

# Oswald Road Primary School Improvement Plan 2020/21

## Fit for Learning



Fit for Learning 2020/21 Priority 1 – Active Lifestyles				
Co-ordinator: Deborah Howard	Year 2020/21	Cost of plan: See Sports Premium spend		
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>ACTION:</b> To start holiday club that works in line with Covid guidance</p> <p><b>HOW:</b></p> <p>Decision per half term on appropriate way for Hoot Camp to operate.</p> <p>Communication with parents</p> <p>Risk assessment and guidance documents in place</p> <p>Review after each half term as to what next steps need to be considered</p> <p><b>IMPACT:</b> Children having access to provision within holiday times. Children having further access to physical activity in holiday times.</p>	<p>KB, DH</p> <p>KB, EL</p> <p>KB, CT</p> <p>KB, DH</p>	<p>Half termly</p> <p>Half termly</p> <p>Half termly</p> <p>Half termly</p>	<p>Sports Coach, Head and Business manager working together, plus gaining relevant advice from LA and H+S.</p>	<p>Time</p>
<p><b>ACTION:</b> To ensure lunchtimes are running effectively with opportunities for children to access active activities when outside.</p> <p><b>HOW:</b></p> <p>Weekly input into lunchtimes</p> <p>Informal observations of smooth running of: dining hall; packed lunch classrooms; wet play; playground time. Any next steps discussed.</p>	<p>WG</p> <p>WG, DH</p>	<p>Weekly</p> <p>Half termly</p>	<p>LOs to work with KB where appropriate.</p>	<p>Time</p>

<p>Leadership of physical activity offer per area, per year group</p> <p><b>IMPACT:</b> Lunchtimes are running smoothly and keeping to time. Children enjoy their lunchtime and physical activities are in place and enjoyed.</p>	WG	From Autumn 2		
<p><b>ACTION:</b> To lead on ensuring that children still have an active lifestyle in school despite reduced PE sessions (caused by Covid-19).</p> <p><b>HOW:</b> Co-ordinate after school clubs with Kieran.</p> <p>Promote regular use of the track for the Daily Mile.</p> <p>Research in-class physical activities (e.g. yoga, Joe Wicks, Supermovers).</p> <p>Research and create Seesaw activities that promote physical activity in Key Stages 1 and 2. Save these to the whole school activity library on Seesaw.</p> <p><b>IMPACT:</b> Increased physical activity across school, working within current restrictions.</p>	<p>PS</p> <p>PS</p> <p>PS</p> <p>PS</p>	<p>Termly</p> <p>Autumn 2 onwards</p> <p>Autumn 2 onwards</p> <p>Autumn 2 onwards</p>	N/A	Time
<p><b>ACTION:</b> To organise active after school sessions, working within guidance for Covid-19.</p> <p><b>HOW:</b></p> <p>Free Sports Coach after school sessions</p> <p>Free Girls' football sessions</p> <p><b>IMPACT:</b> Children are having access to physical activities outside of the school day, working around current restrictions.</p>	<p>KB, PS</p> <p>PS</p>	<p>From autumn 2</p> <p>From autumn 2</p>	N/A	Time

<p><b>ACTION:</b> To organise a sports day or virtual sports day</p> <p><b>HOW:</b></p> <p>Dependent on situation, decide upon whether sports day is to be virtual or not.</p> <p>Plan as appropriate from this.</p> <p>If virtual, considering how to ensure children and families can engage fully with this.</p> <p><b>IMPACT:</b> Even if the situation remains the same with social distancing, children will have access to an engaging sports event, with opportunities for physical activity.</p>	<p>PE team</p> <p>PE team</p> <p>PE team</p>	<p>Summer 1</p> <p>Summer 1</p> <p>Summer</p>	<p>N/A</p>	<p>Time</p>
<p><b>ACTION:</b> To lead on competitive PE, within current restrictions</p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• Work with cluster to gain and discuss ideas</li> <li>• Work with sports coach to implement changes.</li> <li>• Develop intra-school competition system.</li> <li>• Support staff with delivery.</li> <li>• Virtual assemblies to bring whole school together.</li> <li>• Set challenges on seesaw.</li> </ul> <p><b>IMPACT:</b> Children will continue to have access to the competitive element of PE.</p>	<p>CD</p> <p>CD/KB</p> <p>CD</p> <p>CD</p> <p>CD</p> <p>CD</p>	<p>Autumn</p> <p>Autumn</p> <p>Autumn</p> <p>Spring</p> <p>Spring</p> <p>Spring</p>	<p>Cluster</p>	<p>Time</p>
<p><b>Pupil Voice:</b> Pupil voice collated relates to their keenness to continue with sports coach sessions. The children talked about this inspiring them. Also, they talked about how much they like the new track and how keen they are to make good use of it.</p>				

<b>Monitoring</b>					
<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
Deborah Howard	Completed actions and impact	School	WB 9 <sup>th</sup> November WB 15 <sup>th</sup> March WB 28 <sup>th</sup> June	Meetings, virtual meetings or collation of information via email	Shared with Governing Body  Shared with QA
<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>			
<p>Children having access to provision within holiday times. Children having further access to physical activity in holiday times.</p> <p>Lunchtimes are running smoothly and keeping to time. Children enjoy their lunchtime and physical activities are in place and enjoyed.</p> <p>Increased physical activity across school, working within current restrictions.</p>	<p>During the holidays in autumn half term, school will have started Hoot Camp in some form.</p> <p>During the holidays to follow, school will adapt Hoot Camp as appropriate.</p> <p>During autumn term, lunchtimes will run smoothly, becoming confident in the new routines and expectations.</p> <p>From spring term, there will be increased physical activity at lunches.</p> <p>By Spring term, school will have a range of ways to ensure increased physical activity, even under current restrictions.</p>				

<p>Children are having access to physical activities outside of the school day, working around current restrictions.</p> <p>Even if the situation remains the same with social distancing, children will have access to an engaging sports event, with opportunities for physical activity.</p> <p>Children will continue to have access to the competitive element of PE.</p>	<p>By Spring, physically active clubs will be up and running in school.</p> <p>By summer 2, the children will have had access to an engaging, whole school sports event.</p> <p>By end of autumn, school system will have been devised and ready to be introduced to the children and staff.</p> <p>By end of spring, children will be accessing virtual competition.</p>	
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<b>END OF YEAR EVALUATION</b>	<b>NEXT STEPS</b>

**Fit for Learning 2020/21**  
**Priority 2 – Healthy Food**

<b>Co-ordinator: Deborah Howard</b>	<b>Year 2020/21</b>	<b>Cost of plan:</b> Cost of seeds / planting materials		
<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>ACTION:</b> To develop a growing schedule across school</p> <p><b>HOW:</b></p> <p>Planting and growing, including vegetables, in EYFS. Learning on growing and how some foods can be grown at home.</p> <p>Development of sensory garden in Year 1, growing range of herbs.</p> <p>Selecting, planting and growing vegetables in Year 1. Discussing healthy food and options to take grown vegetables home</p> <p>Planting and growing with Year 4 SEND model, using items grown to cook with.</p> <p><b>IMPACT:</b> Children have an increased understanding of growing a range herbs and vegetables. Children understand more about the growing process. Children understand healthy food can be grown at home.</p>	<p>KN</p> <p>OA</p> <p>CH</p> <p>KH</p>	<p>Spring onwards</p> <p>Spring onwards</p> <p>Spring onwards</p> <p>Spring onwards</p>	<p>N/A</p>	<p>Cost of seeds / planting material</p> <p>Time</p>
<p><b>ACTION:</b> To support families with healthy food ideas</p> <p><b>HOW:</b></p> <p>Research and create Seesaw activities that promote healthy eating and healthy meal ideas in Key Stages 1 and 2. Save these to the whole school activity library on Seesaw.</p>	<p>LM</p>	<p>Autumn 2 onwards</p>		<p>Time</p>

<p>To collate healthy food ideas from our families and make whole school virtual cook book. This will also include child designing front cover and any illustrations.</p> <p><b>IMPACT:</b> Children have further exposure to a range of healthy eating ideas and ideas for healthy meals and cooking. Schools and families work together to share healthy food recipes.</p>	LT, CS	Summer 1		
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**Pupil Voice:** Pupil voice collated showed us the children’s keenness to be involved in growing. They talked about growing being exciting and something they would like to be involved in. They also mentioned how much they enjoyed the community coming together to prepare and share food (Eid picnic) and this feeling very special.

**Monitoring**

Who	What	Where	When	How	External Validation
Deborah Howard	Completed actions and impact	School	WB 9 <sup>th</sup> November WB 15 <sup>th</sup> March WB 28 <sup>th</sup> June	Meetings, virtual meetings or collation of information via email	Shared with Governing Body  Shared with QA

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
Children have an increased understanding of growing a range herbs and vegetables. Children understand more about the growing process. Children understand healthy food can be grown at home.	By summer, a large range of children will have had first hand experience of growing food within school.	

<p>Children have further exposure to a range of healthy eating ideas and ideas for healthy meals and cooking. Schools and families work together to share healthy food recipes.</p>	<p>By summer, children and families will have engaged with school on healthy eating ideas and activities.</p>	
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<b>END OF YEAR EVALUATION</b>	<b>NEXT STEPS</b>