMPACT: Children develop a Growth Mindset, which allows children to build resilience, being open to all types of learning, holding the belief they can learn and responding positively to constructive criticism. Developed levels of progress across school.</p> | <p>See separate plan</p> | | | |
| <p>ACTION: Consideration of development in classes of Behaviour for Learning</p> | | | <p>Staff meeting</p> | <p>Time</p> |

| | | | | |
|---|---|---|--|---|
| <p>HOW: Sharing of Behaviour for Learning continuum Any modifications needed for our school Teachers to consider where mainly their classes are / identifying children to target / what could help next Revisited later in year</p> <p>IMPACT: Further understanding of Behaviour for Learning and developed levels past compliance in every classroom.</p> | <p>Deborah Howard Deborah Howard Deborah Howard Deborah Howard</p> | <p>27/11/19 27/11/19 27/11/19 11/3/20, 17/6/20</p> | | |
| <p>ACTION: Address movement around school, manners and respect for all (including lunchtimes)</p> <p>(This action doesn't fit fully with our plan, however recognise the knock on effect of behaviour on learning).</p> <p>HOW: Introduction of new school rules when moving around school Introduction of new school system to recognise excellent movement around school, excellent manners and excellent lunchtime behaviours. Updates / analysis of progress</p> <p>Further training for LOs as needed Any specific support needed</p> <p>Introduction of optional observation club – if anyone needs ideas or support, it can also be supported via this</p> <p>IMPACT: General behaviour is much improved, leading to gained lesson time, developed levels of respect and a calmer school environment.</p> | <p>Deborah Howard Deborah Howard Deborah Howard Wendy Gibson Wendy Gibson, Kathryn Whalley Ben Halima Jen Beech</p> | <p>4/9/19 4/9/19 27/11/19, 11/3/20, 17/6/20 As needed As needed In place by end of autumn 1. Used for behaviour as needed.</p> | <p>INSET Staff meetings Any support as needed</p> | <p>Time Minimal cost for stickers: approx. £100</p> |
| <p>Pupil Voice: Ensure consequences are clear for children not following whole school systems.</p> | <p>Deborah Howard</p> | <p>Autumn 1</p> | | |

| | | | | | |
|--|----------------------------|--|-----------------------------|---|--|
| Add Behaviour for Learning to outside display at some point in year. | | Deborah Howard | Spring 2 | | |
| Monitoring | | | | | |
| Who | What | Where | When | How | External Validation |
| Deborah Howard | Analysis of progress | Staff meetings | 27/11/19, 11/3/20, 17/6/20 | Via discussions | Shared with Governors in Headteacher reports |
| Kathryn Whalley Ben Halima and Wendy Gibson | Analysis of behaviour data | | Last week of each half term | Reports (and meetings if needed) | Shared with Governors |
| Governing Body | Analysis of progress | Governing Body meetings | See meeting schedule | Meetings | Also – invite governors in to see behaviour around school. |
| 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>Children will move around school in line with new school rules.</p> <p>Children will show active listening in lessons due to curiosity and love of learning.</p> <p>Behaviour around school will be commented on all as strong.</p> <p>Children will show a resilience in their learning, with the mindset that they can learn.</p> | | <p>Autumn – movement around school will be excellent. Active listening will be clear in EYFS and KS1. Teachers will have looked at Behaviour for Learning Continuum and considered how their classes generally lie / target specific children.</p> <p>Spring – movement around school will be excellent. Lunchtime behaviour will show improvement. Manners will have developed.</p> <p>Summer - movement around school will be excellent. Lunchtime behaviour will continue to show improvement. Manners will have developed and be commented on. Children will show more resilience in their learning and developed levels of curiosity in their learning.</p> | | | |

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| END OF YEAR EVALUATION | NEXT STEPS |
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Priority 4 - Creating a child centred and communication friendly EYFS

See separate Action Plan. (Helen Woolf / Sam Barrett / Laura Tracanna / Sophie Roberts)