

Oswaldtwistle School School Improvement Plan 2022/23



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Overview of key focus areas and objectives for 2022/2023	
Focus area	Objectives
<p>Quality of Education (Current SEF rating – Good)</p>	<p>1.1 To develop an ambitious curriculum that appropriately challenges and meets the needs of all students. 1.2 To continue to improve reading and wider literacy skills across the school. 1.3 Continue to promote inclusivity and secure excellent outcomes for students with SEN. 1.4 Improve the impact of the curriculum at all stages and in all areas, across all sites.</p>
<p>Behaviour and Attitudes (Current SEF rating – Good)</p>	<p>2.1 To further improve behaviour and attitudes, both in lessons and around school. 2.2 To improve attendance/punctuality and reduce absence rates, especially the % number of persistent absentees. 2.3 To reduce exclusion rates, especially those linked to verbal and threatening behaviour. 2.4 To create systems to effectively monitor and minimize the incidence of bullying and harassment across the school.</p>
<p>Personal Development (Current SEF rating – Good)</p>	<p>3.1 Continue to promote the mental health and wellbeing of all our young people 3.2 Continue to ensure all our young people are suitably prepared for life in modern Britain 3.3 Further promote careers across the curriculum and across all sites. 3.4 Continue to promote interests and talents; and opportunities for cultural enrichment.</p>
<p>Leadership and Management (Current SEF rating – Good)</p>	<p>4.1 To create a truly outstanding culture of safeguarding that pervades all school sites. 4.2 To continue to promote and support the professional development and wellbeing of all staff 4.3 To continue to work closely with all stakeholders, especially parents/carers, and the wider community. 4.4 To further develop the school's evaluation systems to drive improvement.</p>

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Quality of Education Key Objectives	Actions	staff	Success criteria	Evidence
1.1 To develop an ambitious curriculum that appropriately challenges and meets the needs of all students.	Review and refine the curriculum rationale, aims and intent.	AA – all staff	Behaviour improves Attendance improves	Weekly/monthly attendance data and behaviour data
	Continue to promote an academic pathway at KS4 and the opportunity to secure 5, 5+ GCSEs	SM, AA	Academic mentors recruited to support with the offer. An appropriate number of students leave with 5 GCSE or equivalent qualifications at the end of year 11.	An increased number of students leave with 5/5+ GCSEs or equivalent in 2022/3
	Continue to develop the vocational offer for all students at KS4, but especially those who are struggling to access the academic curriculum.	AA, DF	Pupil voice is more positive. Behaviour improves Attendance improves Improved vocational offer for girls and boys.	Completed questionnaires and outcomes and analysis. Weekly/monthly attendance data and behaviour data Increased number of alternative providers being used.
	Introduce weekly home learning activities.	AA	Home learning activities are regularly shared on Class Charts and completed.	Home learning tasks on Class Charts platform. Home learning grades on reports.
	Purchase and use 'Class Charts' to support the home learning initiative.	SM, AA	Pupil knowledge and understanding improves over time. Improved learning ethos	Tracking sheets/end of topic assessments. Pupil voice/parent voice/pupil outcomes.
Subject Improvement plans to be reviewed and new plans drawn up with a focus on curriculum sequencing and impact.	AA, Curriculum Leads	Sequencing and impact/pupil outcomes discussed at LM meetings.	LM meeting minutes	

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	Ensure all students, regardless of provision and site, receive CFL lessons, careers guidance/sessions, wellbeing activities and assembly themes in addition to English and maths.	SP, after school staff	QA of provision Pupil voice	Pupil voice questionnaires/documents Books
1.2 To continue to improve reading and wider literacy skills across the whole school.	<p>To create a reading culture through the introduction of 2 timetabled reading sessions; one with a guided reading focus and the second with a focus on reading for enjoyment.</p> <p>Continue to develop the wider literacy skills of all students on all sites through the use of Dyslexia Gold and Bedrock.</p> <p>Phonics training to be received by a TA who in turn trains the wider staff team.</p> <p>More intense training received by staff carrying out the intervention work with the bottom 20% of students.</p> <p>General training to be delivered to all staff by the English team to ensure all staff are capable and confident in providing accurate reading/literacy support and intervention in class.</p>	<p>AA, AM, AB</p> <p>AA All staff</p> <p>KE, AA</p> <p>KE</p> <p>AM, AB</p>	<p>QA exercises evidence high levels of engagement Improved reading ages and attitude to reading.</p> <p>Bedrock/Dyslexia Gold act to improve spelling/reading ages and students ability to use grammar more effectively</p> <p>Staff feel confident in the basics of phonics and feel able to use strategies with students when necessary</p> <p>Bottom 20% of students demonstrate improved reading ages over time. Observed guided reading practice is deemed good.</p> <p>Staff feel confident and knowledgeable in this area. Guided reading MATS for staff.</p>	<p>Improved reading ages</p> <p>High level of student engagement seen during 'walk throughs'.</p> <p>Bedrock data and reading age data.</p> <p>Staff voice</p> <p>Minutes from the meetings. PowerPoints uploaded to NC for staff. Staff voice. QA exercises.</p> <p>Minutes from meetings. Staff visit training information recorded on NC site.</p>

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	<p>Develop a robust tracking system to evidence progress in the area of reading of all students but especially the bottom 20% of our readers.</p> <p>Regular pupil progress meetings to analyze reading data. Develop links with local partners to develop outstanding practice in reading and literacy</p>	<p>AA, AM, AB, KE</p> <p>AA, all staff AA, All teachers</p>	<p>Tracking system familiar to all staff.</p> <p>Tracking data illustrates improvement in reading over time for a majority of students. Teachers to visit link schools and share good practice</p>	<p>Tracking data on sharepoint</p> <p>Minutes from pupil progress meetings. CPD/Link visits details on NC site.</p>
<p>1.3 Continue to promote inclusivity and improve outcomes for students with SEN.</p>	<p>Continue to promote the use of IEP/EHCP strategies by teachers.</p> <p>Ensure SEN involvement in QA procedures.</p> <p>Create new admission forms that allow for the identification of both general and specific needs.</p> <p>Provision mapping to become an integral part of a pupil's placement.</p> <p>Regular student forum and inclusion meetings to be held for all staff.</p> <p>Weekly SENCO drop in sessions for all staff.</p>	<p>AA, SG</p> <p>AA, SG</p> <p>KW, AC, SG</p> <p>SG</p> <p>SG</p> <p>SG</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.</p> <p>Data derived from the forms helps identify an appropriate learning pathway and the offering of additional support</p> <p>Provision mapping allows for the most appropriate learning pathway to be identified and the required support to be offered.</p> <p>Sharing of successful strategies to support pupil performance and progress in the classroom, especially for PP students.</p>	<p>IEPs and staff knowledge of IEPs as revealed through QA exercises.</p> <p>QA outcomes detail SENCO input.</p> <p>Admissions form Provision maps available for all students.</p> <p>Student IEPs and provision maps</p> <p>Minutes of forum and inclusion meetings.</p>

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	Continue to promote Quality First Teaching.	SG, AA	Teachers understand the basics behind this practise and ensure their lessons are appropriately differentiated and resourced to meet all needs.	QA exercises Staff voice
1.4 Improve the impact of the curriculum at all stages and in all areas.	Further develop the KS3 assessment system to reflect progress towards end points.	AA	Assessment and reporting procedures amended ahead of the first data capture reporting phase.	Revised assessment system. Trackers, reports
	KS3 end point trackers/assessment system to support intervention and increase impact.	AA, all teachers	Trackers identify strengths and weaknesses which supports retrieval and intervention.	Trackers completed by staff Reports
	Adapt KS3 reporting procedures to parents to evidence the impact of students' learning in terms of end points.	All teachers	Trackers in exercise books and teachers	Outcomes for students improves
	Use KS3 trackers to identify retrieval/intervention needs.	AA	Purposeful marking takes place and not just marking for markings sake.	Policy to be shared with MC and displayed on the website.
	Further refine the marking of work with staff in order to reduce workload and tweak Whole school assessment policy accordingly in line with agreed amendments.	AA	Assessment and marking is focused and purposeful and does not lead to an unnecessary workload.	Teacher voice from workload questionnaires.
	Regular training sessions/workshops on pedagogy offered to all staff	AA	Pedagogy improves and strategies allow for improved performance	Meeting minutes QA exercises evidence shared pedagogy
	Progress meetings for both KS3 and KS4 to be held 4 times a year to allow for the impact of the	AA. all teachers		Data capture outcomes. Student interventions lists.

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	<p>curriculum to be assessed and intervention needs identified.</p> <p>Year 11 results to be analysed and compared to previous years.</p> <p>To continue to Improve the impact of the curriculum in the area of SMSC and British Values.</p> <p>Continue to promote cross curricular links to embed learning and improve outcomes/impact.</p> <p>To continue to embed careers across the curriculum.</p> <p>Use pupil voice and parent voice to identify areas for action.</p>	<p>AA, SP</p> <p>SM, LA all teachers</p> <p>AA, KW, all teachers</p> <p>AA, DF</p> <p>AA</p>	<p>Data used by Curriculum Leaders to identify intervention needs of the students. Results analysis allow for detailed comparison and reflection/developments.</p> <p>Improved results in comparison to 2019 and 2022.</p> <p>An audit of curriculum carried out by all Curriculum Leaders in the context of SMSC and British Values.</p> <p>Cross curricular links on Long term Plans reviewed by all teachers and opportunities identified for links to be made.</p> <p>Curriculum leads to work with DF to ensure subject specific careers opportunities and pathways are included in lessons.</p> <p>3 x yearly questionnaires to be carried out</p>	<p>Improved outcomes for students following intervention.</p> <p>Results analysis by subgroup and key criteria, post 2023 results.</p> <p>The recently purchased 'Grid Maker' app evidences the impact of this area of the curriculum.</p> <p>Pupil voice, QA exercises.</p> <p>Pupil voice, QA exercises evidence incorporation of careers into lessons.</p> <p>Questionnaire outcomes.</p>
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Spring Term:</p>				

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Summer Term:				
Behaviour and Attitudes Key Objectives	Actions	Staff	Success criteria	Evidence
2.1 To further improve behaviour and attitudes, both in lessons and around school.	To continue to grow a highly effective behaviour culture across the school.	SM, PB, AA,JD	Behaviour Hub programme completed by SLT and associated action plan drawn up and executed.	Attendance of courses, open days and. Action Plan
	Creation of a suitably trained Behaviour and Culture working party to help lead developments in this area	SM, JD, KW, SP,GR	Party lead to attend NPQ – Behaviour and Culture course. Regular meetings Action plan	Minutes of working party meetings Action plan outcomes achieved
	Review the school’s behaviour vision, norms and routines with staff and students.	SM lead – all staff	Staff meeting devoted to this cause and student council to be involved in the review process.	Staff meeting minutes Student council meeting minutes
	Continue to focus on whole school CPD in the area of behaviour and culture and create a whole school target in this area for all staff.	SM, PB, AA, JD	Staff live the behaviour vision and incorporate norms and routines into their practice	QA practices Minutes from training
	Promotion of relationships and de-escalation techniques through the Team Teach programme	PB, GC, JP	Ensure that all staff are trained in ‘Team Teach’, that is relationships, de-escalation techniques and safer physical	Certificates/Training log Behaviour Data Staff and student questionnaires

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			handling techniques. This practice to embedded in the behaviour management culture of the school. All staff certified as Level 1 and Level 2.	Meeting minutes, training minutes/logs.
	All staff to support the need to apply 'reasonable adjustments' when appropriate.	SG, SM	Pupil voice states that staff apply reasonable adjustments when appropriate in order to support them with their learning and behaviour.	Pupil voice states staff understand their needs Behaviour logs/ concerns decrease especially for students with special needs/identified concerns.
	Ensure student behaviour plans are regularly reviewed by the pastoral team and key workers and used by all staff.	RW, Aca, SG, GC	Behaviour plans available and referred to in conversations with staff.	Behaviour plans Staff knowledge re plans QA exercises
	To further develop the Induction process to identify SEMH and wider needs.	PB, AA, GC	Personalised provision maps. Plans used to inform lesson planning/behaviour management.	Induction data available. Students appropriately placed on entry. Behaviour well manged/fewer consequences/incidents
	Continue to develop social emotional literacy and behaviour intervention programmes at KS3, and KS4 if necessary	GC, SG, RW,Aca	Student behaviour improves	Behaviour data improves; fewer consequences.
	Relaunch the role of Student Leader	AA, PB	Engagement of key Year 11 Pupils as active student Leaders, supporting the ethos of the school and acting as role models and/or mentors to younger pupils.	Student leader voice Student leader applications and job description.

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	Further develop the role of Key Worker	GC,KW,SM	Key workers to meet weekly with key students and communicate weekly with parents/carers about behaviour and wellbeing	Behaviour Data/reduction in behaviour incidents Call to parent logs Meeting records between key worker and student.
	Share behaviour policy and plans with parents/carers	PB, SG, GC	Improved behaviour/attitudes due to parental/carer support	Parent voice on behaviour improves. Parents aware of plans and policy detail
	Ensure that the curriculum is constantly evolving, flexible, challenging, broad and balanced in order to meet the needs of a constantly changing student population who have a wide range of often complex needs.	AA, PB	Reduced behaviour incidents Higher levels of student engagement Increased use of Alternative providers Increased levels of engagement of individual students compared to before using AP. Improved attendance, attitudes and behaviour within school when not attending AP.	Pupil/parent voice in relevant areas. Behaviour data. Improved attitudes and attendance. Attendance data Behaviour data Student questionnaires Student attitude assessment levels
	Purchase and install Class Charts as the whole school management information system for behaviour. Ensure parents have the app for improved communication between school and home.	SM, SP	Behaviour/attitudes improve once systems established. Parents/carers please with app and developments.	Behaviour data Student questionnaires Parent voice
	Ensure rewards are scheduled, achievable and of value	SM, LA	Students value the reward system and work hard to	Weekly tuck shop sales, weekly good news assembly, end of term reward trips.

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			manage behaviour in order to secure rewards.	Improved behaviour data
2.2 To improve attendance/punctuality and reduce absence rates, especially the % number of persistent absentees.	Review and revise Attendance Policy in line with 2022 DFE Attendance documents and increase overall attendance and reduce absence rates.	PB, AC, JS	Reduce overall absence rates to below 25% (national for PRUs 35.6%/2021/2 – autumn term)	Data demonstrates improved attendance figures.
	Introduction of revised intervention strategies for improved attendance/persistent absenteeism. To include attendance tracking exercises and targeted home visits/early support offer for persistent absenteeism.	SM, PB, JS	Reduce persistent absence rates to below 15% (national for PRUs 23.5%/2021/22 – autumn term)	Persistent absentee levels decrease.
	Attendance team to investigate use of FFT Attendance tracker tool.	PM, JS	intervention work is seen to have an impact.	Tracking data and home visit logs
	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.	PB, GR	Tool supports improved attendance.	Attendance stats,
	New systems to be put in place to deter late arrival at school.	GR, JS	Attendance improves with marked reduction in P/T timetables.	Letters/emails/texts to parents and assembly Improved attendance data.
		SM, PB, JS	Systems shared with pupils and parents and improvements in attendance observed.	Punctuality improves.
			Improved home school links	Attendance data

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	<p>Purchase and install Class Charts Attendance to run alongside SIMS. Ensure parents have the app for improved communication relating to attendance/punctuality between school and home.</p> <p>Ensure a timely rewards system is implemented that is both valued and effective.</p>	LA, SM	<p>Improved data analysis and interventions</p> <p>Attendance and punctuality improve</p>	<p>Intervention records</p> <p>Data Reward activities schedule/calendar</p>
2.3 To reduce exclusion rates, linked to verbal and threatening behaviour.	<p>Embed the use of the school's behaviour norms: respect, forgiveness, humility and kindness; and routines.</p> <p>Internal isolation/intervention work to take place at partner site or main site at the end of the day. Staff embrace restorative practice and relationship/de-escalation strategies to help establish an improved behaviour culture.</p> <p>Use of external agencies to offer appropriate support to students.</p> <p>Use of assemblies, key worker sessions and Student Leaders to support improvements in this area.</p>	<p>PB, All staff</p> <p>PB, GR</p> <p>SM, PB, GR</p> <p>SM, AC, LA</p> <p>SM, GC and AA</p>	<p>Reduction in exclusions. Pupil/staff voice outcomes are more positive.</p> <p>Number of exclusions reduce</p> <p>Exclusions decrease and behaviour improves. Successful restoratives between students and students and staff completed. Completion of restorative worksheet.</p> <p>Improved relationships. Agency involvement acts to support improved behaviours. Pupil culture of non-acceptance of these behaviours developed.</p> <p>Students and staff respond favourably to assemblies. Key worker discussions and peer Leaders.</p>	<p>Assemblies Exclusion data, student attitude data, staff/pupil voice</p> <p>Exclusion data, isolation log, Intervention booklets. Completed restorative sheets Restorative logs Exclusion data QA outcomes Pupil voice/staff voice Reduction in exclusions</p> <p>Agency involvement logs Pupil voice</p> <p>Assembly logs Key worker logs Student Leader activities.</p>

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	Organise staff training sessions on Trauma Informed Behaviour Management and ‘reasonable adjustments.’	SM, PB	Mindset changes and appreciation of the impact of trauma/special needs on behaviour respected. Relationships improve between staff and pupils and pupils and pupils.	Fewer incidents/exclusions Staff training logs
2.4 To create systems to effectively monitor and minimize the incidence of bullying and harassment across the school.	Identify a ‘Lead’ member of staff to monitor bullying and sexual harassment entries on CPOMS.	LA, JP	Entries are monitored, actioned and signed off by the lead member of staff.	CPOM logs Data analysis
	Themed assemblies and drop-down days feature frequently on the calendar Half termly meetings to be conducted by the ‘Leads’ with a group of students.	SM, LA LA, JP	Bullying/sexual harassment incidents, extremely rare Outcomes of meetings acted on Incidents reduce in number	Log of activities/assemblies CPOM logs CPOM logs Meeting minutes/details
	Systems for reporting bullying/harassment identified and shared with all students; for example, a worry box or email	LA	Students know how and who to share their concerns/worries with and respect the ‘listening culture’ created.	Pupil voice CPOM logs
	Send termly information/support letters to parents/carers and populate the website with useful contacts details of supporting groups/agencies.	LA, AC	Parents/carers well informed and feel supported.	Parent voice Website Letters
	Complete the Public Sector Equality Duty document and identify targets for our school.	LA, SM	Document circulated with all stakeholders and published on website	PSED Document Website
	Use key worker sessions to discuss student concerns and worries in this area. Refer concerns	All staff	Pupils feel confident about the system and level of support	Pupil voice CPOM logs

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	to the safeguarding team and supporting external agencies.	AC, LA + team	Incidents decrease Pupils feel well supported	
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>				
Personal Development Key Objectives	Actions	Staff	Success Criteria	Evidence
3.1 Continue to promote the mental health and wellbeing of all our young people	<p>Introduce a weekly wellbeing lesson on a Monday.</p> <p>Create a Mental Health and Wellbeing working party to promote MH and Wellbeing across the school.</p> <p>To produce a mental health and Wellbeing Action Plan to guide developments in this area.</p> <p>To implement initiatives to help secure the Gold Mental health and Wellbeing award</p>	<p>SG, AS, form tutors</p> <p>SG, AS and members of working group.</p> <p>SG, AS and WP.</p> <p>SG, AS and WP</p>	<p>Students engage well with activities and appreciate how they can help to secure their own wellbeing.</p> <p>Working party meets every 3 weeks, draws up an action plan and delivers on it.</p> <p>A tangible Wellbeing culture is created across the school</p> <p>Staff and students aware of the award its aims and the value of securing it.</p>	<p>Pupil voice Staff voice</p> <p>Pupil voice</p> <p>Pupil voice</p> <p>Assemblies deliver on wellbeing and the award. Gold award secured</p>

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	<p>Key Worker programme focuses on social emotional literacy and wellbeing.</p> <p>Continue to use outside providers/agencies to develop resilience and offer emotional support.</p> <p>Engage with the newly created LCC Mental Health Support Team.</p>	<p>SG, AS, all staff</p> <p>AC, LA and DSL team</p> <p>SG, AS, AC.LA</p>	<p>A programme of activities rolls out across the school/year. Discussions held during meetings and concerns signposted to mentors and Mental health first Aiders.</p> <p>Agencies visit school on a regular basis and meet with identified students</p> <p>MHST deliver assemblies and offer bespoke support to students and families where appropriate,</p>	<p>Calendar of activities Key worker booklets evidence discussions in this area.</p> <p>Students appropriately signposted to mentors and Mental Health First Aiders.</p> <p>Visit and Meetings logs</p> <p>Assembly logs Agency visits/meetings and intervention logs</p>
<p>3.2 Continue to ensure all our young people are suitably prepared for life in modern Britain</p>	<p>Continue to promote SMSC and British Values through the curriculum, assemblies and drop-down days.</p> <p>Continue to promote protected characteristics through across the school</p>	<p>LA</p> <p>LA, GC</p>	<p>Assemblies cover aspects of SMSC and British values.</p> <p>Calendared Drop-Down days embrace these themes and successfully engage students.</p> <p>Lessons in CFL deliver on this theme.</p> <p>Induction process incorporates protected characteristics.</p> <p>Displays constantly remind students of the characteristics.</p>	<p>Calendar of assemblies</p> <p>Log of calendared activities Pupil voice</p> <p>CFL curriculum map</p> <p>Induction pack materials Pupil voice</p> <p>Displays</p>

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	<p>Implement an intervention programme linked to antisocial behaviours and actions.</p> <p>Continue to promote the school's values and further develop student characteristics using 'The Oswaldtwistle Way' philosophy.</p> <p>Continue to promote the rights of young people through the RRSA and in so doing secure the silver award and a culture of honouring/respecting the rights of all individuals.</p> <p>Promote a student leadership team who work alongside the core SLT on matters of relevance.</p>	<p>LA, PB, GR</p> <p>LA, all staff</p> <p>LA, all staff</p> <p>AA, LA</p>	<p>Intervention materials available for related behaviours.</p> <p>Staff and Students know the values/expectations that comprise the Oswaldtwistle Way.</p> <p>Silver award secured and pupil knowledge relating to rights deepens.</p> <p>Student Leaders take on responsibilities and meet with SLT to discuss whole school improvement.</p>	<p>Log of interventions Fewer behaviour logs in this area.</p> <p>Pupil voice Staff voice Resulting posters on display</p> <p>Pupil voice Staff voice</p> <p>Staff and students are aware of the responsibilities of the role. Minutes from SLT meetings Minutes from Student Leadership Meetings</p>
<p>3.3 Further promote careers across the whole school</p>	<p>Ensure a greater awareness by all stakeholders of the school's careers programme through staff training sessions, assemblies and communication with parents and the MC.</p> <p>Create a Careers Working Party and develop an action plan that is successfully followed.</p> <p>Revisit the Gatsby Benchmarks and the Baker Clause with all stakeholders.</p>	<p>DF,PB,LA</p> <p>DF, PB working party members</p>	<p>Careers Lead, DF, to share Careers Action Plan and associated developments with staff, students and the MC.</p> <p>Action plan drives awareness of ongoing range of activities and opportunities and promotes new activities in line with the Baker clause and Gatsby Benchmarks,</p> <p>Staff, students and parents/carers are aware of the</p>	<p>Minutes of staff meetings Assemblies Minutes of MC meetings. Communication with parents</p> <p>Minutes from Careers working party. Action plan and associated outcomes</p> <p>Gatsby Benchmark award received.</p>

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	<p>Promote careers related opportunities across the curriculum.</p> <p>Provide career-based trips/in house activities/visits by colleges etc.. to allow students to gain a greater understanding of the many educational opportunities available to them.</p> <p>To resurrect 'Beyond the curriculum' and introduce job of the week.</p>	<p>DF, PB, working party</p> <p>DF, LA and all teachers</p> <p>DF,LA</p> <p>DF, LA, all staff</p>	<p>Gatsby Benchmarks and Baker Clause. Visits by colleges and local employees</p> <p>Curriculum leads to work with DF to ensure subject specific careers opportunities and pathways are included in lessons.</p> <p>Events to be calendarized Include visits to/visits by colleges and universities and employers.</p> <p>Weekly job of the week discussed with students in forms in terms of future opportunities. Subject related jobs discussed with subject teachers.</p>	<p>Assemblies, staff meetings, communication with parents/carers.</p> <p>QA exercises Curriculum plans</p> <p>Log of visits and trips Pupil voice</p> <p>QA exercises illustrate curriculum component. Pupil voice</p>
<p>3.4 Continue to promote interests and talents; and opportunities for cultural enrichment.</p>	<p>Create a Cultural Enrichment working party that helps to promote interests, talent and cultural experiences.</p> <p>To purchase musical instruments and offer music as an extra-curricular activity.</p>	<p>LP and working party members</p> <p>SM, LA</p>	<p>Action plan and opportunities to be created by the working party.</p> <p>Extra-curricular club offered and music promoted as a desirable activity. Staff recruited to lead this activity</p>	<p>Action plan Rolling out of activities.</p> <p>Staff recruited to deliver the club. Extra-curricular programme. List of students attending List of opportunities</p>

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	<p>To purchase a 10 and 13-seater minibus for the school</p> <p>To promote cultural experiences through ‘Cultural Tuesdays’.</p> <p>Further develop the enrichment programme on a Friday.</p> <p>To introduce the Duke of Edinburgh award for students.</p> <p>To offer a residential experience to a small group of interested students.</p>	<p>KS, SM</p> <p>LP, MT</p> <p>SM, LP</p> <p>LA</p> <p>DF</p>	<p>Minibuses used to transport an increasing number of students on a greater number of trips and visits. MIDAS training received by drivers</p> <p>Form Groups successfully rotate through a range of trips and activities through the course of the year.</p> <p>A broader and more exciting range of activities available</p> <p>A group of students successfully achieve the Bronze D of E award through the option programme.</p> <p>A dozen or so students successfully engage with the residential experience.</p>	<p>Minibuses bought Trips record Certificates</p> <p>Calendared programme of activities. Dates groups rotating through the carousel of activities.</p> <p>Enrichment programme and activities.</p> <p>Programme of activities. Secured certificates by a small number of students.</p> <p>Trip meetings. Pictures/experiences from trip Pupil/parent voice.</p>
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>				

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Leadership and Management Key Objectives	Actions	Staff	Success criteria	Evidence
4.1 To create a truly outstanding culture of safeguarding that pervades all school sites.	To draw up and follow an action plan based on the S175 safeguarding audit (CSAP).	AC, LA	Action Plan shared with the Safeguarding team and reviewed weekly at team meetings.	Action Plan Minutes from meetings
	Create an Annual Plan for staff training, to include Prevent, FGM and the dangers of online activity.	AC, LA	Plan is followed and all necessary training and updates are carried out	Staff training log Staff voice
	Update the staff safeguarding notice board in the staff room.	AC	CPOMS used effectively by staff. Analysis of data allows for intervention.	Staff voice Data analysis outcomes Intervention outcomes
	Further improve our methods of recording and analysing safeguarding data through the purchase of CPOMS.	AC, LA	Analysis of data allows for timely intervention and a reduced level of concern	Entries on CPOMS for areas of concern reduce.
	Ensure the CFL curriculum covers all aspects of the RSE programme	LA	Students are aware of the necessary aspects of RSE and know how to keep themselves well and safe.	Curriculum audit Pupil voice Programme and content

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	<p>Roll out a programme of drop-down days to further support students to develop an appreciation of how to keep themselves safe.</p>	<p>LA</p>	<p>Programme rolled out as planned and students gain in knowledge.</p>	<p>Pupil voice</p>
	<p>To purchase InVentry and improve the school's ability to monitor who is the building and draw up a safeguarding information document for visitors to read on arrival</p>	<p>SM, KS, AW, LA</p>	<p>System allows for successful reports to be printed off InVentry installed and in full use by staff, students and visitors by October.</p>	<p>System set up in the foyer Effectively used by staff and visitors InVentry reports Information document</p>
	<p>To ensure lockdown procedures become more effective and sophisticated.</p>	<p>SM, KS</p>	<p>Visitors know who the safeguarding leads are and how to respond to fire drills and lock down exercises.</p>	<p>Lockdown drill demonstrates improved communications.</p>
	<p>To ensure lockdown procedures become more effective and sophisticated.</p>	<p>SM, KS</p>	<p>Walkie Talkies bought to enable effective communication with staff and students in room 3b (Nurture group)</p>	<p>Lockdown drill demonstrates improved communications.</p>
	<p>To review the perimeter fencing and robustness of the front door so as to reduce the chances of people entering/absconding the building</p>	<p>SM, AC, AS, JP</p>	<p>Front door reinforced and the height of the perimeter fencing increased by the bin area near the MUGA</p>	<p>LCC request for support Appropriate work completed</p>
	<p>To ensure the new premises, Harvey street has safe systems in place to safeguard our students.</p>	<p>AC, LA</p>	<p>Systems and routines/rules established and shared with all staff and students using the site.</p>	<p>Staff/pupil voice Safeguarding concerns/reports minimal in relation to the premises.</p>
	<p>Support parents/carers more effectively in terms of Safeguarding their children and in some cases themselves.</p>		<p>Half termly Safeguarding newsletters produced and shared with parents/carers.</p>	<p>Safeguarding letters Website</p>

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			<p>Greater use of the school website for sharing important numbers and support documents.</p> <p>Safeguarding drop in sessions to be organised for parents on a termly.</p>	Attendance logs for drop in sessions.
4.2 To continue to promote and support the professional development and wellbeing of all staff	<p>Curriculum Leaders offer support to colleagues; especially non-specialists; to ensure they have the necessary information, skills and knowledge to effectively deliver their own subject and wider curriculum initiatives, e.g. British Values and SMSC.</p> <p>Continue to use The National College to drive quality CPD across school.</p> <p>Regular line management meetings for all staff</p> <p>A member of SLT to take responsibility for staff development.</p>	<p>SP, LP, AB/AM, LA</p> <p>AA, all staff</p> <p>All staff</p> <p>SM</p> <p>SM</p>	<p>All teachers are well versed in pedagogy, curriculum intent and wider curriculum themes e.g. British Values</p> <p>Staff directed to appropriate training webinars and self-select their own to improve practice.</p> <p>Staff knowledge and expertise develops and secures improved outcomes by students.</p> <p>All staff receive support from their Line Manager</p> <p>CPD is a constant item on the LM agenda thus allowing for regular discussions and the promotion of growth and development. Needs and wants to be passed on to SM.</p> <p>Whole school responsibilities held by a wide range of staff,</p>	<p>Staff voice</p> <p>Curriculum meetings</p> <p>Collaborative planning sessions</p> <p>Training programme and links to QA areas for development available for viewing.</p> <p>Courses logged on The National College</p> <p>Minutes from LM meetings</p> <p>Minutes from meetings</p> <p>CPD logs.</p> <p>Staff responsibilities widen</p> <p>List of whole school responsibilities.</p>

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	<p>Continue to promote distributed leadership and opportunities to lead initiatives across the school, for example working parties.</p>	SM	supporting wide ranging school improvement initiatives.	Working parties and initiatives
	<p>Introduce the Menopause policy and Positive Parent Communication policy.</p>	SM	Staff and parents, plus MC in receipt of policies.	Policies on website Staff/parent voice
	<p>Continue to carry out wellbeing audits and offer staff wellbeing programme of activities and supervision opportunities for all. Co-ordinated by the Mental Health and Wellbeing Working party.</p>	SG, AS	Wellbeing programme rolls out and supervision opportunities utilised by staff. Staff voice is most positive in terms of wellbeing.	Programme of wellbeing events. Supervision Leads and groups Staff voice
4.3 To continue to develop links with all stakeholders, especially parents/carers, and the wider community.	<p>Create a 'Community Links' working party and associated action plan.</p>	LA	Party to meet every 3 weeks to discuss initiatives. Initiatives/projects implemented and increased levels of community links evidenced.	Minutes of meetings Increased levels of communication with parents and more general links in the community.
	<p>Headteacher to continue to promote school's intervention offer across D11 and D14.</p>	SM	Intervention numbers remain steady at around 30, providing additional income to statutory monies.	SLA Log of intervention students and outreach visits.
	<p>Identified outreach centres to be manned by staff half termly to allow for distant parents/carers to meet face to face with staff.</p>	LA	Uptake of outreach sessions is favourable, leading to improved levels of communication.	Log of events/visitors per centre.
	<p>Promote the key worker programme and weekly calls to parents/carers about the progress of their child.</p>	SM, GC	Parents/carers feel involved in their child's education.	Parent voice

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	<p>To create a PTAF to improve links with stakeholders. To identify a school charity that links to a group in the local community.</p> <p>Capitalise on the service aspect of the newly introduced Duke of Edinburgh award.</p> <p>Develop national and international links with other communities and schools.</p> <p>Continue to offer a Parent Programme and SENCO and Headteacher Drop in Mornings.</p> <p>To purchase Class Charts and associated app to improve communications between school and home.</p> <p>To introduce ParentPay to support improved economic relationships</p> <p>Continue to share new policies for example the 2022 Attendance Policy and Behaviour Policy.</p>	<p>LA</p> <p>LA, DF</p> <p>LA</p> <p>LA</p> <p>SM, SG, LA</p> <p>SM</p> <p>SD</p> <p>PB</p>	<p>Termly events to be organised and well attended. Group to be identified and termly events organised in support of the charity.</p> <p>Links to be made with a local care home. Weekly visits take place.</p> <p>Through the British council or alternative programme links to be established with other schools/students.</p> <p>Parents/carers attend and discuss concerns and opportunities with the Head</p> <p>Platform set up and parent app creates effective link between home and school.</p> <p>Parent pay introduced to families/carers. Successful engagement results</p> <p>Parents/carers aware of policy content and expectations.</p>	<p>Recording of events and outcomes. Details of charity events and monies raised.</p> <p>Logs and pupil voice/voice of the care home.</p> <p>Details of schools and events.</p> <p>Log of events and attendance details</p> <p>Parent voice Interaction levels on app.</p> <p>Parent voice Interaction levels.</p> <p>Policies on website Emails/letters to parents sharing all policy developments.</p>
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<p>4.4 To further develop the school's evaluation systems to drive improvement.</p>	<p>To use data platforms more effectively in order to identify areas in need of intervention and improvement.</p>	<p>SM, PB, AA</p>	<p>Analysis of behaviour data, safeguarding data and assessment data informs required intervention activity</p>	<p>Data analysis Interventions Improvements</p>
	<p>To provide the MC with more and improved data to enable them to challenge more effectively.</p>	<p>SM</p>	<p>Provide MC with more sophisticated and meaningful data that enables them to challenge at a deeper level.</p>	<p>Data from various aspects of school life. Minutes from MC meetings</p>
	<p>To capture pupil voice at a senior level on all aspects of school life.</p>	<p>SM</p>	<p>Headteacher to meet with a small group of students on a fortnightly basis to identify areas of strength and areas for development.</p>	<p>Questionnaire outcomes Pupil voice</p>
	<p>To use parent/pupil and staff voice more effectively to support improvements across all areas of school life.</p>	<p>SM</p>	<p>Questionnaires to be carried out once a term and information used to inform developments/improvements.</p>	<p>Pupil voice/Parent voice and staff voice outcomes</p>
		<p>LA</p>	<p>Student Council to continue to meet weekly to identify areas for improvement and help organise school related activities.</p>	<p>Minutes of meeting and actions taken.</p>
<p>Progress made towards key objectives. Autumn Term: Spring term:</p>				

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Summer Term: