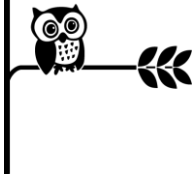


Oswald Road Primary School Improvement Plan 2021/22

Fit for Learning



Fit for Learning 2021/22 Priority 1 – Active Lifestyles				
Co-ordinator: Deborah Howard		Year 2021/22	Cost of plan: £6700 (costs noted within Sports Premium and Pupil Premium too)	
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: Effective set up and implementation of the Play Leaders scheme.</p> <p>HOW: Role of Play Leaders offered out to children in Year 6 Children who are interested should do a short presentation to their class and then a vote should take place. Two Play Leaders will be chosen for each Year 6 class making six in total. Training of Play Leaders to take place with WG and KB Play Leaders start activities with Years 5 and 6 at lunchtimes WG will concentrate on training the Play Leaders on expectations, relationships and behaviours and timetabling.</p>	Wendy Gibson Kieran Bentley	Autumn 1 Autumn 1 Autumn 1 Autumn 1 Autumn 1 Autumn 1	N/A	Time investment Play equipment cost

<p>The Play Leader timetable to run on a weekly cycle and each pair of Play Leaders will do one lunchtime a week on Tuesday, Wednesday and Thursday. On Mondays WG will meet with Play Leaders to go over week and deal with any issues the Play Leaders may raise. Friday will be when the Play Leaders meet with KB to get equipment for following week's activities.</p> <p>KB will train Play Leaders to lead activities on the playground at Lunch. These activities will be based around building skills and playing team games. The activities will be chosen by KB with the Play Leaders and any equipment needed will be sorted out on Fridays for the following week and collected from KB .</p> <p>Play Leaders will wear a red cap so they are easily recognisable.</p> <p>Play Leader timetable set up and shared with children</p> <p>There will be a review at the end of each half-term and pupil voice and staff voice will be collected</p> <p>IMPACT: Children will have access to an increased amount of physical activity opportunities throughout each school week.</p> <p>Our children will be showing key leadership skills in the Play Leader role.</p> <p>There will be an increased enjoyment of play times.</p> <p>Play Leaders will be aware of their role and the expectations.</p> <p>Play Leaders will be confident to run activities</p>		<p>Autumn 1 onwards</p> <p>Autumn 1 onwards</p> <p>Autumn 1 onwards</p> <p>Autumn 1 onwards</p> <p>Half termly</p>		
<p>ACTION: Re-zoning of the playground to give children a range of opportunities during lunchtimes</p>	<p>Wendy Gibson</p>		<p>Work with the lunchtime team on</p>	<p>Time investment Play equipment cost</p>

<p>HOW:</p> <p>Timetables in place for the football pitches and the tree house allowing two year groups access every day at lunchtimes.</p> <p>Activity Zone: This zone needs to be for activities such as Jenga, reading, drawing, card games, elastics etc.</p> <p>Actions: Audit of equipment available Ordering of new equipment Children and LOs informed of what children can do in area</p> <p>Tree house: two classes per day will have access to this area at lunchtimes based on timetable attached</p> <p>Actions: Tree house checked and fit for purpose. Risk assessment reviewed. Timetable set up and reviewed half-termly</p> <p>Owl Garden: this needs to be a quiet area where children can relax and chat with friends. Quiet reading will also be on offer. Friendship Leads will be based near the Friendship bench each lunchtime.</p> <p>Actions: Children to be reminded of expectations for type of play in this area. Friendship leads to be timetabled for this area Reading shed set up</p> <p>Football pitches: two year groups per day will have access to the football pitches at lunch bearing in mind that classes may be doing PE on one pitch. Each class will have its own appropriate football and these will be the only balls used.</p> <p>Actions: Balls ordered for each class</p>		<p>Autumn 1</p> <p>Zones launched in January</p>	<p>leadership of each zone.</p>	
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<p>Timetable set up and shared with children, LOs and staff</p> <p>Nature area: free access to all children to this area which includes the Monkey bars, A-frame, tunnel and stepping stones.</p> <p>Actions: Audit of climbing frames Remind children how to play safely on equipment Ensure this area is well-manned by LOs due to age range of children accessing.</p> <p>Zone between pitches and car park - This will be the area where Play Leaders will be based on Tuesday, Wednesday and Thursday each week.</p> <p>Actions: Play Leader training to take place with WG and KB Children informed of the zones and their uses.</p> <p>Zone near treehouse: Access to play such as skipping, hoola hoops, parachute games</p> <p>Actions: Equipment ordered and readily available to the children</p> <p>Dance Zone: Music will be available for the children to dance to.</p> <p>Actions: Music will be set up and played at an appropriate level each lunch time</p> <p>IMPACT: Children will have access to a range of activities and options during lunchtime.</p> <p>There will be an increased enjoyment of play at lunchtime.</p> <p>The zones will allow children to engage in activities suited to their</p>				
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<p>preference that day.</p> <p>Activity zone: Children have a quiet area to use at lunchtimes Children have enough equipment to play</p> <p>Tree House: All children have access to the tree house at least once a week at lunchtimes Children can play safely as numbers are reduced</p> <p>Owl Garden: The area will be calm and quiet with no running Friendship Leads able to support children who may struggle at lunchtimes Reading books will be on offer</p> <p>Football pitches: All children have access to football pitches at least once a week. Less accidents occur</p> <p>Nature area: Children can play on climbing equipment safely Children enjoy the range of opportunities from this area</p> <p>Zone between car park and pitches: Play Leaders are able to provide fun and engaging activities Children have access to skills-based or team games. Children have fun.</p> <p>Zone near treehouse: Children have access to equipment</p>				
<p>ACTION: Further work on curriculum design and progression for both gymnastics and dance</p> <p>HOW:</p>	Channi Davis		Curriculum specialist support PE	Time investment Release Cost of CPD

<p>Subject leads to meet with curriculum adviser and share current documents Analysis of current documents Plans drawn up for next steps Updated subject intent, curriculum progression documents and teacher guidance as needed Curriculum re-mapping Time to share with staff External PE Passport training for staff</p> <p>Additional point: Bank of invasion games and tutorials</p> <p>IMPACT: Subject leads will be clear on the progression within gymnastics and dance from nursery up to Year 6.</p> <p>Subject leads will have had a chance to work on curriculum design and ensure the curriculum is sequenced well.</p> <p>Subject leads will have developed confidence in their detailed knowledge of the gymnastics and dance curriculum across school.</p> <p>Subject leads will have shared high quality, fit for purpose teacher guidance.</p> <p>Class teachers will all understand the curriculum they are delivering and where this fits in in terms of progression across our school.</p>		<p>Spring 1</p> <p>Spring 1 Spring 1 Spring 1 to Summer 2 Spring 2 Summer 2 Autumn 2</p> <p>By Summer 2</p>	<p>Passport external training</p> <p>Staff meetings</p>	
<p>ACTION: Introduction of specific playground games during specific duties</p> <p>HOW:</p> <p>Set up activities when on duty. Some activities will not need equipment (eg Runner Bean game) Some activities will need simple set up (eg obstacle course)</p> <p>IMPACT: Children will have had an opportunity to engage in fun and</p>	<p>Becky Carter Eddie Carey</p>	<p>From Autumn 1 From Autumn 1 From Autumn 1</p>	<p>N/A</p>	<p>Time within playtime duty</p>

active games within the week.				
There will be an increased enjoyment of play times.				

Monitoring

Who	What	Where	When	How	External Validation
Deborah Howard	Completed actions and impact	School	WB 8 th November WB 14 th March WB 27 th 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?*

MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
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<p>Play Leaders:</p> <p>By autumn 2, the Play Leaders will be trained and will have started leading play with children in our school.</p> <p>By summer 2, the Play Leaders will confidently be running games, following the rota and enhancing play opportunities.</p> <p>Zoning of the playground:</p> <p>By autumn 2, the zoning will have been decided. Signs will have been designed and ordered and resources will have been purchased and organised. The lunchtime team will be clear on how the zones will run and aware of how the resources are to be used and cared for/stored.</p> <p>By the beginning of spring 1, the Zones will have been launched.</p>	
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By summer 2, the children will have been accessing the zones and speak positively about the changes. The children will be caring for the resources as well as enjoying using them.

Indoor PE curriculum:

By autumn 1, all children will be accessing indoor PE again (following it stopping due to COVID measures)

By spring 1, the PE subject leads will have had a chance to work with a curriculum specialist sharing all curriculum design and progression documents we have in place and a plan will be in place to further drive forward the curriculum mapping, sequencing and teacher guidance.

By summer 2, indoor PE will have curriculum mapping, sequencing, progression documents and teacher guidance which have all been worked on in detail with the guidance of a curriculum specialist. Teachers will all be clear on what they are teaching and where this fits into our planned progression of the curriculum.

Additional playground games:

By autumn 2, both staff members will be consistently running games at least once a week for our children to engage in.

END OF YEAR EVALUATION

NEXT STEPS

Fit for Learning 2021/22
Priority 2 – Growing Opportunities

Co-ordinator: Deborah Howard	Year 2021/22	Cost of plan: £500		
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: Range of growing opportunities to enhance learning for our children accessing SEND learning model.</p> <p>HOW:</p> <p>Grow sweet peas outside in the planters, that would then climb up the railings.</p> <p>Plant other seasonal plants, starting them on window ledges in the classroom and potting on, then moving them outside once the weather is consistently less cold.</p> <p>Use pupil voice to plant some bulbs the children have expressed a particular interest in.</p> <p>IMPACT: These children will have a developed understanding of how to grow plants and what they need to survive. These children will have a better understanding of growing food to eat and will have had the</p>	Katie Hough	<p>Spring 1 onwards</p> <p>Spring 1 onwards</p> <p>Spring 1 onwards</p>	N/A	Time investment

<p>IMPACT: These children will have a developed understanding of how to grow plants and what they need to survive. These children will have a better understanding of growing food to eat.</p> <p>The children will have had an opportunity to consolidate science learning linked to what they have grown.</p>				
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Monitoring

Who	What	Where	When	How	External Validation
Deborah Howard	Completed actions and impact	School	WB 8 th November WB 14 th March WB 27 th 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?*

MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
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<p>By spring 2:</p> <p>The children noted in the plan will have had the opportunity to plant a range of plants, herbs and vegetables.</p> <p>By summer 2:</p> <p>The children noted in the plan will have had the opportunity to plant, grow, observe and in some cases eat what they have grown. The children will have engaged well and enjoyed the process and have a better understanding of planting and what plants need to live.</p>	
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END OF YEAR EVALUATION	NEXT STEPS