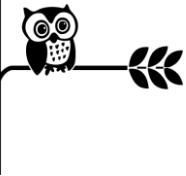


Oswald Road Primary School Improvement Plan 2019/20

Parental Links



Parental Links 2019/20				
Priority 1 – To inform, guide and support our parents and carers				
Co-ordinator: Sarah Greenway	Year 2019/20	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>	Ellie/Helen Wright Sam C (INA) Helen W (SEND)	Ongoing		
<p>ACTION: Provide information/workshops e.g. Phonics and reading 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</p>	Sarah Rose Sonja Other teachers delivering workshops e.g. in Year 1 Office staff	At different times throughout the year (See the QAC)		Handouts Parent Feedback books/slips Time to deliver workshops

<p>possible. Ring parents who don't respond to encourage take up. Deliver workshop and collect feedback</p> <p>IMPACT: Good attendance and positive feedback in terms of parents knowing how to support their children at home.</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</p> <p>IMPACT: Good attendance and positive feedback</p>	<p>Sarah Helen Wr/Kass Yasmin</p> <p>School staff assist in promotion</p>	<p>Autumn and Summer Terms</p>		<p>Space in school (Meeting Room needed due to adult sized chairs and confidentiality) £10 copying flyers, flipchart paper etc £5 Tea, coffee and sugar Milk and biscuits from the kitchen</p>

Monitoring

Who	What	Where	When	How	External Validation
Sarah Greenway	Review of SIP plan	In house	W/C – 26 th November W/C – 1 st April W/C – 8 th July	RAG rate plan and review RAG rate plan and review RAG rate plan and review	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 *Have the intended outcomes been achieved? What are the key strengths and development points?*

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
Parents have essential class information. New families know the layout of the school, where		

<p>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>Good attendance and positive feedback</p>		
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END OF YEAR EVALUATION	NEXT STEPS

Parental Links 2019/20				
Priority 2 – To consult and communicate with parents and carers				
Co-ordinator: As above	Year 2019/20	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
ACTION: Evening forum for working parents	Ellie	Autumn Spring		EL and DH to attend (time in lieu as evening event). Space in school.
HOW: Invite parents to attend and collect feedback.				

<p>IMPACT: Feedback is acted upon.</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>	<p>Ellie</p>	<p>Week 3 Autumn 1</p>		
<p>ACTION: Parental Engagement Person Meetings</p> <p>HOW: Ellie to send out letters to recruit parent representatives for new classes (EYFS). Email teachers to let them know who the PEP is for their class. 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. Keep in touch regularly through WhatsApp groups</p> <p>IMPACT: Good attendance at school events. Social events promote inclusion and there is positive feedback.</p>	<p>Ellie</p>	<p>Termly</p>		
<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>	<p>Ellie</p>	<p>Weekly</p>		
<p>ACTION: Parent Facebook Groups</p> <p>HOW: EL to monitor parent Facebook groups to answer any school-related queries and promote events.</p>	<p>Ellie</p>	<p>Ongoing</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>				
<p>ACTION: Parents' Evenings - Encourage attendance of our EAL and Pupil Premium parents in particular</p> <p>HOW: Punjabi/Urdu Translator option to be on 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. Sign in sheet at owl club desk. Kerry to work out percentages of parents' attending.</p> <p>IMPACT: Greater attendance at parents' evenings.</p>	<p>Kerry</p> <p>Saiyma/Sunny/Rose/Sonja to translate as required</p> <p>Emma and Nicky to ask parents to sign in and collect feedback from parents</p>	<p>Twice during the school year</p>		<p>Time in lieu for TAs who translate</p>

Monitoring

Who	What	Where	When	How	External Validation
Sarah Greenway	Review of SIP plan	In house	W/C – 26 th November W/C – 1 st April W/C – 8 th July	RAG rate plan and review RAG rate plan and review RAG rate plan and review	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 *Have the intended outcomes been achieved? What are the key strengths and development points?*

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
Feedback is acted upon.		

<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.</p>		
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END OF YEAR EVALUATION	NEXT STEPS

Parental Links 2019/20

Priority 3 – To strengthen and celebrate our Oswald Road Community

Co-ordinator: As above	Year 2019/20	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 and get DBS checks as needed. Volunteers are allocated to classes across the school. SG to offer ongoing support as required. Thank you cards are made at the end of the year by children for the volunteers</p> <p>IMPACT: Target children read more frequently and can talk about the books they are reading to the volunteers</p>	<p>Sarah Lisa Yasmin Kass/Helen Wr</p>	<p>Training 3/10/19. Volunteers to start in classes after half term.</p>		<p>Reading handouts for volunteers</p> <p>Time to deliver training (1 session) 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, milk and biscuits £3</p>
<p>ACTION: Collect Parent Feedback</p> <p>HOW: Change system to using speech bubbles/post its and just having books for EYFS, KS1, KS2 plus a collective one. Collect feedback at parent events</p> <p>IMPACT: Positive feedback given</p>	<p>Emma Kerry Nicky Saiyma Rose Sonja Ellie Sarah Midge Sunny Yasmin</p>	<p>Throughout the year</p>		
<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</p>	<p>Sarah Ellie Midge Sunny</p>	<p>Friday 8th November or other times during that week</p>		<p>One afternoon</p>

particular language or country. Midge to organise a cultural music performance for parents. IMPACT: Parents attend and there is positive feedback		depending on parental availability		
ACTION: Eid celebration to involve EAL/EMA parents who would like to talk about Eid, show artefacts etc. during the school day. Eid picnic to be held after school with parents workshops: art, music and dance HOW: Letter to parents asking for volunteers to talk. IMPACT: EAL parents help at the event and attend the picnic. Positive feedback given	Sarah Ellie Midge Nicky Ben Andy	After Eid (Friday 5 th June)		

Monitoring

Who	What	Where	When	How	External Validation
Sarah Greenway	Review of SIP plan	In house	W/C – 26 th November W/C – 1 st April W/C – 8 th July	RAG rate plan and review RAG rate plan and review RAG rate plan and review	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
Target children read more frequently and can talk about the books they are reading to the volunteers Positive feedback given		

<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>		
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END OF YEAR EVALUATION	NEXT STEPS