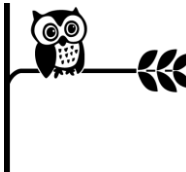


Oswald Road Primary School Improvement Plan 2019/20

Rights Respecting



Rights Respecting 2019/20 Priority 1 – School, Parent and Community collaboration.				
<p>Co-ordinator: Kathryn Whalley Ben Halima Team: Helen Savage Joe Welsh Khadijah Iqbal Tracy Buckley Fiona Walker (on her return) Ellie Webb (up to Fiona's return) Jen Beech Laura Taylor Lynne Lowe Rachel Day Hayley Craven Leanne Eldridge Chelsey Daley</p>	<p>Year 2019/20</p>	<p>Cost of plan: Paper for invitations/leaflets. Refreshments for events. UNICEF Gold training costs. Display boards/materials for playground and outside area charters. Display boards/materials for whole school charter. Overtime costs for any LO meetings/training. Cost of resources needed for Global Day.</p>		
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: Ambassador meetings to be held regularly and RR pupil voice sessions in classes held regularly.</p> <p>HOW: At least fortnightly held by different SIP team members. Could be split into smaller action teams to enable more actions to be completed.</p> <p>IMPACT: All teachers/TAs/pupils will feel that their voices are being heard and that they are a part of the whole school improvement plan and important decision making in school.</p>	<p>SIP team members/ambassadors</p>	<p>At least fortnightly</p>		<p>Staff time. Timetabling sessions for teachers.</p>
<p>ACTION: Ambassadors/lunchtime team to produce playground and lunchtime charter.</p>	<p>SIP team – JW/RD/LE/CD/WG/LOs/Ambassadors.</p>	<p>To be launched by the end of Autumn 1 to begin Autumn 2.</p>		<p>Time for lunchtime team and ambassadors to work together.</p>

<p>HOW: Ambassadors/ SIP team /lunchtime team will work together to decide which Rights articles are linked to playtimes and lunchtimes.</p> <p>IMPACT: All pupils and staff will be aware of their actions when outside in the playground and play areas, to promote mutual respect.</p>	<p>KI/EW to lead on EYFS Outside Charter.</p>			<p>Cost of displaying charter in playground/play areas.</p>
<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>	<p>KWBH/ HS/ SIP team/ Ambassadors/ community stakeholders</p>	<p>By the end of Spr 2.</p>		<p>KWBH, SIP team member and ambassadors available in school time to welcome community to the event.</p> <p>Copies of charter.</p>
<p>ACTION: Review of Home Charter.</p> <p>HOW: Decided by ambassadors.</p> <p>IMPACT: Parents, children and families will be using the language of RR at home and outside of school.</p>	<p>KWBH/ HC/ SIP team/ Ambassadors/ parents</p>	<p>Autumn 2</p>		<p>Copies of charter.</p> <p>Sent to new families of OR and Year 1.</p>
<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 and will be updated on work done to date on embedding RR across school.</p>	<p>KWBH/ Ambassadors</p>	<p>25th November</p>		<p>Time – KWBH and ambassadors to attend</p>
<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>	<p>All stakeholders</p> <p>Lead by JB/HS LL/LT/TB</p>	<p>Spring Term.</p>		<p>Ambassadors/Staff Governors/Children/Parent s/SIP team/SLT time for meetings/INSET</p> <p>Special 1 day in school. Refreshments for hosting at OR.</p>
<p>PUPIL VOICE: Regular ambassador meetings will ensure that ALL pupils have a voice through the use of the 'Class Pupil Voice Books.'</p>				
<p>Monitoring</p>				

Who	What	Where	When	How	External Validation
Kathryn Whalley Ben Halima	Progress to actions	In school	Half termly	Group meeting	
Deborah Howard	Share with Governors and update	In school	Governing Body meetings / termly HT report	FGB meeting	
Kathryn Whalley Ben Halima/SIP team/ambassadors	Informal scrutinies of environment, language around school, books for specific work	In school	Led by dates above	Learning walk, book look	
Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					Shared with QA
SUCCESS CRITERIA/ MILESTONES					
<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</p>					

<p>Rights Respecting language will be embedded across the school, at breaktimes and at lunchtimes.</p> <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.</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 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>		

END OF YEAR EVALUATION

NEXT STEPS

Rights Respecting 2019/20
Priority 2 – Going for Gold RRSA

<p>Co-ordinator: Kathryn Whalley Ben Halima Team: Helen Savage Joe Welsh Khadijah Iqbal Tracy Buckley Fiona Walker (on her return) Ellie Webb (up to Fiona's return) Jen Beech Laura Taylor Lynne Lowe Rachel Day Hayley Craven Leanne Eldridge Chelsey Daley</p>	<p>Year 2019/20</p>	<p>Cost of plan: Cost of Gold Award training. Costs for local/global news publications.</p>
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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><u>ACTION:</u> Going for Gold training from UNICEF</p> <p><u>HOW:</u> Laise with Martin Russell (UNICEF)</p> <p><u>IMPACT:</u> SIP team and school aware of what we need to do to achieve the Gold Award.</p>	<p>KWBH</p>	<p>4th Dec 2019</p>		<p>£170</p>
<p><u>ACTION:</u> All staff aware of Going for Gold descriptors</p> <p><u>HOW:</u> Gold descriptors given to staff/displayed for easy reference</p> <p><u>IMPACT:</u> Whole school aware of and work collaboratively towards achieving the RRSA.</p>	<p>KWBH/ HS/SIP TEAM/ Teachers.</p>	<p>Autumn 1</p>		<p>Copies of Gold descriptors.</p>
<p><u>ACTION:</u> Regular updates about RR work on social media/website.</p> <p><u>HOW:</u> Liase with Ellie after Ambassador meetings, assemblies, work with other schools, pieces of work achieved in class etc.</p>	<p>SIP team member that has attended the specific meeting/ambassador</p> <p>KI – to update from EYFS.</p>	<p>At least 2 updates a half term.</p>		<p>Ellie's time.</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>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>KI – to update about EYFS.</p>	<p>1 per half term</p>	<p>UNICEF RRSA websites</p>	<p>Ellie’s time.</p>
<p>ACTION: Local/Global Rights work across EYFS/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>HS/CD/LE/HC – KS1 JW/RD/JP/LT/LL/TB – KS2 KWBH Teachers EYFS – KI/EW</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>IMPACT: Clear evidence displayed of the local/global RR work going on across the school.</p>	<p>HS/CD/LE/HC – KS1 JW/RD/JP/LT/LL/TB – KS2 KWBH Teachers EYFS – KI/EW</p>	<p>A folder made and displayed at the end of each term.</p>		<p>Time to collect work and photos from teachers. Time to put the work together to display in the folder.</p>
<p>ACTION: Local/Global Rights Day in school.</p> <p>HOW: Whole school involved.</p> <p>IMPACT: Children engage in action to campaign and/or advocate for the rights of children locally and globally.</p>	<p>Teachers SIP team.</p>	<p>Autumn 2</p> <p>Friday 8th November</p>		<p>Global Day resources.</p>
<p>PUPIL VOICE: Regular ambassador meetings will ensure that ALL pupils have a voice through the use of the ‘Class Pupil Voice Books.’</p>				
<p>Monitoring</p>				

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	

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</p>		

<p>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 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