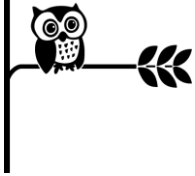


Oswald Road Primary School Improvement Plan 2021/22

Parental Links



Parental Links 2021/22				
Priority 1 – To inform, guide and support our parents/carers				
Co-ordinator: Sarah Greenway	Year 2021/22	Cost of plan:		
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: 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>	Christina	End of week 3		
<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>	Christina	End of week 3 then ongoing		
<p>ACTION: Video Tours of EYFS classrooms for parents</p> <p>HOW: Take short videos of each EYFS classroom to go on Tapestry</p>	EYFS Lead	End of week 3		

<p>IMPACT: Parents can see what their child's classroom looks like and there is positive feedback.</p>				
<p>ACTION: Meet all new families to the school at the start of and during the school year</p> <p>HOW: Helen, Chloe and Sam to arrange meetings with new families (Sam – EAL)</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>	<p>Helen A Chloe</p>	<p>As required</p>		
<p>ACTION: Advertise MAES family learning courses</p> <p>HOW: Liaise with MAES by email/phone calls. Promote courses on social media</p> <p>IMPACT: Positive feedback from parents of delivery from outside agency.</p>	<p>Sarah & Christina</p>	<p>Each term</p>		
<p>ACTION: Provide information to families/workshops (e.g. Reading & phonics information) to support parents with their children's learning at home and what is happening in school (e.g. Science work done in school)</p> <p>HOW: Information via Seesaw/Tapestry/Email</p> <p>IMPACT: Positive feedback in terms of parents knowing how to support their children at home/knowledge of school events etc.</p>	<p>Teachers on Seesaw and Tapestry via weekly update</p> <p>Sarah – reading workshop/info for reception</p> <p>Christina – Weekly Update and termly newsletter for parents/carers</p> <p>Andy to share termly science work in the school newsletter</p>	<p>Ongoing</p>		

Monitoring					
Who	What	Where	When	How	External Validation
Sarah Greenway	Review of SIP plan and impact	School	W/C – 8 th November W/C – 14 th March W/C – 27 th June	Meetings, virtual meetings or collation of information via email RAG rate plan and review	Shared with Governing Body Shared with QA
Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					
MILESTONES			EVIDENCE OF IMPACT FROM MONITORING		
<p>By the end of week 3, parents have essential class information.</p> <p>By the end of week 3, parents know what is happening in school in advance from the shared calendar and it is updated regularly.</p> <p>By the end of week 3, EYFS parents can see what their child’s classroom looks like and there is positive feedback.</p> <p>As required, essential information is provided to new families when they start and also essential information is provided by parents. This will happen as soon as possible to children being allocated places.</p> <p>Each term, MAES are asked for positive feedback of delivery from parents from our school that have attended their courses.</p> <p>Regularly, positive feedback is collected after information is shared with families in terms of parents knowing how to support their children at home.</p>					

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END OF YEAR EVALUATION	NEXT STEPS

Parental Links 2021/22

Priority 2 - To consult and communicate with parents/carers

<p>Co-ordinator: Sarah Greenway</p>	<p>Year 2021/22</p>	<p>Cost of plan: £180</p>		
<p>Action(for each action include briefly 'how' and what the intended impact on the provision will be)</p>	<p>Lead person accountable for the action</p>	<p>Time Scale Start and End dates (W/C)</p>	<p>CPD</p>	<p>Resources/Costs/Time</p>
<p>ACTION: Parental Engagement Person Meetings/Emails</p> <p>HOW: Send out emails to recruit parent representatives for new classes (e.g.EYFS). Email teachers to let them know who the PEP is for their class. Inform parents of events coming up. Ask parents to talk to other parents about what is happening *especially EAL parents and arrange to meet new families to the school. 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>Christina and Helen A</p>	<p>Termly</p>		
<p>ACTION: Evening Parent Forum</p> <p>HOW: Via Zoom or face to face</p> <p>IMPACT: Feedback is acted upon</p>	<p>Christina and Deborah Howard</p>	<p>Termly</p>		
<p>ACTION: Parent Facebook Page</p> <p>HOW: Monitor school Facebook page and answer any school-related queries, promote events and share children's work.</p>	<p>Christina</p>	<p>Ongoing</p>		

IMPACT: Parent queries are replied to so that all parents are able to see the answers to frequently asked questions, reducing need to reply to multiple parents about the same topic.					
ACTION: Parents' Evenings - Encourage attendance of our EAL and Pupil Premium parents in particular		Organisation – Christina supported by Helen A		Twice during the school year	
HOW: Punjabi/Urdu Translator option to be on parents' evening letters. Christina 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 sheets. Chloe to work out percentages of parents' attending.		Translators – Yasmin, Sunny, Sonia and Saiyma			
IMPACT: Good attendance at parents' evenings.		Attendance figures - Chloe			
Monitoring					
Who	What	Where	When	How	External Validation
Sarah Greenway	Review of SIP plan and impact	School	W/C – 8 th November W/C – 14 th March W/C – 27 th June	Meetings, virtual meetings or collation of information via email RAG rate plan and review	Shared with Governing Body Shared with QA
Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					
MILESTONES			EVIDENCE OF IMPACT FROM MONITORING		
By the end of Autumn 1, PEPs are recruited for all classes. Where possible through the year, live school events are well attended. Events promote inclusion and there is positive feedback. Feedback is acted upon termly as a result of the Parent Forum.					

As required, parent queries are replied to and events are promoted and children's work is shared.

Twice yearly, there is good attendance and positive feedback at parent's evenings.

END OF YEAR EVALUATION	NEXT STEPS

Parental Links 2021/22

Priority 3 – To provide curriculum support and to strengthen and celebrate our Oswald Road Community

Co-ordinator: Sarah Greenway	Year 2021/22	Cost of plan: £185		
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: 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 by children for the volunteers at the end of the year.</p> <p>IMPACT: Target children read more frequently and can talk about the books they are reading to the volunteers</p>	<p>Sarah Deliver training)</p> <p>Sonia (Help to set up) Yasmin and Samina (Folders) Amanda - (Safeguarding) Chloe (DBS checks) Emma (Allocate volunteers to classes)</p>	<p>Training – Aut 1</p> <p>Allocation – By end of Spring 1</p> <p>Support - Ongoing</p>		<p>£5 for document wallets</p>
<p>ACTION: Each class (reception to Year 6) to recite a poem to celebrate National Poetry Day.</p> <p>HOW: Teachers to select poems. Years 1 – 6 to rehearse in music/performance lessons. Reception to study and learn poems in literacy lesson. All to perform and record and put on Seesaw and Tapestry or send as compiled video link to families.</p> <p>IMPACT: Positive feedback from parents. Children enjoy reciting and performing poems.</p>	<p>Midge Sarah</p>	<p>Autumn</p>		
<p>ACTION: Workshop for parents on the importance of creativity to learning</p> <p>HOW: Art and Music Leads to run a workshop to include art and music sessions</p>	<p>Nicky & Midge</p>	<p>Spring</p>		

IMPACT: Parents who attend know more about the importance of creativity to learning.					
ACTION: Showcase Children's music					
HOW: Children do a music performance for parents					
IMPACT: Parents are engaged with the music that children perform. Children are proud of their work. Feedback is positive.					
ACTION: Science Plant Project for Year 2					
HOW: Send home seeds in pots for the children to look after with their families. Send in photos/videos					
IMPACT: Parents are engaged in their child's science learning and understand more about the expectations in science for this topic.					
ACTION: Cultural Diversity Afternoon					
HOW: Invite EAL/EMA parents into classes to share their language skills, cultures etc. Teachers to deliver lessons on a particular language or country.					
IMPACT: Parents attend and there is positive feedback					
Monitoring					
Who	What	Where	When	How	External Validation
Sarah Greenway	Review of SIP plan and impact	School	W/C – 8 th November W/C – 14 th March W/C – 27 th June	Meetings, virtual meetings or collation of information via email	Shared with Governing Body Shared with QA

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

MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<p>By the end of Spring 1, volunteers hear readers in school. By summer, Target children read more frequently and can talk about the books they are reading to the volunteers.</p> <p>By the end of Autumn 1, Families will be able to enjoy and celebrate poetry performances from across school.</p> <p>By the end of the Spring term, Parents will have attended a Creativity in Learning workshop and feedback is positive.</p> <p>By the end of the Summer term, a Music Showcase is held and there is positive feedback.</p> <p>Year 2 parents are engaged in the science project and there is positive feedback from families about the science project by the end of the Summer Term.</p> <p>EAL/EMA parents help at the event on the 5th November and there is positive feedback (collected from the parent on the day and families afterwards as a result of photos/videos shared on Seesaw and Tapestry).</p>	

END OF YEAR EVALUATION	NEXT STEPS

