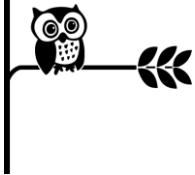


Oswald Road Primary School Improvement Plan 2022/23

Fit for Learning



Fit for Learning 2022/23 Priority 1 – Active Lifestyles				
Co-ordinator: Deborah Howard Active Lifestyles Team: Kieran Bentley Wendy Gibson Channi Davis (from return) Becky Carter Christian Burton Paul Salisbury		Year 2022/23	Cost of plan: £5000	
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
ACTION: Effective continued implementation of Play Leaders HOW: Role of Play Leaders organised and confirmed Initial training of Play Leaders to take place with sports coach Play Leader timetable set up and shared with children	Wendy Gibson Kieran Bentley	WB: 19.9.22 WB 26.9.22 WB 26.9.22	N/A	Time investment Play equipment cost

Play Leaders start activities with Years 5 and 6 at lunchtimes Training the Play Leaders on expectations, relationships, behaviours and timetabling. Weekly meetings with Play Leads and sports coach to organise and train on games. These activities will be based around building skills and playing team games. The activities will be chosen by our sports coach with the Play Leaders and any equipment needed will be sorted out on Fridays for the following week and collected from our sports coach. Play Leaders will wear a cap so they are easily recognisable. There will be a review at the end of each term, with observation and pupil voice taken during lunch duties. Informal check ins during lunch duty Amendments organises as needed. IMPACT: Children will have access to an increased amount of physical activity opportunities throughout each school week. Our children will be showing key leadership skills in the Play Leader role. There will be an increased enjoyment of play times. Play Leaders will be aware of their role and the expectations. Play Leaders will be confident to run activities		WB 3.10.22 WB 26.9.22 – refreshers as needed Weekly from WB 3.10.22 WB 3.10.22 November, March, June Weekly from WB 3.10.22 As needed		
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ACTION: Implementation of zoning of the playground to give children a range of opportunities during lunchtimes HOW: Timetables in place for the football pitches and the tree house allowing for suitable access for all. Zones signage up. Zones briefing for lunchtime team Zones assembly announcements for the children Regular reviews and feedback Update Playground Expectations display board Zones launched Use of zones celebrated on social media IMPACT: Children will have access to a range of activities and options during lunchtime. There will be an increased enjoyment of play at lunchtime.	Wendy Gibson	WB 26.9.22 WB 19.9.22 WB 26.9.22 WB 26.9.22 Informally weekly in lunch duty Formally: November, March, June WB 3.10.22 WB 3.10.22 WB 10.10.22	Work with the lunchtime team on leadership of each zone.	Time investment Play equipment cost

The zones will allow children to engage in activities suited to their preference that day.				
ACTION: Development of teacher guidance for dance HOW: Unit plan per dance unit written to support teachers (following long term plans and objectives that have been previously designed). To begin with units that will be taught this academic year, followed at a later point with units that will be taught in autumn 2023. IMPACT: Class teachers will have unit plans to support their teaching of dance.	Channi Davis	Work to commence WB 13.2.23 All unit plans in place by WB 17.7.23	Curriculum specialist support	Time investment Cost of release Cost of CPD
ACTION: Development in design of dance and gymnastics for Early Years Foundation Stage. HOW: Long term overview written for dance and gymnastics for Reception. Unit plans written for dance and gymnastics for Reception. Long term overview written for dance and gymnastics for Nursery. Unit plans written for dance and gymnastics for Nursery.	Rebecca Carter	WB 19.9.22 WB 19.9.22 WB 9.11.22 Completed by WB: 22.5.23	N/A	Time investment Cost of release

IMPACT: Class teachers will have unit plans to support their teaching of gymnastics and dance.					
Clear design of the curriculum coverage in dance and gymnastics, ensuring progression within our eight year curriculum.					
ACTION: Developed subject lead knowledge of implementation of gymnastics		Paul Salisbury Christian Burton	WB: 12.6.23 WB:12.12.22 By WB: 6.3.23 WB: 22.3.23 Throughout the year	Link with gymnastic s lead in cluster CPD offered to teachers	Cost of release Cost of any CPD sourced
HOW:					
Lesson drop-ins – focus on coverage of designed curriculum and progression of mapped skills (Nursery to Year 6)					
Pupil voice – focus of coverage (Year 1- Year 6)					
Designing subject lead questions linked to the children’s understanding of the knowledge set out in our designed curriculum (Year 1 – Year 6)					
Pupil voice – focus of knowing more, remembering more (using the knowledge set out in progression documents). (Year 1 – Year 6)					
Support and professional development offered as needed.					
IMPACT:					
Subject leads will have a clearer understanding of the implementation of gymnastics across school.					
Teachers will feel supported in their teaching of gymnastics.					
Further improvement in the teaching of gymnastics.					
Monitoring					
Who	What	Where	When	How	External Validation

Deborah Howard	Completed actions and impact	School	WB 28 th November WB 20 th March WB 26 th June	Meetings, virtual meetings or collation of information via email	Shared with Governing Body Shared with QA and/or curriculum advisor(s)
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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
Play Leaders: By autumn 1, the Play Leaders will be trained and will have started leading play with children in our school. By autumn 2, the Play Leaders will confidently be running games, following the rota and enhancing play opportunities. Zoning of the playground: By autumn 1, the signs will be up, lunch staff briefed and children clear on offers and expectations in each zone. 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. Zones will have been launched and children will be accessing them. By autumn 2, the zoning system will be running efficiently, with extended offers of activity for all children at lunchtimes. 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 Reception units will have been written for dance and gymnastics.	

By the end of spring 2, Nursery units will have been written for dance and gymnastics.

By summer 2, PE leads will have a clear understanding of the implementation of gymnastics across school.

END OF YEAR EVALUATION	NEXT STEPS

Fit for Learning 2022/23 Priority 2 – Growing Opportunities				
Co-ordinator: Deborah Howard Growing opportunities Team: Chris Hearnshaw Kelly Nash Ozma Ahmed Rose Fagi-Hassan Kate Hough James Peczek Katie Dresner Saira Anwar	Year 2023/23	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
ACTION: Range of growing opportunities to enhance learning for our SEND children with an EHCP HOW: Year 5: Show the children the tomatoes and cucumelons they successfully grew on the class windowsill / in TAs garden. They will now be ready to eat. The group can take them home to share with their families. Overlearning: Plant a range of spring bulbs but this year keep them inside (following learning from last year) Overlearning: The children have chosen to plant carrots again. To develop this further, it will now be planted in a perspex container so the children can see the roots developing.	Kate Hough Katie Dresner	Autumn 1 Autumn 2 Spring 2 onwards	N/A	Time investment Growing resources

Potato growing competition. Which growbag yields the most potatoes? Sowing and planting a range of British flower seeds, such as sweet peas, cosmos etc Linking with Year 6 children to share learning and experiences <u>Year 6:</u> Set children off on planting project. Source further items needed for growing over the year considering which items will be grown. Plant a selection of beets, radishes, potatoes (plus any thing else chosen) Experience tasting food that has been grown Links to the activity of planting and growing: encouraging persistence, independence, nurture, pride. Linking with Year 5 children to share learning and experiences		Spring 2 onwards Spring 2 onwards By 15.7.23 By 15.11.22 By 30.1.23 In line with growing calendar In line with items grown Throughout spring and summer By 15.7.23		
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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 opportunity to plant, grow and eat something they have grown.				
ACTION: Range of growing opportunities to enhance learning for our children in Early Years. HOW: <u>Nursery:</u> Meet with Nursery staff and AHT to map out green space(s) for Nursery. Research what can be planted at what time in the year and map for the Nursery. Order resources for this year's planting Liase with site staff about affixing new growing resources eg: pallets and Ivy fencing. Reach out to parents for additional resources on Tapestry. Lead small groups and support with planting a range of herbs, plants and vegetables. Fully linked to Understanding of the World throughout Take photos of planting and complete pages in floor book and Tapestry (alongside pupil voice) Lead activity to support children with understanding how things grow and that planters etc must be taken care of. Link to creative activity	Rose Fagi-Hassan	By 25.11.22 By 16.12.22 By 17.2.23 By 20.1.23 By 17.2.23 By 31.3.23 Throughout By 31.3.23 (planting) then ongoing	N/A	Time investment Growing resources

Use things that have been growing to make something with the children eg: mocktails/fruit salad. <u>Reception:</u> Organise a list of what needs ordering. Resources sourced. Calendar in place on when each item needs sowing. Planting herbs Planting vegetables Planting fruits Planting flowers IMPACT: Our children will have an increased knowledge of growing: how to grow different plants; how to look after plants; and how we can use them in our cooking. They will have the opportunity to try/cook their own grown produce.	Kelly Nash Saira Anwar	Ongoing from planting By 14.7.23 By 19.12.22 By 17.2.22 By 19.12.22 In line with calendar In line with calendar In line with calendar In line with calendar		
ACTION: Range of growing opportunities to enhance learning for our children in Year 1. HOW: <u>Year 1 raised bed</u> Preparing bed for planting - weeding and cutting back established plants.	Chris Hearnshaw	Spring	N/A	Time investment Growing resources

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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
By spring 2: The children noted in the plan will have had the opportunity to plant a range of plants, herbs and vegetables. By summer 2: 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. The children in Upper Key Stage Two noted on this plan will have had a chance to share their experiences.	

END OF YEAR EVALUATION	NEXT STEPS