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

**Rights Respecting**

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| **Rights Respecting 2022/23**  **Priority 1 – Maintain and build at Gold level** | | | | | | | | | | | | |
| **Lead: Kathryn Whalley Ben Halima**  **Link Governor**: Eve Holt.  **Team:**  KS2:  Joe Welsh (from January)  Fiona Walker  Ashleigh Beckett  Rachel Day  KS1:  Helen Savage  Laura Taylor  Chelsey Daley  Louise Trundle  Catherine Newton  EYFS:  Khadijah Iqbal (from return)  Kathryn  Sarah Berry | | | **Year 2022/23** | | | | **Cost of plan:**  Display boards/materials for playground and outside area charters.  Display boards/materials for whole school charter.  Travelling costs for ambassadors to work with other schools  £500, excluding cost of time | | | | | |
| **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:**  Explore actions and recommendations from the Gold Report with our ambassadors  **HOW:**  Meet with ambassadors in key stages  **IMPACT:**  Awareness of what we need to do to sustain Gold | | | | | KWBH  EYFS team  KS1 team  KS2 team | | | By 21st Oct 22 | |  | |  |
| **ACTION:**   |  | | --- | | Ambassadors to collect pupil voice from each key stage. |   **HOW:**  Class ambassadors elected and ambassador meetings held regularly. Pupil voice activities held in every classroom and collected via pupil voice books and fed back in meetings.  A ‘You said, We did’ feedback loop approach.  **IMPACT:**.  Whole school community have a voice on how we move forward as a school. We can show how the voice of pupils has brought about meaningful change. | | | | | Class Teachers  Mini Key Stage SIP Teams  Link Governor    TAs to display ambassador pics on displays,  update displays  and to make new Voice Book labels for each class.  Members of the SIP team to rota attendance at ambassador meetings.  Key Stage SIP team members to ensure feedback loop is complete. | | | Initial pupil voice By 21st Oct 22 (then ongoing)  By 21st Oct 22  Termly  By 10th Oct 22 | |  | | Time for SIP teams to come together.  Time for ambassadors/steering group to meet.  Time for TAs to complete/update displays and make pupil voice book labels with pictures of the class ambassadors on the front. |
| **ACTION:**  Mini SIP teams to produce Key Stage action plans.  **HOW:**  Using pupil voice fed back by ambassadors.  **IMPACT:**  Action plans will support ‘feedback loop’ for pupil voice. All staff aware of what their Key Stage will be doing each term. | | | | | KS2:  Joe Welsh (from January)  Fiona Walker  Ashleigh Beckett  Rachel Day  KS1:  Helen Savage  Laura Taylor  Chelsey Daley  Louise Trundle  Catherine Newton  EYFS:  Khadijah Iqbal (from return)  Kathryn  Sarah Berry  Link Governor | | | By 11th Nov 22 | |  | | Time to meet together. Each Key Stage to decide how this will work best for them. |
| **ACTION:**  Extend ambassadorial role  **HOW:**  Ambassadors to produce their own action plan.    **IMPACT:**  The CRC will be promoted within our community and with partner schools. | | | | | Ambassadors  SLT  Teachers  SIP team  Link Governor | | | By 30th Nov 22 | |  | | Time for ambassadors to meet together. |
| **ACTION:**  Ensure that all aspects of rights related language are regularly revisited.  **HOW:**  Incorporated in teacher’s planning, assemblies, governors meetings, policies etc.  **IMPACT:**  The excellent practice around rights continues to be embedded across the school. | | | | | Ambassadors  SLT  Teachers  SIP team  Link Governor | | | Termly  By 16th Dec 22  By 31st March 23  By 21st July 23 | |  | | Teacher’s planning time. |
| **ACTION:**  Continue to focus on children’s awareness of global issues.  **HOW:**  Consider exploring the UN Sustainable Development Goals, perhaps using the World’s Largest Lesson resources to support this.  **IMPACT:**  A deepened awareness of Global issues. | | | | | Teachers  SIP team  SLT  Ambassadors  Ellie/Christina | | | Termly  By 16th Dec 22  By 31st March 23  By 21st July 23 | |  | | Teacher’s planning time. |
| **ACTION:**  Continue to support children to engage, as appropriate, in campaigning from a rights perspective.  **HOW:**  Consider using UNICEF UK's annual OutRight campaign.  **IMPACT:**  A more systemic approach across the school. | | | | | Teachers  SIP team  SLT  Ambassadors  Link Governor | | | Termly  By 16th Dec 22  By 31st March 23  By 21st July 23 | |  | | Teacher’s planning time. |
| **ACTION:**  Continue to focus on children’s awareness of rights within the community.  **HOW:**  Involve the school community including parental voice.  **IMPACT:**  A child centred community development. | | | | | KWBH  Teachers  SIP team  SLT  Ambassadors  Link Governor  School community  Parents  Ellie/Christina | | | Termly  By 16th Dec 22  By 31st March 23  By 21st July 23 | |  | | Community Links  Ambassadors/SIP team time in the community. |
| **Monitoring** | | | | | | | | | | | | |
| **Who** | **What** | **Where** | | | | **When** | | | **How** | | **External Validation** | |
| Kathryn Whalley Ben Halima  Deborah Howard  Kathryn Whalley Ben Halima  Kathryn Whalley Ben Halima  Deborah Howard | Progress to actions  Share with Governors  Social media checker – ensuring enough coverage is in place  Monitor work on local/global awareness of rights  Feedback Loop | In school  In school  In school  In school  In school | | | | Half termly  Termly  Termly  Half Termly  Half Termly | | | SIP review  HT reports at FGB meetings  Meet with Christina/Ellie to look together  Book/Seesaw/Tapestry look  TBC | | Shared within deep dives where appropriate with external consultants.  Shared with QAP during visits. | |
| **Impact:** **Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?* | | | | | | | | | | | | |
| **MILESTONES** | | | | **EVIDENCE OF IMPACT FROM MONITORING** | | | | | | | | |
| By Autumn 1 explore recommendations/actions from Gold report.  By Autumn 1 Ambassadors will be chosen.  By Autumn 1 Classroom Charters completed.  By Autumn 1 SIP/Steering group will meet to discuss actions.  By Autumn 1 Ambassadors will have met together.  By Autumn 1 Ambassadors will have collected initial pupil voice.  By Autumn 2 SIP team members will have created their own key stage mini action plan.  By Autumn 2 collect parental voice.  By Autumn 2 Ambassadors will have created their own mini action plan.  By Spring 2 evidence of campaigning across school.  By Spring 2 evidence of extended ambassadorial role.  By Summer 2 evidence of a deepened understanding of Global issues.  By Summer 2 evidence of how Oswald Road has made a difference to Rights within the community. | | | |  | | | | | | | | |

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