

# Oswaldtwistle School School Improvement Plan 2021/22



## Oswaldtwistle School Improvement Plan 2021-2022

SCHOOL CONTEXT (WHEN WRITTEN – OCTOBER 2021)					
Number of pupils on roll	75	Number of pupils eligible for pupil premium	65%	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	5
Number of permanently excluded pupils	44	Number of Medical students	4	Number of intervention students	28
Premises/provision offer Main site – full curriculum offer for KS3 and KS4 students. The Hippings – Intervention centre for students struggling to access the mainsite curriculum offer. The Heys – for students with poor mental health and medical needs. High needs provision after school for students who present a threat/great disruption to others.	51  10  9  6	Most recent Ofsted grade	Good	Staff turnover for the previous year	2 Teaching Assistants were made redundant.
Percentage of pupils with English as an additional language (EAL)	1.3%	% reintegration rates to mainstream setting	1.7%	Pupil achievement by characteristic (e.g. disadvantaged pupils, EAL, gender)	
Average attendance rates	61%	Overall persistent absenteeism	81%		

## Oswaldtwistle School Improvement Plan 2021-2022

Overview of key focus areas and objectives for 2021/2022

Focus area	Objectives
<p><b>Quality of Education</b> (Current SEF rating – Good)</p>	<ul style="list-style-type: none"> <li>• To review the curriculum offer for all 3 sites, ensuring that reading and writing are keenly promoted.</li> <li>• Continue to embed subject related curriculum intent and implementation initiatives so as to improve outcomes for all students, especially PP students.</li> <li>• Continue to improve outcomes for students with SEN through the chairing of student forums and inclusion meetings.</li> <li>• Review and refine whole school assessment procedures.</li> </ul>
<p><b>Behaviour and Attitudes</b> (SEF rating – Good)</p>	<ul style="list-style-type: none"> <li>• Improve student behaviour/attitudes to learning and reduce the occurrence of low-level disruption that leads to reduced learning in some areas of school.</li> <li>• Improve levels of respect between some pupils and staff members and improve pupil responses to teacher requests to moderate their behavior.</li> <li>• Improve attendance rates and reduce absenteeism.</li> <li>• Secure improved levels of successful reintegration for students returning from exclusion or from one of our intervention provisions.</li> </ul>
<p><b>Personal Development</b> (Current SEF rating – Good)</p>	<ul style="list-style-type: none"> <li>• To further develop the careers education on offer to all students at all sites.</li> <li>• Continue to Promote student wellbeing, resilience, confidence and independence</li> <li>• Further promote Cultural Enrichment and the fostering of new interests.</li> <li>• Ensure all students are suitably prepared for life in modern Britain.</li> </ul>
<p><b>Leadership and Management</b> (Current SEF rating – Good)</p>	<ul style="list-style-type: none"> <li>• To develop the effectiveness of the MC so as to secure improvements in key areas.</li> <li>• To continue to promote staff wellbeing and provide appropriate CPD/ training opportunities for staff, to include sexual harassment/abuse and protected characteristics (Equality Act 2010)</li> <li>• To redefine the Vision for the school and improve levels of engagement with all stakeholders.</li> <li>• To effectively quality assure the curriculum and progress made by PP students, especially in English and Maths.</li> </ul>

## Oswaldtwistle School Improvement Plan 2021-2022

Leadership and Management Key Objectives	Actions	staff	Success criteria	Evidence
To redefine the Vision for the school and improve levels of engagement with all stakeholders.	In line with LCC's AP strategy revise the school vision/mission, share it with all stakeholders and embed within everyday life. Produce a service level agreement for secondary mainstream schools and primary schools in relation to the school's revised intervention offer and standing.	SM  SM	Stakeholders can describe the vision. SLA circulated to all schools and uptake leads to increased intervention numbers.	Vision as a document on the website along with the SLA. Minutes of district Heads meetings refer to our offer.
	Implementation of new admission form and procedures in line with the SLA. Focus on social emotional literacy and partner involvement in line with SLA.	SM, KW, SB, AC	Social emotional literacy underpins offers and forms the basis of conversations with families and mainstream staff during meetings. Students transition effectively back to mainstream and remain in that setting.	Intervention folders and reports detail improved outcomes in the area of social emotional literacy.
	To promote improved links with parents through drop in mornings, parent workshops, family activities, newsletters and whole school evaluation exercises.  Website review and developments to include 'face lift' with organised and detailed section for parents/carers. Promotion of twitter for advertising daily activities and keeping parents and the community in touch with life at Oswaldtwistle	SM, LA, AA, KW  PB, AM LA	Scheduled activities well attended and parents/carers actively involved in reviewing and improving school life.	Parent/carer feedback and questionnaires indicates their valued involvement in school life.

## Oswaldtwistle School Improvement Plan 2021-2022

	Continue to work with primary schools on the 1ry, 2ry transfer project.	BM,GC RW	Students engage well with the programme and successfully transition to mainstream schools	Regular work during the summer term with year 6 pupils who are seen to be at risk on securing a successful transition.
	Continue to work with local businesses and colleges to develop improved opportunities for students.	PB, DF	Links secured and work placements and college places are secured.	Attendance at college and local work places for year 10s and year 11 students.
To continue to promote staff wellbeing and appropriate CPD/ training opportunities for staff.	<b>Staff Wellbeing</b> Calendared supervision meetings with LM and termly staff wellbeing activities.	SG, AA	Calendar details the scheduled meetings.	Minutes from meetings. Staff voice states they feel supported.
	Implement a 'Rarely cover' policy and SLT to listen to staff voice on workload issues and respond in a measured manner.	PB	Staff voice echoes success of the initiative and staff voice exercises reveal positive outcomes in this area.	Trail of evidence from cover sheets. Minutes from LM meetings.
	Development of school gym (upgrade end room in garage to create an inviting safe space to facilitate this) for staff use.	JD KS	Room decorated and furnished with equipment.	Staff attend gym after work.
	Continued execution of duty of care to staff and students in the context of Covid 19.	SM KS	Staff are aware of all procedures in place to limit transmission of Covid and cases are small and controlled.	Emails circulating current RAs.
	Identify a designated Lead for Mental Health and Wellbeing and ensure training is successfully completed.	SG	Staff member appointed to the post and training completed.	Course attendance details.

## Oswaldtwistle School Improvement Plan 2021-2022

	<p>Sign up and gain the Education Staff Wellbeing Charter.</p> <p>Improvement of ICT infrastructure: Server Replacement, Classroom &amp; Office ICT replacement, Laptop replacement (staff) and Webcam installation on PCs- (SLT &amp; teachers). Improved internet connectivity at The Heys and The Hippings.</p> <p><b>Staff Training/CPD</b> Annual safeguarding training regular and focused briefings.</p> <p>Increased level of training on RSHE and sexual abuse/sexual harassment, peer on peer abuse and how to deal with instances of this nature. School structures and systems in response to this area to be shared and rolled out.</p> <p>Training to be given on protected characteristics to both staff and students in line with the 2010 Equality Act.</p> <p>Sexual abuse/harassment and response to.... built into the behaviour policy and shared with staff.</p> <p>Selectively promote NPQ course opportunities to strengthen middle management.</p>	<p>SG</p> <p>KS, JD</p> <p>SM</p> <p>SM,LA</p> <p>SM</p> <p>PB LA</p> <p>SM</p>	<p>Charter successfully gained for the school.</p> <p>Staff voice reveals improvement in well being due to more efficient ICT system/network.</p> <p>All staff complete training and online assessment linked to KCSIE 2021</p> <p>Regular training sessions in whole staff meetings and creation of tab on BW for entries of this nature. Staff are happy with the systems in place to deal with these issues.</p> <p>Staff are aware of the need to respect protected characteristics and the need for professionalism in this area.</p> <p>Updated Behaviour Policy shared with staff detailing how to deal with these behaviours</p> <p>Courses enrolled on. Course attendance leads to gains in knowledge/skills and</p>	<p>Charter Certificate</p> <p>ICT improvement plan and fixtures.</p> <p>Staff certificates.</p> <p>Entries seen on BW and followed up accordingly. Minutes from meetings.</p> <p>Training session minutes.</p> <p>Behaviour policy reviewed by MC. Revised policy available on the school website.</p> <p>Course certificates, improved outcome for pupils.</p>
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## Oswaldtwistle School Improvement Plan 2021-2022

	<p>Additional staff to participate in specific training linked to Safeguarding in the absence of DSL(JW) with success planning in mind.</p> <p>Promote secure subject knowledge by non- specialists through training/coaching.</p> <p>Leaders continue to support and develop the knowledge and skills of the English team to support improved performance in English and reading and writing.</p>	<p>LA, AC</p> <p>SM,AA AM,AB</p> <p>SM,PB AA</p>	<p>relevant performance. Safeguarding duties to be led by newly qualified staff thus enabling Headteacher to concentrate on her main areas of responsibility.</p> <p>All teachers demonstrate a good understanding of the curriculum they teach.</p> <p>Improved performance in English and reading and writing across the curriculum as revealed by QA exercises.</p>	<p>Certificates and involvement in safeguarding matters, signing cases off.</p> <p>QA activities, namely deep dives reveal this.</p> <p>Mini Ofsted inspection by consultant confirms improvements.</p>
<p>To develop the effectiveness of the MC so as to secure improvements in key areas.</p>	<p>MC subject/area links to visit school and carry out subject reviews in designated areas.</p> <p>MC to focus on key concerns and offer support and challenge to help secure improvements.</p> <p>MC Improvement Plan to be drawn up and followed to ensure members get to know the school well.</p> <p>Restructure team and appeals group created in line with staffing restructure process and in year deficit budget and projection. Time line of meetings and</p>	<p>SM, MC</p> <p>MC</p> <p>SM, MC</p> <p>SM, MC</p>	<p>Outcomes of visits allow for greater insight/understanding of school operations and allows for challenge and improvements, if necessary.</p> <p>Action plan followed and MC members are able to support and challenge accordingly thus supporting school improvement.</p> <p>Restructure plans followed and restructure rolls out. Currently</p>	<p>Visit reports/meeting minutes shared with all members so the whole committee gains a good understanding of the school, its strengths and areas for improvement.</p> <p>MC meeting minutes and emails.</p> <p>MC meeting minutes and emails.</p>

## Oswaldtwistle School Improvement Plan 2021-2022

	events to be identified. Operations to be completed by Easter 2022. Finalise staffing structure and roles.		paused due to increase in numbers.	
Effectively quality assure the curriculum and progress made by PP students especially in English and Maths.	Leaders to work closely with subject Leaders in Maths and English plus data lead to ensure good outcomes for PP students.	SM, AA	PP students perform better than non PP both in lessons and in exams.	Meeting minutes.
	DfE funding used to implement School Led Tutoring. PP students to be targeted in an attempt to raise performance of this subgroup.	AA,PB	Gains in learning/ impact on outcomes for PP students.	Appropriately spent funds monitored by census accordingly.
	Targeted intervention for PP students in the area of maths and english, namely reading.	AM	Reading ages of selected PP students increases.	Records of reading intervention sessions.
	Learning mentors to engage with PP students and draw up individual behaviour plans for students and share accordingly with teaching staff.	JP,ACa	Staff and students aware of behaviour plan and work effectively together to secure improvements.	Individual behaviour plans available and minutes from mentoring sessions.
	PP students to form the main subgroup for SEN led forum meetings and inclusion meetings.		Improved behaviour and outcomes for PP students	Minutes from meetings available
<p><b>Progress made towards key objectives.</b></p> <p><b>Autumn Term:</b></p> <p><b>Spring Term:</b></p> <p><b>Summer Term:</b></p>				



## Oswaldtwistle School Improvement Plan 2021-2022

Behaviour and Attitudes Key Objectives	Actions	Staff	Success criteria	Evidence
<p>Improve student behaviour and attitude to learning</p>	<p>Review of behaviour policy to include revised behaviour structures and systems, including new behaviour norms and routines along with rewards and the management of sexual harassment and abuse incidents.</p> <p>An audit on behaviour to be carried out by a local educational psychologist.</p> <p>A new behaviour vision to be shared with staff, students and parents/carers leading to changes in mindset and the retraining of staff. This will be initially led by Pivotol Education following an audit by a local consultant. (money to be used from PP -wider barriers to learning)</p> <p>Creation of a newly defined and appropriately trained Behaviour Support Team to assist with the rolling out of the vision across the school.</p> <p>Introduction of individual behaviour plans for all students, regularly reviewed by behaviour support team and key workers and shared with staff and parents/carers.</p>	<p>PB,SM, LA</p> <p>SM,PB</p> <p>SM,PB</p> <p>SM,PB, GR, JP, SB, SG</p> <p>, PB,SB, SG</p>	<p>Staff and students acknowledge the amended policy and work within its parameters.</p> <p>Audit outcomes to be used to successfully create new systems and structures to manage behaviour more effectively.</p> <p>The new vision is rolled out and shared with all stake holders who respond with enthusiasm and commitment to new norms and ways. Old methods replaced by new and behaviour logs drop.</p> <p>Team suitably trained and supportive of the vision.</p> <p>Behaviour plans become central to daily life and positive behaviour becomes a very big focus in day to day life.</p>	<p>Policy on the website and sent home to parents/carers. Norms and routines posters on display in corridors and in classrooms.</p> <p>Audit available to view.</p> <p>Whole school assembly takes place to launch the vision. Vision shared with parents/carers and features on the website. Student behaviour data evidences improvements.</p> <p>Meeting minutes Training minutes/logs.</p> <p>Behaviour plans available and referred to in conversations with staff.</p>

## Oswaldtwistle School Improvement Plan 2021-2022

	<p>Training of key behaviour staff on de-escalation strategies and restraint, to be cascaded to all staff.</p>	GR,JP	Staff training to be delivered by trained staff during a staff meeting.	CPD logs and minutes from meetings
	<p>Curriculum offer to be reviewed and diversified following student voice exercise and general review by staff team and parents.</p>	AA	Leaders to identify opportunities to incorporate 'wants' into the curriculum which sees improvements in attitudes to learning.	<p>Data capture entries on BW evidence improved attitudes.</p> <p>Pupil and staff audit outcomes available</p>
<p>Improve attendance rates and reduce persistent absenteeism.</p>	<p>Curriculum offer to be reviewed – see above.</p> <p>Lead for attendance to be assumed by MY following the previous Lead's (AC) move to Safeguarding and Admissions.</p> <p>Strengthen the attendance team by appointing a part time pupil attendance/support assistant with PP money.</p> <p>Reintroduction of attendance tracking exercises used prior to lockdown along with targeted home visits and an early support offer for persistent absences.</p> <p>Part time provision to be phased out (except for students who have been risk assessed as being a threat to other members of the community) and behaviour mentoring/behaviour intervention package to be offered instead along with a personalised curriculum offer.</p> <p>New systems to be put in place to deter late arrival at school.</p>	<p>PB, AC</p> <p>MY</p> <p>SM,PB</p> <p>MY</p> <p>SM,PB, SB</p> <p>SM,PB</p>	<p>Person successfully recruited and versed in the responsibilities of the role.</p> <p>Appointment made and intervention work is seen to have an impact.</p> <p>Attendance routines prior to Covid to be resurrected.</p> <p>Attendance improves with marked reduction in P/T timetables.</p> <p>Systems shared with pupils and parents and improvements in attendance observed.</p>	<p>Change in job role evidenced in contracts.</p> <p>Contract available</p> <p>Data demonstrates improved attendance figures.</p> <p>Tracking data and home visit logs</p> <p>Timetables and attendance stats,</p> <p>Letters/emails/texts to parents and assembly</p> <p>Improved attendance data.</p>

## Oswaldtwistle School Improvement Plan 2021-2022

<p>Improve levels of respect between some pupils and some pupils and some staff members.</p>	<p>Respond to issues relating to disrespect immediately through positive intervention measures such as restorative practice.</p>	<p>PB, LA, SM</p>	<p>Staff and student restoratives lead to improved relationships and acceptance of differences.</p>	<p>BW restorative logs C logs/exclusions linked to poor relationships drop.</p>
	<p>Promote an environment where bullying, sexual harassment/abuse and peer-on-peer abuse or any level of discrimination is not tolerated.</p>	<p>SM,LA, AC</p>	<p>Lessons and assemblies on sexual harassment/abuse and protected characteristics improve levels of respect across the school.</p>	<p>Assembly logs Fewer entries on BW for such incidents.</p>
	<p>All staff to be involved in a 15-minute break or lunch duty every day to promote positive relationships between staff and pupils. Retrain staff in terms of behaviour management strategies and the 5:1 rule etc..</p>	<p>PB,SM  PB,SM</p>	<p>Relationships seen to improve with students which impacts positively in the classroom.</p>	<p>Positive conversations seen to occur during break/lunch times and improved behaviour in lessons identifies during QA exercises. Incidents relating to verbal buse/disrespect/disobedience towards staff decreases and Cs on BW drop.</p>
	<p>Carry out pupil/parent voice on behaviour and relationships and share outcomes with staff members.</p>	<p>PB,SM</p>	<p>Staff respond positively to pupil voice outcome.</p>	<p>Pupil/parent voice outcomes.</p>
<p>Secure improved levels of successful reintegration for students returning from exclusion or from one of our intervention provisions at The Hippings or after school.</p>	<p>Development and promotion of targeted behaviour intervention strategies for students struggling to regulate their behaviour and access a full-time provision.</p>	<p>SB,SG, PB</p>	<p>Strategies seen to have a positive impact and support reintegration successfully. Further intervention breaks not required.</p>	<p>Strategies and plans available for viewing. Provision map evidence successful reintegration.</p>
	<p>Individual behaviour plans to be drawn up by behaviour mentors and shared with staff.</p>	<p>SB,SG JP,Aca</p>	<p>Focused team approach to dealing with behaviour leads to improvements in behaviour and attitudes. See above</p>	<p>Behaviour plans Reduced C entries on BW.</p>
	<p>Review the provision offered to students struggling to access full time provision.</p>	<p>AA,SB</p>		

## Oswaldtwistle School Improvement Plan 2021-2022

	TA to receive ELSA (Emotional Literacy Support Assistant) training in order to support in this area.	RW	Training successfully completed and skills used to support behaviour team/students with appropriate strategies.	Course completion certificate and logs of in-house training available.
<b>Progress made towards key objectives</b> <b>Autumn Term:</b> <b>Spring Term:</b> <b>Summer Term:</b>				
<b>Personal Development Key Objectives</b>	<b>Actions</b>	<b>Staff</b>	<b>Success Criteria</b>	<b>Evidence</b>
Continue to Promote student wellbeing, resilience, confidence and independence	Social emotional literacy programme to be implemented across KS3 and for intervention purposes.	SG,SB	Conversations with pupils about self-regulation etc.. are productive and lead to improved behaviour.	QA exercises evidence work in this area.
	Extension of mentoring and key worker activities to include activities linked to independent life skills.	SG,JP	Life skills promoted in areas of first aid and financial awareness etc..	Pupil voice and QA exercises.
	Review of RSHE component of the PSHCE curriculum to include sexual abuse and peer on peer abuse.	LA	Students are aware of the importance of this element of the curriculum in the context of public safety.	QA exercises, conversations with students.
	Reintroduction of pupil review days.	AA,PB	Students actively review their performance and set targets for themselves.	Calendar Logged outcomes of reviews

## Oswaldtwistle School Improvement Plan 2021-2022

	<p>Promote Growth Mindset in all aspects of school life and offer weekly reward for this.</p> <p>Mental Health/wellbeing drop down days and activities to promote wellbeing.</p>	<p>SM,AA</p> <p>SG,AS</p>	<p>Resilience improves and more independent learning is seen in the classroom.</p> <p>Students make gains in their appreciation/understanding of their own and others mental health.</p>	<p>QA exercises and log of GM winners.</p> <p>Fewer incidents of self-harm and depression.</p>
<p>To further develop the careers education on offer to all students.</p>	<p>To further develop our CIAG offer by acting on and implementing the Baker clause.</p> <p>To develop opportunities for extended work experience placements.</p> <p>To forge stronger links with colleges through visits and places for students on vocational/employability skills courses.</p>	<p>PB,DF</p> <p>DF</p> <p>PB,DF</p>	<p>Visits made to the school and talks given to KS3 and KS4 on college/career opportunities.</p> <p>Students enjoy the benefits of extended work experience placements.</p> <p>Student numbers enjoying AP opportunities increase and engagement levels/attendance improve.</p>	<p>Log of visits.</p> <p>Placement listings</p> <p>Records detailing visits and Colleges/courses attended.</p>
<p>Further promote Cultural Enrichment and the fostering of new interests.</p>	<p>Further increase the number of trips, drop down days, visitors and guest speaker opportunities to <b>all</b> students. Trips to include a museum trip, an outdoor trip and a theatre trip every term.</p> <p>Develop community links at local, national and global level through the RRSA.</p> <p>Upgrading of external and internal facilities including the enclosure of the MUGA and the upgrading of the</p>	<p>PB/LA</p> <p>LA</p> <p>KS, JD, MT</p>	<p>Trips log identifies plethora of opportunities available to students. Gains in cultural capital/development of new interests evident in discussions with pupils.</p> <p>Links made and students enjoy the diversity of links/meetings they engage with.</p> <p>Students participate in and enjoy extra activities afforded by facilities.</p>	<p>Trip log and news letters to parents detailing events.</p> <p>News letters and website detail of events/happenings.</p> <p>Project development evidence – costings and facilities.</p>

## Oswaldtwistle School Improvement Plan 2021-2022

	end room in garage to create an inviting space that is safe to facilitate a gym and table tennis activities.			securing of bids for gym equipment and extra-curricular activities e.g. table tennis table and skate boards.
Ensure all students are suitably prepared for life in modern Britain.	<p>To successfully incorporate careers, SMSC, British Values, RRSA, Beyond the Curriculum and Cultural Capital into all subject areas.</p> <p>Assemblies linked to the above themes along with drop-down days(to include RE) and guest speakers become part of the curriculum to help prepare students for post school life.</p> <p>Work experience to be developed for year 10 and 11 students.</p> <p>Ensure careers is embedded within the curriculum.</p> <p>Extended support for secondary/tertiary transition and use of government funding to make this successful and to reduce NEETS</p> <p>Develop awareness of protected characteristics and educate students about the issues surrounding radicalisation and far right extremism.</p>	<p>LA DF</p> <p>LA PB/LA</p> <p>DF</p> <p>DF</p> <p>PB,DF</p> <p>LA,SM</p>	<p>All subject areas embrace these initiatives.</p> <p>Drop down days operate in line with calendar and embrace the themes. Guest speakers present regularly in a variety of areas.</p> <p>See previous careers related entries above.</p> <p>No NEETS 2020/1</p> <p>Coverage through the Curriculum for Life and assembly programme</p>	<p>QA exercises evidence inclusion of themes.</p> <p>Assembly log, special guest log and drop-down day themes.</p> <p>See previous careers related entries above.</p> <p>Budget illustrates receipt of Funding. List of students and destinations available.</p> <p>Curriculum for life POS Assembly log.</p>
<p><b>Progress made towards key objectives.</b></p> <p><b>Autumn Term:</b></p> <p><b>Spring Term:</b></p> <p><b>Summer Term:</b></p>				

## Oswaldtwistle School Improvement Plan 2021-2022

Quality of Education Key Objectives	Actions	Staff	Success criteria	Evidence
<p>To review the curriculum offer for all 3 sites, ensuring that careers and reading and writing are keenly promoted.</p>	<p>Review curriculum rationale and offer for all 3 sites and update accordingly.</p>	SM,AA	<p>Curriculum rationale and offer revised and shared with staff.</p>	<p>Revised rationale/offer shared with MC and posted on the website.</p>
	<p>A curriculum audit to be carried out with staff, students and parents/carers to gain an appreciation of their views</p>	AA	<p>Results of audit help inform curriculum decisions and content/rationale across the sites.</p>	<p>Audit outcomes, revised rationale and statement.</p>
	<p>Leaders to network with local APs to identify available curriculum opportunities in line with the audit outcomes.</p>	AA,PB	<p>APs identified and course opportunities created for school curriculum.</p>	<p>AP links, diversity of curriculum offer in line with audit.</p>
	<p>If APs are identified and used ensure systems are in place to quality assure the education provided by AP e.g. CCA/NT&amp;AS (when necessary) is good or better.</p>	AA,PB	<p>Links and personnel to be identified for QA visits. QA schedules to be created.</p>	<p>QA visits schedule and outcomes.</p>
	<p>Introduce weekly home learning activity/activities.</p>	AA	<p>Home learning supported by staff, students and parents/carers and programme rolls out.</p>	<p>Home learning programme.</p>
	<p>To promote reading and the development of literacy skills on all sites through Accelerated Reader, Bedrock and group reading.</p>	AM,AB AA	<p>Activities lead to gains in reading and writing across all sites for pupils.</p>	<p>Progress made in all literacy areas available for viewing.</p>
	<p>1 English lesson to be devoted wholly to reading on all sites.</p>	AM,AB, AA		<p>QA of all sites evidences this. Pupil voice.</p>

## Oswaldtwistle School Improvement Plan 2021-2022

	<p>Careers and RSHE to be carried out on all sites.</p> <p>Curriculum offer at the Hippings to adopt a more behaviour intervention focus and be appropriately staffed by Behaviour mentors, SENCo and ELSA.</p> <p>The Heys and the main site should allow for a more challenging and broader curriculum that will allow for 5 GCSES to be studied.</p>	<p>AA,DF, LA</p> <p>AA, SB, SG,RW, PB</p> <p>AA,AS</p>	<p>All students engage with group reading activities at least once a week.</p> <p>Revised curriculum on all sites allows for inclusion of all these areas to be included.</p> <p>Improvements in behaviour and attitudes.</p> <p>Broader curriculum offer HA students leads to an increase in the number of students gaining 5 or more GCSE passes.</p>	<p>Curriculum audit verifies this QA exercises evidence this, Pupil voice.</p> <p>More successful rates of reintegration.</p> <p>2021 GCSE results demonstrate an increase in the number of students gaining 5 GCSEs.</p>
<p>Continue to offer support and training to help staff to embed subject related curriculum intent and implementation initiatives as set prior to the pandemic.</p>	<p>Regular CPD and training sessions/workshops offered to all staff, to include curriculum mapping and end points.</p> <p>LMs to direct staff to appropriate pedagogical courses, especially if the teacher is delivering in an area that is not their specialism.</p> <p>Purchase National College CPD programme for training purposes. To be bought through PP monies in line with new guidelines.</p> <p>Use regular QA exercises to inform areas for improvement.</p>	<p>AA</p> <p>AA, PB, SM</p> <p>AA</p> <p>AA</p>	<p>INSETs, staff meetings, LM meetings and alternative providers offer support in this area.</p> <p>Attendance of advocated courses/meetings leads to skilling up of staff and improved QA outcomes.</p> <p>Staff directed to appropriate training webinars and self-select their own to improve practice.</p> <p>QA used effectively to inform training requirements.</p>	<p>Curriculum statements and maps can viewed on the website.</p> <p>CPD log available.</p> <p>Number of attended courses logged and available to view.</p> <p>Training programme and links to QA areas for development available for viewing.</p>



## Oswaldtwistle School Improvement Plan 2021-2022

	<p>Quality of Education Action Plan and Subject Improvement plans to be produced.</p> <p>Organise regular line management meetings for teachers.</p> <p>Carry out home learning audit and ensure school is skilled up and ready for transition to remote learning at all times via the Teams platform.</p> <p>All staff to be involved in professional networking groups.</p>	<p>AA</p> <p>AA,JD</p> <p>AA</p>	<p>Plans completed by end of November.</p> <p>Standard agendas followed in all meetings with outcomes discussed at SLT meetings.</p> <p>Students can readily access accounts and have access to a device at home. A member of staff appointed to coordinate this aspect of learning on a daily basis.</p> <p>All staff meet termly with a networking group or colleague in another school to share good practice.</p>	<p>Plans available for viewing.</p> <p>Calendar of meetings Minute/outcomes from meetings.</p> <p>Positive home learning audit.</p> <p>Networking logs available for viewing.</p>
<p>Continue to improve outcomes for students with SEN through the promotion of inclusive practice.</p>	<p>Continue to promote the use of IEP strategies by teachers,</p> <p>Ensure SEN involvement in QA procedures.</p> <p>Provisioning mapping to become an integral part of the admissions procedures to allow for a full assessment of needs.</p>	<p>AA, SB SG</p> <p>AA,SB</p> <p>SB</p>	<p>All staff are familiar with IEPs of the students they interact with in the classroom.</p> <p>SEN team involved in all QA exercises. 'Edukey' provision mapping aid to be looked at as the way ahead in terms provision mapping. Mapping of provision</p>	<p>IEPs and staff knowledge of IEPs as revealed through QA exercises.</p> <p>QA outcomes detail SENCo input.</p> <p>Provision maps available for all students.</p>

## Oswaldtwistle School Improvement Plan 2021-2022

	Continuation of staff CPD and promotion of Quality First Teaching.	SB,SG	easy to evidence and supports practice in this area.	Training logs.
	Regular student forums and inclusion meetings to be held for teachers and teaching assistants and behaviour mentors.	SB, SG	Staff training in this area to be successfully delivered.  Sharing of successful strategies to support pupil performance and progress in the classroom, especially for PP students.	Minutes of forum and inclusion meetings.
Review and refine the assessment policy and associated practice.	KS3 assessment process to be amended to reflect progress towards end of year end points. Reporting to parents' method to be amended accordingly.	AA,SP	Assessment and reporting procedures amended ahead of the first data capture reporting phase.	Tracking reports evidence new methods.
	Attitude to learning comments also need to be reviewed and developed so as to help identify the reason behind poor attitudes to learning.	AA, SB,	Generates improved behaviour plans/strategies that leads to improved levels of behaviour and more positive reintegration rates from intervention sites.	Improvements in behaviour data and reintegration success rates.
	Review assessment procedures for teachers and respond favourably to individual needs/requirements of subject.	AA	Makes assessment meaningful and worthwhile and not onerous.	Teacher voice from workload questionnaires
	Marking of work to be reviewed with staff in order to reduce workload.	AA	Purposeful marking takes place and not just marking for markings sake.	Teacher voice from workload questionnaires.
	Whole school assessment policy to be rewritten accordingly and in line with agreed changes.	AA	Assessment and marking is focused and purposeful and does lead to an unnecessary workload.	Teacher voice from workload questionnaires

Oswaldtwistle School Improvement Plan 2021-2022

				Consultancy report on the content of the assessment policy.
<b>Progress made towards key objectives.</b> <b>Autumn Term:</b> <b>Spring term:</b> <b>Summer Term:</b>				