

Oswaldtwistle School School Improvement Plan 2023/24



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Overview of key focus areas and objectives for 2023/2024	
Focus area	Objectives
<p>Quality of Education (Current SEF rating – Good +)</p>	<p>1.1 To embed an inclusive approach to the curriculum 1.2 To embed all reading strategies in line with our Disciplinary Literacy strategy. 1.3 To embed assessment and improvement work across the curriculum 1.4 To improve the outcomes for ‘High Support’ students (after school and Harvey street students)</p>
<p>Behaviour and Attitudes (Current SEF rating – Good+)</p>	<p>2.1 To reduce the rates of authorized absence and persistent absenteeism 2.2 To embed a relational approach/ethos across the school 2.3 To further improve students’ attitude to learning in lessons. 2.4 To adopt a preventative approach to managing behaviour</p>
<p>Personal Development (Current SEF rating Outstanding -)</p>	<p>3.1 To further promote cultural and religious themes/opportunities across the school 3.2 To embrace student voice to help inform whole school improvement 3.3 To embed the school ethos, norms, routines and values through the ‘Oswaldtwistle Way’ 3.4 To further promote careers and life skills through the Personal Development Curriculum</p>
<p>Leadership and Management (Current SEF rating – Good +)</p>	<p>4.1 To secure outstanding levels of consistency across all policies and areas of school life. 4.2 To promote and secure safe online practice across the school. 4.3 To continue to promote the professional development and wellbeing of all staff. 4.4 To embed the core objectives of the school as an ‘Intervention Centre’.</p>

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Quality of Education Key Objectives	Actions	staff	Success criteria	Evidence
1.1 To embed an inclusive approach to the curriculum	SENDCo to become an influential member of the Senior Leadership Team.	SM	Contributions to SLT meetings, greater involvement of SENDCo in QA exercises.	QA outcomes detail SENCO input.
	To further develop the Social Emotional Literacy Curriculum.	SG, RW, GC	Curriculum Intent clear and incorporated into the Whole School Curriculum Intent. End points and trackers in use	Curriculum intent on the website QA outcomes detail use of trackers
	Staff continue to create and use IEP strategies and EHCP outcomes to help plan effectively for each and every student	SG All staff	All staff attend IEP review meetings and are familiar with IEPs of the students they interact with in the classroom.	IEPs and staff knowledge of IEPs as revealed through QA exercises.
	Train Teaching Assistants to support students more effectively with their learning	SG, AA Subject Leaders	Teaching Assistants knowledge and practice improves due to attendance of subject and curriculum meetings	Meeting minute QA exercises evidence good practice by TAs.
	To embrace Quality First Teaching and adaptive teaching and learning across the curriculum.	AA, SG Subject Leaders All teachers	Appropriate learning pathways and scaffolded lessons support improved learning outcomes. Teachers understand the basics behind this practise and ensure their lessons are	QA outcomes. Minutes of forum and inclusion/curriculum meetings. QA exercises Staff voice

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			appropriately scaffolded and resourced to meet all needs.	
1.2 To embed all reading strategies as part of the school's Disciplinary Literacy programme.	<p>To embed vocabulary building across the curriculum.</p> <p>To embed fortnightly reading week activities.</p> <p>To successfully roll out the reading of cultural stories from around the world.</p> <p>To roll out the reading of short stories in literacy lessons</p> <p>To embed a reading intervention programme for the bottom 20% of readers to include those students with the greatest gaps between actual and expected reading age and those below the functional reading age of 10 years.</p> <p>To regularly revisit, with staff, the reading skills of decoding, fluency and comprehension.</p>	<p>AB All Teachers</p> <p>SM/all teachers</p> <p>AB Teachers of Cultural studies/literacy lesson teachers</p> <p>SG, KE</p> <p>SM</p>	<p>'Book Looks' evidence vocabulary exercises.</p> <p>Reading articles sent to HT fortnightly</p> <p>Improved levels of engagement/attitudes to reading.</p> <p>QA meetings evidence excellent practice in this area.</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 used by staff.</p>	<p>Book Look outcomes. Pupil voice</p> <p>Reading Folders on HT area Review of reading activities in assemblies</p> <p>'walk throughs' minutes</p> <p>Staff voice/Pupil voice from reading review meetings</p> <p>Tracking data on Sharepoint</p> <p>Minutes from staff meetings. PowerPoints uploaded to NC for staff. Staff voice.</p>
1.3 To embed assessment and improvement work across the curriculum	<p>To use baseline and impact assessments to identify learning gaps and areas for improvement</p> <p>To embed the use of academic trackers to assess progress towards end points</p> <p>To embed DIRT (dedicated, reflection and improvement time)</p>	<p>AA, all teachers</p> <p>AA, All teachers</p> <p>AA, all teachers</p>	<p>QA exercises illustrate trackers, DIRT and assessments are all used effectively</p>	<p>Work scrutiny exercises, pupil voice activities, lesson observation outcomes.</p>

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	To regularly carry out marking for literacy. Review and develop questioning techniques by teachers and teaching assistants.	AA, SM AA All teachers	CPD to be conducted in this area by AA Good practice in this area shared through CPD opportunities	Minutes from the training and evidence from QA exercises.
1.4 To improve the outcomes for 'High Support' students (Harvey Street and after school students)	To increase time allocation to 'High Support' students (students who attend after school and the Harvey street site) To review the curriculum and staffing of the timetable at Harvey Street so to create a full-time provision offer. Develop the curriculum to enable more qualifications and work placements to be secured by this group of students. To offer a programme of mentoring and life skills.	SM, PB SM, PB SM, AA, GR JP, GR, AA	Increased time for High Support students. Full time provision for more students. All long-term students to attend AP or engage with a work placement programme. Mentoring and Life Skills course completion	Provision maps Improved attendance outcomes for this cohort. Curriculum review and timetable changes. Improved outcomes for students. Pupil voice Qualification outcomes
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>				

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Behaviour and Attitudes Key Objectives	Actions	Staff	Success criteria	Evidence
2.1 To reduce the rates of authorized absence and persistent absenteeism	To monitor absenteeism data very closely and intervene accordingly with policy guidelines.	PB, JS, AC	Reduce overall absence rates to below 25% (national for PRUs 35.6%/2021/2 – autumn term)	Data demonstrates improved attendance figures.
	To increase time allocation for High Support students at Harvey Street.	SM, PB, AA	Reduce persistent absence rates to below 15% (national for PRUs 23.5%/2021/22 – autumn term)	Persistent absentee levels decrease.
	Ensure that ‘long term’ High Needs students meet with the AP Lead/Careers Lead to develop opportunities for them in this area.	PB, DF	Attendance improves with marked reduction in P/T timetables.	Tracking data
	Increase the number of home visits and ‘home to school pick ups’ for students who are persistently absent.	JS, AC, Extended SLT	Regular home visits and home school links/ liaison.	Home visit logs Student ‘pick up logs’, Letters/emails/texts to parents
	Work closely with the school’s attendance link and Pupil Champions at LCC.	PB, JS	Visits made by Pupil champions and support gained by LCC Attendance Link.	Improved attendance stats,
2.2 To embed a relational ethos across the school	To continue to promote positive relationships, restorative practice and de-escalation/calming techniques across the school.	SM, PB	Ongoing staff training in this area to reinforce excellent practice in this area.	Meeting minutes

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	<p>To share our ethos with all stake holders and build it in to the 'Oswaldtwistle Way' programme.</p> <p>To secure 'trauma informed' status.</p>	<p>SM LA</p> <p>SG, PB</p>	<p>Improved and regular practice upheld by all staff.</p> <p>Student council work on the programme and help implement the Oswaldtwistle Way expectations. Parents to receive information on the 'OW' along with Governors.</p> <p>Appropriate training and course completion secured.</p>	<p>Lesson observations, learning walk outcomes</p> <p>Council minutes</p> <p>Letter to parents Governor voice</p> <p>Award gained</p>
<p>2.3 To further improve students' attitude to learning in lessons.</p>	<p>To embed the role and impact of Key Workers.</p> <p>Teaching Assistants to be linked to a specific curriculum area/s thus becoming highly skilled support staff in the classroom.</p> <p>Quality First Teaching/Adaptive Teaching embraced by all teachers and Teaching Assistants.</p> <p>A consistently applied rewards programme to be embraced by all.</p>	<p>KW</p> <p>Subject Leaders/TAs</p> <p>SG, AA, Subject Leaders</p> <p>LA</p>	<p>KW training sessions in staff meetings.</p> <p>Increased parental contact/liaison</p> <p>Pupils/parents speak positively of the key worker system.</p> <p>Attendance of TAs at Subject and Curriculum meetings.</p> <p>QA exercises demonstrate improved and effective use of adaptive teaching and learning in the classroom.</p> <p>Good news assembly, Tuck shop, Enrichment programme and post cards home all in use.</p>	<p>Meeting minutes</p> <p>Pupil/parent voice QA exercises.</p> <p>Parent contact logs</p> <p>Meeting minutes</p> <p>Learning walk, lesson observation reports</p> <p>Minutes, logs and behaviour data improve.</p>

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	<p>To embed a behaviour curriculum, that is consistently and successfully taught by all.</p>	SM, All staff	<p>All staff reinforce the norms and adhere to routines, both in and out of the classroom. Teachers explain the awarding of points/consequences at the end of the lesson.</p>	<p>QA outcomes e.g. learning walks and lesson observations, pupil voice etc.</p>
	<p>To offer a mentoring programme to support identified students who are struggling in the classroom.</p>	SG, AC, JP, ACa	<p>Behaviour improves as a result of mentoring.</p>	<p>Mentoring logs and behaviour logs/ points of students being mentored.</p>
2.4 To adopt a preventative approach to managing behaviour	<p>Introduce a SLT behaviour support rota on a lesson by lesson basis.</p>	SM	<p>Behaviour improves as a result of a visible member of SLT at all times.</p>	<p>Behaviour consequences trends. SLT Rota Staff and pupil voice</p>
	<p>Behaviour mentor present on corridors at all times</p>	PB	<p>Behaviour mentor acts as deterrent for poor behaviour</p>	<p>Number of consequences decrease</p>
	<p>Regular analysis of behaviour data to identify 'hot spots', allowing for timely preventative measures to be put in place.</p>	PB	<p>Hot spot analysis allows for preventative measures to be put in place to reduce poor behaviour.</p>	<p>Improved behaviour trends in previous 'hot spot' areas/times</p>
	<p>Embed the school's behaviour norms and routines to support the calm movement of pupils between lessons, around the school and in class.</p>	SM, all staff	<p>Regular reinforcement through meetings, briefings and assemblies to secure desired outcomes.</p>	<p>Behaviour observations/QA exercises. Pupil voice Assembly/meeting logs</p>
	<p>A new reporting system to be rolled for all new students.</p>	KW	<p>Reporting system supports pupils to maintain good behaviour.</p>	<p>New students integrate successfully with few consequences.</p>

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<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 To further promote cultural and religious themes/opportunities across the school	To build a 'Culture lesson' in to the curriculum.	LA, AB	Culture lesson established as a successful component of the curriculum.	Pupil/staff voice
	To embrace all CFL curriculum opportunities and assemblies to promote cultural and religious related learning and understanding.	LA	CFL programme audited to allow for maximum focus on cultural/religious opportunities.	Opportunities flagged on CFL Long term Plan and in RE Curriculum Intent
	To provide enrichment opportunities that allow for religious based visits and drop-down sessions in school.	LA	Themed assembly opportunities seized	Assembly logs
	Cultural Enrichment working party to continue to roll out drop down mornings for the whole school.	LP	Drop down mornings continue to be a success, covering many international events via a variety of activities.	Log of drop-down activities.
3.2 To embrace student and parent voice to help inform whole school improvement	To create a Student Leadership Team to facilitate monthly meetings with the SLT.	LA, SM SM, LA	SLT created and meetings to be convened.	SLT shared with school community SLT Meeting minutes Student voice meetings

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	<p>To carry out regular student voice activities (questionnaire and discussion based) in all aspects of school life. To launch outreach parent/carers café-based meeting opportunities</p> <p>To operate a programme of ‘drop in’ sessions for parents/carers</p>	<p>SG, LA</p> <p>SG, LA</p>	<p>Student voice helps to secure school improvement Venues to be identified, meetings organised on a termly basis and parents voice embraced.</p> <p>On site activities/drop in sessions based around family support, safeguarding and SEND; organised termly</p>	<p>Attendance at events Parent voice outcomes recorded.</p> <p>Attendance logs for events. Parent voice re school improvement.</p>
3.3 To embed the school ethos, norms, routines and values through the ‘Oswaldtwistle Way’	<p>The Lead for whole school PD to meet with members of the School Council and Student LT to create an ‘Oswaldtwistle Way’ document.</p> <p>The ‘Oswaldtwistle Way’ philosophy to be shared with all stakeholders and to have a central place on the website.</p> <p>To build the ‘Oswaldtwistle Way’ into the induction process and ensure its prominence around the school.</p>	<p>LA</p> <p>SM, LA</p> <p>LA, GC</p>	<p>Student council and SLT work together generate the Oswaldtwistle Way document.</p> <p>Parents to receive information on the ‘OW’ along with Governors.</p> <p>Induction tutor to share the OW with new students.</p> <p>Posters display the OW around school</p> <p>Students can express clearly what is meant by the OS.</p>	<p>The ‘Oswaldtwistle Way’ is displayed centrally on the website</p> <p>All members of the school community know what is meant by the OW.</p> <p>Induction details include elements of the OW.</p> <p>Posters visible</p> <p>Pupil voice outcomes</p>
3.4 To further promote Careers and Life Skills through the Personal Development Curriculum	<p>To roll out a 6-week careers curriculum to all groups on a carousel basis.</p>	<p>LA, DF</p>	<p>Careers programme successfully implemented and students engage well with it.</p>	<p>Curriculum plans</p> <p>Pupil voice</p>

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	<p>To have half termly job-based assemblies involving visitors from different working environments talking to students about their employment.</p> <p>To operate half termly careers sessions across the curriculum so to enable students to gain an insight in to a number of subject related jobs.</p> <p>A newly created 'Life Skills' lesson to be further developed to include IT, cookery, ironing, the opening of a bank account etc..</p>	<p>LA, DF</p> <p>LA, Subject Leaders</p> <p>SM, LA, JD</p>	<p>Assemblies built in to the calendar and students engage well with all visiting employees.</p> <p>Calendared mornings allow for career opportunities to be discussed and researched.</p> <p>Staffing of such opportunities effectively organised.</p> <p>All students learn how to iron, use basic cookery and IT skills.</p>	<p>Assembly log</p> <p>Pupil voice</p> <p>Calendar</p> <p>Pupil voice</p> <p>Pupil voice</p> <p>Timetable of activities</p>
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>				
Leadership and Management Key Objectives	Actions	Staff	Success criteria	Evidence
4.1 To secure outstanding levels of consistency across all areas of school life.	<p>A new support and coaching system to be embraced by all Line Managers in an attempt to secure consistency in all areas.</p> <p>Regular Quality Assurance exercises to be executed to ensure consistency.</p>	<p>SM</p> <p>SM, SLT</p>	<p>LMS successfully coach and support staff in line with Code of Conduct and all areas of school life. System of referral for ongoing matters.</p> <p>Quality assurance outcomes and follow up procedures</p>	<p>Meeting minutes and email trails</p> <p>Quality assurance minutes and email trails between LMs and staff.</p>

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	<p>Headteacher to consistently apply all HR related policies in relation to staff inconsistency.</p> <p>Consistency built in to the 2023/4 Performance Management system.</p>	<p>SM</p> <p>SM</p>	<p>support consistency across all school areas.</p> <p>Staff respond favourably to consistency of application of HR policies and inconsistencies reduce.</p> <p>All staff secure the PM consistency objective for the 23/24 cycle.</p>	<p>Concerns decrease and consistency in relation to professional standards and expectations improve.</p> <p>Appraisal outcomes</p>
<p>4.2 To promote and secure safe online practice across the school.</p>	<p>DSL, Deputy DSL/Prevent Lead and Headteacher to complete necessary training in line with the changes to KCSIE document.</p> <p>DSL to liaise with the school IT Lead and Bowker IT to review filters and create a reporting system for online concerns.</p> <p>Appropriate training in the area of filtering and monitoring to be offered to staff and students.</p> <p>The School Safeguarding Policy and all associated policies, e.g. Online Safety Practice Policy and Acceptable use of ICT Policy etc... to be updated accordingly and circulated to staff.</p> <p>Parents to receive news on this area and signposts to appropriate policies and documents.</p>	<p>AC, LA</p> <p>AC, JD</p> <p>AC, LA</p> <p>SG, LA</p> <p>SM, LA</p>	<p>Training and awareness secured by the stated staff members</p> <p>Filters applied and reporting system implemented by the end of week 2, 2023/4 academic.</p> <p>Staff training during INSET and focused CPD exercise week 3</p> <p>Policies to be updated and shared with staff</p> <p>Parents aware of the policies and encouraged to read them.</p>	<p>Course completion dates and outcomes available.</p> <p>Reports produced via filtering system.</p> <p>Staff meeting minutes Staff knowledge</p> <p>Completion of reading evidenced via the CPOMS library.</p> <p>Letter/text to parents.</p>

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4.3 Continue to promote the Professional Development and wellbeing of all staff.	To create 2 associate SLT roles to facilitate professional development at this level.	SM	2 senior members of staff to be in post for September 2023	Staff demonstrate impact in their area of responsibility.
	CPD 'wants' and opportunities to be discussed termly in Line Management meetings and during Performance Management meetings.	Line Managers	Discussions to take place termly in line management meetings. Performance management meetings facilitate discussions in this area.	Minutes from meetings Staff voice outcomes.
	Wellbeing Line Management meetings to be held termly and Supervision opportunities to continue as last year.	Line Managers	Discussions to take place termly in line management meetings.	Minutes from meetings Staff voice outcomes.
	CPD to be actively sourced/encouraged by Headteacher	SM	A significant number of staff continue to develop their practice through CPD opportunities.	Course completion details on the NC platform.
	Mental Health and Wellbeing Team to roll out a programme of activities and support for all staff.	SG	Activities roll out and staff participate and benefit from activities.	Programme of activities Staff voice
4.4 To embed the core objectives of the school as an 'Intervention Centre'.	To firmly establish the core objectives of the school in line with the 2023 SEND/AP Improvement Plan.	SM	Core objectives to be shared via the website.	Website document details
	To share our core objectives with partner schools and all stake holders.	SM SM, AA	Core objectives shared with our partner schools and parents/carers/MC via the SLA and admissions meetings.	SLA Ppts from admissions meetings and MC meetings
	To review the intent of the curriculum in line with the core objectives.	SM	Curriculum modifications evident in support of core objectives.	Curriculum and timetable for certain groups and individuals.

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	Ensure KPIs allow for the success of the school as an 'intervention centre' to be demonstrated.	SM, LA, PB, KW	A dash board that illustrates the success of our work as an intervention centre to be shared with staff, MC and	Dash board and its data.
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Spring term:</p> <p>Summer Term:</p>				