****Oswald Road Primary School Improvement Plan 2022/23

**Parental Links**

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| **Parental Links 2022/23**  **Priority: To inform, guide and support our parents/carers with the curriculum area - Reading** | | | | | | | | | | | | |
| **Co-ordinator: Sarah Greenway** | | | **Year 2022/23** | | | | **Cost of plan: £240** | | | | | |
| **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: Source, order and provide teachers & TAs with good news reading postcards to send to parents/carers.**  **HOW: Source and order postcards e.g. https://www.primaryteaching.co.uk/notes-home-from-teachers**  **Email to explain to staff what they are for and give out to staff.**  **IMPACT: Positive feedback from parents/carers** | | | | | Samina & Nicky  Helen A to collect and add adresses | | | Order by Friday 7th October. Then give to teachers to give out throughout the year. | |  | | Approx £35 (£2.75 for 20) plus postage |
| **ACTION: Strengthen reading in school for our target children with the support of our Reading Volunteers**  **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.**  **IMPACT: Target children read more frequently and can talk about the books they are reading to the volunteers** | | | | | Sarah (Deliver training)  James and Jacqueline (Help to set up)  Yasmin (Folders)  Amanda -(Safeguarding)  Chloe (DBS checks)  Emma (Allocate volunteers to classes) | | | Training – Friday 14th October  Allocation – By Friday 16th December  Support – as required | |  | | £5 for document wallets |
| **ACTION: Parental Engagement Person Meetings/Emails**  **HOW: Send out emails to recruit parent representatives for new classes & any classes that don’t have one. 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 in school especially EAL parents and arrange to meet new families to the school.**  **Promote events on WhatsApp groups including all reading events.**  **IMPACT: Good attendance at school events. Social events promote inclusion and there is positive feedback.** | | | | | Christina & Ellie  (Sarah) | | | Recruit by Friday 21st October.  Promote events throughout the year | |  | |  |
| **ACTION: Continue to promote reading in the school newsletter and on social media**  **HOW: Promote articles, events and reading support materials e.g., Manchester libraries, authors, recommended books, useful websites**  **IMPACT: Reading information & events are shared regularly and parents feel well informed.** | | | | | Sarah  Ellie & Christina  Supported by team | | | Thursday 15th September in the newsletter then throughout the year | |  | |  |
| **ACTION: Each class (reception to Year 6) to recite a poem to celebrate National Poetry Day.**  **HOW: Teachers & Music/Performance Lead to select poems. Years 1 – 6 to rehearse in music/performance lessons. Nursery and Reception to learn and perform poems in literacy lessons. All to perform and record and put on Seesaw and Tapestry for families.**  **IMPACT: Positive feedback from families.** | | | | | Midge  Supported in reception by Sonia and in nursery by Saiyma | | | National Poetry Day – Thursday 6th October  Poems to be taught wk beginning Monday 3rd October  On Tapestry/  Seesaw by Friday 14th October | |  | |  |
| **Action: Plan and deliver reading sessions to parents to explain how best to support reading at home following our school expectations**  **How: Reading Workshops per phase**  **Impact: Parents understand how best to support reading at home and understand school expectations** | | | | | EYFS – Sarah supported by Sonia & Saiyma  Y1/2 – Sarah supported by teachers  Y3/4 – Andy & Emma  Y5/6 – Midge & Yasmin | | |  | |  | |  |
| **Action: Promote reading for pleasure on social media and around school**  **How: Ask parents to take photos of them reading around the home with their children to display and share**  **Impact: Reading for pleasure is actively encouraged and evidenced** | | | | | Christina & Ellie | | | Request by Friday 21st October then ongoing:  Reminders by Friday 17th February &  Friday 26th May | |  | |  |
| **Action: At Parent’s evening, harder to reach and EAL parents are asked about reading at home and ideas are shared**  **How: Provide key questions to ask and suggestions to support families**  **Impact: Good reading practices are promoted and any problems are shared** | | | | | Sarah  Ideas collected from Saiyma, Yasmin, Sonia and Sunny. | | | By Sunday 6th November | |  | |  |
| **Action: Hold a book swap event as part of World Book Day/Week Celebrations**  **How: Send out a flyer to promote the event. Book swap held in the hall if possible or in classrooms and parents are invited in.**  **Impact: Reading is promoted and families are excited about reading new books** | | | | | Emma and Samina  Supported by Sarah and the team | | | Flyers out by Thursday 16th February  Event Held during the week beginning Monday 2nd March | |  | |  |
| **Action: Continue to improve the entrance to school to make it more welcoming to parents and show that we are a reading school**  **How: Put up reading posters/pictures, order comfy seating, a coffee table and magazine rack with magazines and comics.**  **Impact: Families/visitors give positive feedback** | | | | | Jacqueline  James  Sunny  Chloe  Helen A | | | By Friday 17th February | |  | | £200? |
| **Action: Share ideas for completing reading journal entries with parents**    **How: Journal ideas workshop delivered and followed up by photos and suggestions on the school newsletter to families**  **Impact: Parents know a range of ways to support their children with their journals at home and there is positive feedback** | | | | | Nicky & Andy | | | Workshop held week beginning Monday 16th January  Information & photos on newsletter for Thursday 26th January | |  | |  |
| **Action: Put reading information and support on the school website**  **How: Sarah and Debs to provide Ellie and Christina with the necessary information**  **Impact: Positive feedback from parents** | | | | | Sarah  Debs  Ellie  Christina | | | Information on by Friday 26th May | |  | |  |
| **Action: Deliver a song/poetry/rhyme session in EYFS, targeting harder to reach and EAL families, as part of Stay and Play**  **How: Flyer to families and personal invite to target families, songs then put on Tapestry**  **Impact: Parents know how to sing some songs & rhymes at home** | | | | | Midge and EYFS teachers  Supported by Sonia and Saiyma | | | Deliver week beginning Monday 15th May  Songs on Tapestry by Friday 26th May | |  | |  |
| **Action: Parents come into school and read to the children**  **How: Invite parents in to share books with classes**  **Impact: Reading for pleasure continues to be promoted across school** | | | | | Sarah  Supported by James | | | Throughout Summer 2 | |  | |  |
| **Monitoring** | | | | | | | | | | | | |
| **Who** | **What** | **Where** | | | | **When** | | | **How** | | **External Validation** | |
| Sarah Greenway | Review of SIP plan and impact | School | | | | W/C – 8th November  W/C – 14th March  W/C – 27th June | | | Meetings, virtual meetings or collation of information via email  RAG rate plan and review | | 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**  **Black – autumn**  **Purple – Spring**  **Green - Summer** | | | | | | | | |
| By the end of Autumn 2, parents are starting to receive postcards.  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.  By the end of Autumn 1, PEPs are recruited for all classes. Reading initiatives and other events are promoted and there is positive feedback.  Parents are updated regularly throughout the year and are well informed about reading initiatives and events.  By Friday 14th October, families will be able to enjoy and celebrate poetry performances from across school.  By Friday 2nd December, parents understand how best to support reading at home and understand school expectations.  Once each term reading for pleasure family photos are requested and shared so that reading for pleasure is seen as important by families.  Reading is promoted at Parent’s evenings, particularly with harder to reach and EAL families. Parents feel supported.  By 6th March, families take home new books to share  There is a welcoming area for families and visitors to sit and read where reading is promoted by Friday 17th February  By Thursday 26th January, parents know how to support their children with reading journal entries at home  By Friday 26th May, reading information and support is in the school website.  By Friday 26th May, parents in EYFS have been given songs and rhymes to sing at home.  By Friday 21st July, school has had some parent visitors in to read for pleasure with the children | | | |  | | | | | | | | |

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| **END OF YEAR EVALUATION** | **NEXT STEPS** |
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| **Parental Links 2022/23**  **Ongoing actions that celebrate our Oswald Road Community** | | | | | | | | | | | | |
| **Co-ordinator: Sarah Greenway** | | | **Year 2022/23** | | | | **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** |
| **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** | | | | | Nicky supported by Sunny | | | Friday 4th November PM | |  | |  |
| **Monitoring** | | | | | | | | | | | | |
| **Who** | **What** | **Where** | | | | **When** | | | **How** | | **External Validation** | |
| Sarah Greenway | Review of SIP plan and impact | School | | | | W/C – 8th November  W/C – 14th March  W/C – 27th June | | | Meetings, virtual meetings or collation of information via email  RAG rate plan and review | | 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** | | | | | | | | |
| EAL/EMA parents help at the event on the 4th November and there is positive feedback (collected from the parents on the day/families afterwards as a result of photos/videos shared on Seesaw/Tapestry). | | | |  | | | | | | | | |

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| **END OF YEAR EVALUATION** | **NEXT STEPS** |
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| **Parental Links 2022/23**  **Ongoing actions to continue that consult and communicate with parents** | | |
| **Co-ordinator: Sarah Greenway** | **Year 2022/23** | **Cost of plan:** |
| **Put transition information onto the school website (Ellie/Christina)**  **Produce a shared calendar of events on the school website and keep it unpdated (Ellie/Christina)**  **Advertise MAES family learning courses (Sarah/Ellie/Christina)**  **Hold Parent Forums (Ellie/Christina/Debs)**  **Hold twice yearly parent’s evenings (Ellie/Christina)**  **Promote events, share pupil work etc on social media e.g. on the school facebook page (Ellie/Christina)**  **Meet all new families who start at school and provide them with essential information (Helen A/Sam)** | | |

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| **END OF YEAR EVALUATION** | **NEXT STEPS** |
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