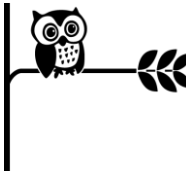


# Oswald Road Primary School Improvement Plan 2019/20

## Stay Safe



Stay Safe 2019/20				
Priority 1 – Safeguarding Mental Health				
Co-ordinator: Donna Wealleans	Year 2019/20	Cost of plan: £awaiting NNG/GDPR Costing		
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><b>Leadership and Values/Risk Assessment:</b>  <b>ACTION: 1. To initiate the role of the Designated Mental Health Lead at Oswald Road.</b>  <b>HOW:</b></p> <ul style="list-style-type: none"> <li>- Nominate a DSL MH Lead.</li> <li>- Lead to attend training course.</li> <li>- Lead to complete an Audit following the course.</li> <li>- Update to given To SLT following course and new guidance.</li> <li>- Latest evidence and the facts and misconceptions surrounding children and young people's mental health to be shared with stakeholders across the year.</li> <li>- Staff CPD to be planned following initial Audit.</li> </ul> <p><b>IMPACT:</b> Staff can demonstrate a good understanding of the Mental Health. Staff raise concerns and follow appropriate channels to access support. Staff to be aware of the new DSL role and the support and guidance that can be offered. The DSL is in role and the audit/follow up actions are showing impact in areas outlined.</p>	<p>Donna Wealleans                      Donna Wealleans                      Donna Wealleans                      Donna Wealleans                      Donna Wealleans</p> <p>Donna Wealleans</p>	<p>02.09.19                      14/15.10.19                      15.10.19                      22.10.19                      Termly</p> <p>06.05.20</p>	<p>Course</p> <p>Materials</p>	<p>£420</p> <p>£200</p>
<p><b>Working in Partnership</b>  <b>ACTION: 2.To work in partnership with the Nurture UK to ensure all principles are now embedded and provision across the school meets all standards.</b>  <b>HOW:</b></p> <ul style="list-style-type: none"> <li>- Complete this years' service level agreement.</li> <li>- File to be updated ready for Assessment</li> <li>- Assessment to be requested by 13.09.19 and date set for Spring 1.</li> <li>- Agreement and roll out on the use of Boxall all profiles.</li> <li>- Any training needed or updates to be rolled out to staff before assessment date.</li> </ul>	<p>Natalie Turton                      Lisa Cameron/Natalie T                      Lisa Cameron/Natalie T</p> <p>Lisa Cameron/Donna Natalie T/Lisa Cameron</p>	<p>13.09.19                      Across Autumn                      13.09.19</p> <p>Across Autumn                      Staff Meeting                      22/01/20</p>	<p></p> <p>Staff Meeting                      22/01/20</p>	<p>£</p> <p>£</p>

<ul style="list-style-type: none"> <li>- Timetable for assessment day and activities to be made.</li> <li>- Feedback after assessment to be shared with all stakeholders.</li> <li>- Next steps after assessment to be made and a plan put in place if required.</li> <li>- Nurture club environment to be developed and displays update half termly.</li> <li>- Pastoral Interventions to use Nurture UK Materials where possible. Impact of interventions to be noted on exit on CPOMS.</li> </ul> <p><b>IMPACT:</b> Whole School impact measures using the Nurture UK framework are met and impact is seen across the school in the areas outlined.</p>	<p>Natalie T Amanda C Natalie/Lisa Cameron</p> <p>Shirley Jones/Rashmina</p> <p>Lisa Cameron/Amanda</p>	<p>Feb 19 After assess After assess</p> <p>Half termly</p> <p>Ongoing</p>		
<p><b>Growth Mindset</b></p> <p><b>ACTION: 3. To introduce Growth Mindset into School and start to embed principles.</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>- Staff meeting – An introduction to Growth Mindset. Staff understand what it is and why it is important for our children.</li> <li>- A system established with in school eg Yetis</li> <li>- System followed out to staff.</li> <li>- TAs training</li> <li>- Initial baseline questionnaire to establish current Mindset (small sample groups) Analyse of questionnaires and feedback to team.</li> <li>- Review of impact so far and next steps.</li> <li>- Language of growth mindset, activity ideas and growth mindset training for staff and next steps from impact so far.</li> <li>- Final baseline questionnaire and analyse of impact.</li> <li>- Impact discussed with staff and ideas given for growth mindset report writing.</li> </ul> <p><b>IMPACT:</b> Children are starting to develop a growth mindset and they understand the factors that might influence this. They are also aware of the language and activities that might support them.</p>	<p>Jocelin supported by Andy/Lisa Andy/Lisa and Amanda Andy/Lisa and Amanda</p> <p><b>Donna</b> Lisa/Amanda Karen/Kass KS1/KS2 EYFS Lisa/Amanda Jocelin/Lisa and Amanda Jocelin,Andy and Lisa Lisa/Amanda ks1/ks2 Karen/Kass EYFS and Jocelin (impact) Jocelin,Andy and Lisa</p> <p>*Donna to also support wherever needed</p>	<p>Staff meeting 9.10.19 full November 19 Staff meeting 4.12.19 30mins TA Forum 4/12 30.09.19</p> <p>01.02.19 Staff meeting 05.02.20 full</p> <p>30mins of staff meeting 17.06.20</p>	<p>Staff meeting Staff meeting <b>TA Forum</b></p> <p>Staff meeting</p> <p>Staff meeting</p>	
<p><b>ACTION: 4. ESafety Greater education about the use of social media and gaming outside of school for children.</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>- Keep a self-evaluation process for Online Safety up to date. Computing curriculum reflects current guidance.</li> <li>- Specific workshops for children as and when needed.</li> </ul>	<p>Jocelin and Ben</p> <p>Pastoral Team</p>	<p>Ongoing termly</p> <p>When needed</p>		

<ul style="list-style-type: none"> <li>- Take part in 'internet safety day' across school.</li> <li>- Keep website and newsletter up to date and promote e-safety software/apps for parents</li> <li>- Keep up to date with current online safeguarding issues.</li> </ul> <p><b>IMPACT:</b> An online Safety Strategy is continuously used and all staff are aware and following policies. Outstanding actions are addressed and online security tightened leading to reduction of online incidents reported in and out of school. Children will be safer online and more aware of their safe use of ICT.</p>		Amanda Jocelin/Ben and Amanda Jocelin and Ben	Safety date Half termly Ongoing		
<p><b>Pupil Voice:</b></p> <p>We would like more Mindfulness to help our Mental Health. AC to send out termly activity ideas for teachers using new Therapy book resources.</p> <p>When something happens online at home like the Crazy Clowns we want to talk about it. DW to send info to teachers to share when current issues are noted.</p>		Amanda  Donna	Termly  When issues arise.		
<b>Monitoring</b>					
<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
Donna Wealleans and the Team	SIP Inset	In house	04/09/19 and 11/11/19 Spring Review date Summer Review date	- Meeting in-house. - Review of SIP Plan -RAG Plan and evaluation. - Debs to send plans to governors to review. - On School Website	Liz Rose/Jenny Patterson if/when needed.
Deborah. Governors	Review of SIP Plan Sent to Governors Plan to be shared	- Governors meetings	Termly		
Parents/Carers	Plan/Mindmap to be shared	School website			
<b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					
<b>SUCCESS CRITERIA</b>		<b>MILESTONES</b>		<b>EVIDENCE OF IMPACT FROM MONITORING</b>	
1. Staff can demonstrate a good understanding of the Mental Health. Staff raise concerns and follow appropriate channels to access support. Staff to be aware of the new DSL role and the support and guidance that can be offered. The DSL is in role and the audit/follow up actions are showing impact in areas outlined.					

<p>2. Whole School impact measures using the Nurture UK framework are met and impact is seen across the school in the areas outlined.</p> <p>3. Children are starting to develop a growth mindset and they understand the factors that might influence this. They are also aware of the language and activities that might support them.</p> <p>4. An online Safety Strategy is continuously used and all staff are aware and following policies. Outstanding actions are addressed and online security tightened leading to reduction of online incidents reported in and out of school. Children will be safer online and more aware of their safe use of ICT.</p>		
--	--	--

END OF YEAR EVALUATION	NEXT STEPS

<b>Stay Safe 2019/20</b> <b>Priority 2 - GDPR</b>				
<b>Co-ordinator: Craig Taylor</b>	<b>Year 2019/20</b>	<b>Cost of plan: tbc</b>		
<b>Action(for each action include briefly 'how' and what the intended impact on the provision will be)</b>	<b>Lead person accountable for the action</b>	<b>Time Scale Start and End dates (W/C)</b>	<b>CPD</b>	<b>Resources/Costs /Time</b>
<p><b>Leadership and Values/Risk Assessment:</b>  <b>ACTION: To review Data Protection Audit for complete actions</b>  <b>HOW:</b></p> <p>- Review audit action points and check these have been implemented</p> <p><b>IMPACT:</b> Confirmation that the school is undertaking it's duties in relation to GDPR requirements. Identification of any ongoing areas of improvement and gaps.</p>	<p>Craig</p>	<p>September 2019</p> <p>December 2019</p>		

<b>ACTION:2.To add GDPR training to the training matrix and ensure all new staff have completed the training</b>					
<b>HOW:</b> Collate certificates and add to register Set up new staff with MCC GDPR Team					
<b>IMPACT:</b> Staff fully trained and know all relevant policies to ensure compliance with GDPR legislation					
Craig/Helen A					
September 2019					
<b>ACTION:3. Feedback to staff on policy implications, audit recommendations and any new developments.</b>					
<b>HOW:</b> Dissemination of policy implications and audit recommendations to staff via staff briefings, to include PowerPoint presentation and copies of salient points.					
<b>IMPACT:</b> Staff at the school know the impact of GDPR and how to implement requirements in their daily duties.					
Craig					
TBC					
<b>Monitoring</b>					
<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
Craig Taylor and the Team Deborah.	SIP Inset Review of SIP Plan Sent to Governors	In house - -	04/09/19 and 11/11/19 Spring Review date Summer Review date	- Meeting in-house. - Review of SIP Plan -RAG Plan and evaluation. - Debs to send plans to governors to review. - On School Website	GDPR Officer and Local Authority
Governors	Plan to be shared	Through Governors meetings	Termly		
Parents/Carers	Plan/Mindmap to be shared				
<b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					
<b>SUCCESS CRITERIA</b>		<b>MILESTONES</b>		<b>EVIDENCE OF IMPACT FROM MONITORING</b>	
<ol style="list-style-type: none"> <li>Confirmation that the school is undertaking it's duties in relation to GDPR requirements. Identification of any ongoing areas of improvement and gaps.</li> <li>Completion of relevant policies to ensure compliance with GDPR legislation.</li> <li>Staff at the school know the impact of GDPR and how to implement requirements in their daily duties.</li> </ol>					

<b>END OF YEAR EVALUATION</b>	<b>NEXT STEPS</b>