

Oswaldtwistle School School Improvement Plan 2024/25



Oswaldtwistle School Improvement Plan 2024-5

Oswaldtwistle School Improvement Plan 2024-5

SCHOOL CONTEXT (4 TH OCTOBER 2025)					
Number of pupils on roll	89	Number of pupils eligible for pupil premium	55%	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	K – 100% EHCP- 6.74%%
Number of permanently excluded pupils	77%	% Number of Medical students	5.6%	% Number of intervention students	13.48%
<p>Premises/provision offer</p> <p>Main building – full curriculum offer for KS3 and KS4 students.</p> <p>The Bridge – for students with challenging mental health concerns/ medical needs.</p> <p>Winter – students who struggle to access the main site curriculum</p> <p>High needs -1:1 provision - after school. students who present as a threat or create ongoing disruption to the learning of others.</p>		Most recent Ofsted grade	Good	Staff turnover for the previous year	DHT retired P/T HLTA left
<p>Percentage of pupils with English as an additional language (EAL)</p> <p>Number of pupils ‘Looked After’</p>	<p>3.3%</p> <p>2.2%</p>				

Oswaldtwistle School Improvement Plan 2024-5

Budget information	The budget continues to be very healthy with a healthy reserve.
Key performance indicators for the next 3 years	<ul style="list-style-type: none"> • Learning success – English, Maths GCSE results and % number of students gaining 3 and 5 vocational/qualification outcomes • Reading age gains • The success of our transition students (year 11 students and students moving to a new school) • The percentage success rate of returning short-term intervention students • The success of our outreach work • NEET figures • Attendance gains for students in comparison to mainstream attendance. • Gains in Social Emotional Literacy.
2019 Ofsted Inspection – areas for improvement:	
<p>Improve pupils' learning in reading and writing so that the standard of their work in these subjects matches the high quality in their mathematics work.</p> <p>Extend the careers curriculum to offer information, advice and guidance to all pupils, including those in key stage 3</p>	

Oswaldtwistle School Improvement Plan 2024-5

Overview of key focus areas and objectives for 2022/2023	
Focus area	Objectives
<p>Quality of Education (Current SEF rating – Good)</p>	<ul style="list-style-type: none"> • To continue to develop the breadth, accessibility and challenge of the curriculum. • To continue to prioritise literacy across the curriculum. • To secure outstanding levels of engagement in the classroom. • To embrace cultural capital across the curriculum.
<p>Behaviour and Attitudes (Current SEF rating – Good)</p>	<ul style="list-style-type: none"> • To secure an outstanding ‘attitude to learning’ culture across the school • To continue to reduce the rates of authorized absence and persistent absenteeism • To raise the profile of attendance with all stakeholders • Continue to embed the school’s relational ethos and behaviour curriculum
<p>Personal Development (Current SEF rating – Good+)</p>	<ul style="list-style-type: none"> • To further develop extra-curricular/enrichment activities • To embed Protected Characteristics, SMSC and British Values across the curriculum • Continue to provide an outstanding Careers Programme • To implement an effective, all-embracing mentoring and intervention program for all students
<p>Leadership and Management (Current SEF rating – Good)</p>	<ul style="list-style-type: none"> • Secure whole school improvements through strategic appointments at both middle and senior management levels • To continue to promote CPD and staff wellbeing • Greater and improved use of stakeholder voice and whole school data to support improvement • Develop the school as a local hub for parents and members of the wider community

Oswaldtwistle School Improvement Plan 2024-5

Quality of Education Key Objectives	Actions	staff	Success criteria	Evidence
<p>1:1 To continue to develop the breadth, accessibility and challenge of the curriculum</p>	<p>Create a Social Emotional based options carousel for all KS3 students, 1 day a week.</p>	<p>JD/RW</p>	<p>Behaviour improvements Attitude to Learning scores improve. SEL gains made for the majority of students</p>	<p>Behaviour data ATL data SEL data</p>
	<p>Staff to continue to use IEPs and EHCP outcomes to inform planning for each student (also 1:3)</p>	<p>SG/GC/JD/All staff</p>	<p>All staff to attend IEP review meetings and update and review IEPs. IEP review sessions to be built into school staff meetings where possible.</p>	<p>Updated IEPS and staff have a knowledge of student's targets. Knowledge of IEPs shown in teacher practice through the utilisation of adaptive teaching.</p>
	<p>Develop new GCSE opportunities for the academic pathway at KS4 and the opportunity to secure 5, 5+ GCSEs</p>	<p>SM/JD</p>	<p>A greater number of students leave with 5 GCSE at the end of year 11. Exploration of the introduction of subjects in line with the students subjects prior to their arrival at OSSS (history, Geography etc)</p>	<p>Exam results 2024/25</p>
	<p>Continue to develop the curriculum offer for all 'High Needs' students</p>	<p>JD/SP</p>	<p>All students secure either a GCSE or Functional Skills qualification in English and Maths, plus a Life skills qualification and either an Arts award qualification, City and Guilds certificate or work experience certificate.</p>	<p>Exam/qualification results for High needs Students as well as case studies where needed.</p>

Oswaldtwistle School Improvement Plan 2024-5

	<p>Challenge students to weekly home learning activities.</p>	<p>JD/Teachers</p>	<p>Home learning activities are regularly shared on Class Charts or other suitable platform and completed.</p>	<p>Home learning tasks on Class Charts platform. Home learning grades on reports.</p>
	<p>Skilfully apply the principles of adaptive teaching</p>	<p>JD/ All Staff</p>	<p>All staff to understand Adaptive teaching and its importance. All TAs to be linked to a curriculum area. TA deployment in and out of the class is based on the student needs though a knowledge of the class via assessments, IEPs or other relevant info/ docs.</p> <p>Learning is personalised through scaffolding, resource creation and adult support.</p>	<p>QA exercises, pupil voice, meeting minutes. Timetable adapted to allow for static TAs in certain subjects. Consistent CPD linked to adaptive teaching.</p>
	<p>Subject linked TAs to be trained to support and challenge more effectively in the classroom.</p>	<p>JD/ Teachers</p>	<p>Curriculum meeting time/collaboration time provided for teachers and subject linked TAs TAs have a good understanding of the content and sequencing of the curriculum TAs actively engage with the learning process by taking</p>	<p>Meeting minutes – subject, TA meetings, Curriculum meetings</p> <p>Learning walks, Deep Dives, Line Management meetings</p>

Oswaldtwistle School Improvement Plan 2024-5

			<p>small groups or supporting in the classroom.</p> <p>TAs also engage with the planning, preparation and resourcing of lessons</p> <p>TAs are actively involved in the marking process especially literacy and misconceptions.</p> <p>TAs are aware of the SEND needs of students, especially those with an EHCP</p> <p>TAs are fully aware of the IEP details of the students they teach.</p>	
1.2 To continue to prioritise literacy across the curriculum	<p>To embed vocabulary building across the curriculum.</p> <p>To continue fortnightly reading week activities.</p> <p>To continue to read short stories at form time.</p> <p>To continue to read for pleasure in KS3 English lessons.</p> <p>To continue to deliver a reading intervention programme for the bottom 20% + of readers and those below the functional reading age of 10 years. Continue to share reading ages weekly</p> <p>To regularly revisit, with staff, the reading skills of decoding, fluency and comprehension.</p>	<p>LA</p> <p>SM</p> <p>LA/BM</p> <p>AB/AM</p> <p>LA/SG/BM/KE</p> <p>SM/LA</p>	<p>QA exercises evidence high levels of engagement</p> <p>High level of student engagement seen</p> <p>Tracking data illustrates improved reading ages and attitude to reading.</p> <p>Bottom 20% of students demonstrate improved reading ages over time. Staff awareness of reading ages,</p> <p>Staff feel confident and knowledgeable in this area.</p>	<p>Improved reading ages</p> <p>Reading walks</p> <p>Pupil voice outcomes</p> <p>Tracking data</p> <p>Reading intervention data</p> <p>Minutes from the meetings.</p> <p>PowerPoints uploaded to NC for staff. Staff voice.</p> <p>QA exercises.</p> <p>Minutes from meetings.</p>

Oswaldtwistle School Improvement Plan 2024-5

	<p>To roll out writing and oracy across the curriculum through the Literacy Working Party</p> <p>To effectively promote 'word of the week' programme</p> <p>SENDCo to share advice and support in regard to reading and writing</p>	<p>AB/KD/SM/BM</p> <p>LA/BM</p> <p>SG</p>	<p>Guided reading MATS for staff. Staff receive training and feel confident delivering writing and oracy curriculum sessions</p> <p>Students can recall word in weekly Celebration Assemblies</p> <p>All staff are aware of specific reading, writing and oracy needs of students. IEPs and EHCPs detail specific needs and advocated strategies</p>	<p>Staff visit training information recorded on NC site. Meeting minutes</p> <p>Word of the week PPT, form competitions</p> <p>SEND Drop in sessions, meeting minutes. IEPs and EHCPs</p>
<p>1.3 To secure outstanding levels of engagement in the classroom.</p>	<p>Create a working party devoted to promoting engagement in the classroom</p> <p>Subject and Curriculum meeting agendas to include 'engagement in the classroom'</p> <p>To implement a whole school approach to classroom culture</p>	<p>JD, SM, TEACHERS</p> <p>JD, SUBJECT LEADERS</p> <p>JD, TEACHERS</p>	<p>Regular meetings between staff that are focused on the sharing of good practice and the development of the staff practice. CPD sessions where practice is shared and seen in lessons. Embedding adaptive teaching and learning across the school</p> <p>Regular CPD sessions with the theme of engagement or adaptive teaching. Positive sharing of resources</p> <p>Staff reinforcement of norms and routines incl. meeting at the door. Staff de-escalation</p>	<p>CPD sessions, meeting minutes, PowerPoint presentations.</p> <p>Regular check ins with staff. Reduction in student consequences.</p> <p>Reduction in behaviour issues. Consistent approaches</p>

Oswaldtwistle School Improvement Plan 2024-5

	<p>Create subject/TA links to ensure that students in every subject are effectively supported by a TA.</p>	JD, CLASS LEADS	<p>techniques are proven to be effective.</p> <p>Regular use of assessment to identify gaps and these gaps being constantly addressed. TA subject knowledge being strong and effective. The TA being utilised to create and adapt suitable resources for the students and the class. The TA having all the knowledge to hand that the teacher does.</p> <p>Success criteria as for 1.1</p>	<p>to classroom cultures from all staff and as a result, students.</p> <p>Adjustments to Timetable allowing for static and a more stable TAs presence within lessons. The allocation of slots for Teachers and TAs to develop as part of a team allowing for the development of resources and time to familiarise and strategies for each class/ student.</p>
	<p>Teachers and TAs to utilise the SEND referral process for advice and support and utilise SEND resources</p>	SG Teachers, TAs And mentors	<p>Referral process effectively utilised. Resources and advice lead to improvements in engagement.</p>	<p>Behaviour improves (green-red ratio and reflection data improves</p>
	<p>SENDCo to conduct SEND classroom visits and learning walks and offer support/advice</p>	SG	<p>Advice acted on and engagement improves</p>	<p>Classroom visit recordings Improved engagement levels</p>
	<p>SEND training to be offered by SENDCo to deepen staff knowledge and awareness of student needs and how to best support students with their behaviour and learning.</p>	SG	<p>Knowledge gained is used to improve practise in the classroom and engagement levels</p>	<p>Training minutes Meeting minutes Learning walks, pupil voice</p>
	<p>Key workers and mentors help support improvements through discussions and the offering of advice and strategies.</p>	All staff and mentors	<p>Strategies offered are used by staff and students.</p>	

Oswaldtwistle School Improvement Plan 2024-5

	Strategies shared with staff through briefings	SG, All staff	Relationships improve along with behaviour and attitude to learning	Mentoring and key worker records Briefing minutes
1.4 To embrace cultural capital across the curriculum	Subject related trips to be offered in all curriculum areas	LA/ MT	A calendar year of trips is followed that involves all subjects and staff on a carousel basis.	An increase in subject related trips and subject specific cultural capital development
	Cultural capital activities to be embraced by all teachers	JD/LA	Cultural themed drop-down morning and trips. Staff sessions focused on the development of CC within the school.	Subject audits and use of GRIDMAKER website to track progress
	Promote curriculum related career opportunities for all taught topics. Careers fortnight activities and use of 'Unifrog' in lessons and key worker sessions.	LA/DF	Development of work experience opportunities, alternative provisions and career-based lessons/ careers fortnight.	Work experience records, AP reports and qualifications. Careers fortnight learning walks. 'Unifrog' student profiles.
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>				

Oswaldtwistle School Improvement Plan 2024-5

	<p>Create and empower a Pupil Leadership Team, Form/House Leaders and Mentoring ambassadors</p> <p>To implement an intervention programme, led by TAs and mentors that focuses on behaviour, literacy and numeracy and the removal of barriers to learning.</p> <p>See Quality of Education - 1.1 See Quality of Education – 1.2 See engagement in the classroom – 1.3</p>	<p>AA, LA</p> <p>LA, mentors, TAs, key workers</p>	<p>and behaviour improves as a result of this</p> <p>Year 11 students appointed to the role of Pupil Leadership Team</p> <p>PLT perform duties alongside staff and demonstrate and promote good behaviours</p> <p>All pupils have a sense of belonging through the new house system and instruct new starters about the OSSS Way</p> <p>Attitude to learning improves in the classroom and green points/red points ratio improves</p>	<p>Assemblies/duties/activities arranged</p> <p>Improved student behaviour</p> <p>School environment is clam and orderly with dignity and respect adhered to. PLT Duty list</p> <p>Pupil voice, staff voice</p> <p>ATL data, behaviour logs green-red point ratio improves</p>
<p>2.2 To continue to reduce the rates of authorized absence and persistent absenteeism</p>	<p>To develop a comprehensive outreach educational programme for non/poor attenders</p>	<p>AA, LA, JD, AC, JS, ACat, AQ, PMc, JP</p>	<p>Mentors attend local libraries/cafes to encourage non/poor attenders to re-engage in learning</p>	<p>Data demonstrates improved attendance</p> <p>Tracking data and home visit logs</p>

Oswaldtwistle School Improvement Plan 2024-5

	<p>To further develop and broaden curriculum opportunities for High Needs students</p> <p>Work in unison with LCC Attendance Officer for east Lancashire and in line with Government documentation and process.</p> <p>Complete Early Assessment requests for poor attenders and secure appropriate support from agencies</p> <p>To analyse attendance data on a regular basis to allow for timely and effective intervention and effective strategies to be implemented</p>	<p>AA, LA, JD, DF</p> <p>JS</p> <p>AC JS</p> <p>JD, Safaa</p> <p>AA, DF, mentors, key workers</p>	<p>Personalised TT created that suit both the parents and the learners. BTEC, Cultural Capital and Enrichment opportunities offered to all students. AP offered to students</p> <p>Visits made by LCC attendance champions</p> <p>Social workers and CFWS more involved and offer support</p> <p>All students embrace the new house/form system</p> <p>Attendance improves with marked reduction in P/T timetables.</p> <p>Reduce overall absence rates to below 25% (national for PRUs 35.6%/2021/2 – autumn term)</p>	<p>Curriculum Case studies</p> <p>Personalised TT reviewed every 6 weeks</p> <p>Positive links in place with LCC,</p> <p>CFWS and social services visits/meeting minutes. Agency involvement logs</p> <p>Punctuality improves. Intervention records</p> <p>Case studies</p> <p>Data demonstrates improved attendance figures. Persistent absentee levels decrease.</p>
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Oswaldtwistle School Improvement Plan 2024-5

	To work closely with AP at LCC level to discuss alternative provision opportunities for non-attending/poor attending students	SM, SJH	<p>Reduce persistent absence rates to below 75% (national for PRUs 78.3% 2021/22 – autumn term)</p> <p>Attendance and punctuality improve</p> <p>Poor attenders are provided with an alternative provision created and offered by LCC</p>	<p>Relevant data banks improve</p> <p>Students take off role and offered new provision by LCC</p>
2.3 To raise the profile of attendance with all stakeholders	<p>Share attendance data with all staff on a weekly basis.</p> <p>Communicate the importance of good attendance with parents/carers and students</p> <p>Create a tangible rewards system for good attendance</p> <p>Key workers/mentors to discuss attendance and barriers and liaise with SENDCo, Pupil Support Manager and DSL re support and intervention needs.</p>	<p>AC, JS</p> <p>SLT, Mentors, Key workers</p> <p>AA</p> <p>JS, AC, DF, SG Key workers</p>	<p>Staff aware of students' weekly attendance figures</p> <p>Attendance expectations and systems shared with pupils and parents. Improved home school links, and attitude to attendance</p> <p>Weekly, half termly and termly rewards linked with the new house/form system</p> <p>Attendance discussed during key worker/mentoring sessions. Referrals to DSL/SENDCo/Pupil Support Manager</p>	<p>Emails</p> <p>Letters/emails/texts to parents, assemblies and website</p> <p>Rewards board, Good news assembly documents, pupil voice, website</p> <p>Assembly notes, rewards nominees, website photos and updates</p> <p>Key worker documents</p>

Oswaldtwistle School Improvement Plan 2024-5

				Improved attendance and targets met
2.4 To continue to embed the school's relational ethos and behaviour curriculum	<p>Regular briefing, meeting and assembly reminders delivered by the newly appointed DHT</p> <p>Create more opportunities for staff and students to develop lasting and meaningful relationships.</p> <p>Staff training on restorative practice, de-escalation and trauma informed practice.</p>	<p>AA, JD, LA, SG</p> <p>AA, DF, JD, all staff</p> <p>AA, DF, JD</p>	<p>Briefing sessions carried out every morning at 8.30am to communicate recent changes</p> <p>Create an assembly rota for newly appointed staff, interform/house activities and lunchtime activities</p> <p>Ongoing staff training leads to excellence in this area</p> <p>Positive relationships, restorative practice and de-escalation/calming techniques are used across the school. The school's ethos is tangible and staff practice and expectations are consistent</p>	<p>Minutes from briefing sessions/meetings</p> <p>Assembly rota Photos of activities Lunchtime activity rota</p> <p>PowerPoints</p> <p>Meeting minutes Key worker session notes Calm and orderly classrooms Increased levels of engagement in classrooms</p> <p>Learning walks</p> <p>Staff, student voice</p>
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>				

Oswaldtwistle School Improvement Plan 2024-5

Personal Development Key Objectives	Actions	Staff	Success Criteria	Evidence
3.1 To further develop extracurricular/enrichment activities	<p>To offer a varied extra-curricular programme at lunch time</p> <p>To provide opportunities for inter school fixtures</p> <p>To review and roll out a new programme of enrichment activities</p>	<p>LA, KD and all staff</p> <p>LA, MT</p> <p>LA, AA, JD</p>	<p>To hold extra-curricular lunch activities every Tuesday and Thursday</p> <p>A wide range of opportunities for pupils to take part in during school time and out of school</p> <p>A wide range of activities for pupils to take part in – reviewed every half term.</p>	<p>All pupils engaging in extra-curricular activities</p> <p>Inter school fixtures/pupils participating</p> <p>Pupil voice/staff voice – enrichment activities full – less behaviour red points because pupils want to engage in enrichment</p>
3.2 To embed Protected Characteristics, SMSC and British Values across the curriculum	<p>Develop awareness of SMSC, British Values and Protected characteristics amongst all stakeholders</p> <p>All curriculum areas to promote opportunities to embrace all 3 areas of knowledge</p> <p>Create an assembly rota to promote weekly opportunities to discuss these themes</p>	<p>LA</p> <p>LA, JD</p> <p>LA</p>	<p>Staff CPD Using Grid Maker</p> <p>Long Term Plans</p> <p>Assemblies cover aspects of SMSC and British values. Calendared Drop-Down days embrace these themes and successfully engage students</p>	<p>An audit of curriculum carried out by all Curriculum Leaders in the context of SMSC and British Values/ 'Grid Maker' app evidences the impact of this area of the curriculum. Pupil voice, QA exercises.</p> <p>Calendar of assemblies Log of calendared activities</p>
3.3: Continue to provide an outstanding Careers Programme	To provide opportunities for university trips and apprenticeship/technical education Encounters at both KS3 and KS4	<p>LA, DF, HK</p> <p>LA, DF, HK</p>	<p>Events to be calendared Include visits to/visits by colleges and universities and employers.</p>	<p>Log of visits and trips Pupil voice School display Communication with parents</p>

Oswaldtwistle School Improvement Plan 2024-5

	<p>To promote market labour information through employer encounters</p> <p>To expand the careers team to retain the Beacon Provision in this area</p> <p>Fully embed the structures and systems available to students and parents' vis the 'Unifrog' careers platform</p> <p>Ensure all EHCP students have the necessary support to access all opportunities available to them on this area.</p>	<p>LA, DF, HK, JD</p> <p>LA, HK</p> <p>LA, Key workers, mentors and teachers/TAs</p> <p>SG</p>	<p>Career Fairs Assemblies Visits Displays</p> <p>More staff working alongside the careers team and getting involved in local initiatives</p> <p>Create a board that displays neighbourhood information in this area.</p> <p>To create a deputy careers lead and new L7 Careers SLT Lead.</p> <p>Students talk knowledgeable about careers and opportunities locally and nationally re post 16 steps</p> <p>Staff liaise with SENDo about post 16 needs and required support</p>	<p>UniFrog pupil portfolios completed Student action plans</p> <p>Staff voice Questionnaire outcomes Gatsby Benchmark awarded</p> <p>Displays on the board</p> <p>Unifrog platform Destinations</p> <p>Action plans for SEND/EHCP students</p>
<p>3.4: To implement an effective, all-embracing mentoring and intervention program for all students</p>	<p>Appoint a senior leader to organise and oversee the school's intervention systems</p>	<p>LA</p> <p>LA</p>	<p>Directory of intervention programmes to be used by staff for safeguarding, intervention (including early intervention)</p>	<p>Referrals made to intervention services/programmes</p>

Oswaldtwistle School Improvement Plan 2024-5

	<p>To create a directory of intervention programmes for both internal and outreach purposes</p> <p>To extend the mentoring and intervention team and provide the necessary CPD and support to create an effective team</p> <p>Ensure effective communication systems are in place for short term intervention students</p>	<p>LA, SG</p> <p>LA, Aca</p> <p>LA</p>	<p>All pupils assigned a mentor on admission More interventions available to pupils, parents and mainstream schools</p> <p>Training for mentors</p> <p>Partner secondary schools avidly sign students up for the various intervention programmes</p> <p>Detailed reports and reintegration support for returning intervention students</p>	<p>Weekly mentoring sessions for all pupils Completed CPD for staff on national college and other platforms</p> <p>Mentoring logs</p> <p>Host school list</p> <p>Reports Outreach support for returning students</p>
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>				

Oswaldtwistle School Improvement Plan 2024-5

Leadership and Management Key Objectives	Actions	Staff	Success criteria	Evidence
4.1: Secure whole school improvements through strategic appointments at both middle and senior management levels	Appointment of a new DHT to secure improvements in the areas of Behaviour, Attendance and Community Links	SM, Man Com	Appointed DHT secures improvements in behaviour, attendance and community links.	Attendance statistics improve Class chart green point/red point ratio improves. Suspensions decrease and ATL improves in the classroom and reflection entries decrease.
	Appointment of a new HLTA to secure Teaching Assistance excellence across the school	SM, JD, KD	TA skills in the areas of reading, adaptive teaching and learning, skilled use of IEPs and EHCP information allows for improved learning outcomes	Learning Walks Work scrutiny TA meeting minutes Reading outcomes and improvements. Behaviour logs
	Appointment of 2 new Assistant Headteachers to secure excellence in the field of PD, Support and Intervention, improved curriculum outcomes and whole school Performance data	SM, JD, LA	Outcomes linked to their area of responsibility and the school's KPIs demonstrate excellence Improved information sharing systems- ease of access of IEPs, reading ages tec.. Curriculum based platform for document storage and information sharing purposes,	DC outcomes 2024/5 year 11 qualifications outcomes ATL data Whole school data and KPIs termly updates Development of a school-based information app

Oswaldtwistle School Improvement Plan 2024-5

			<p>easing stress and supporting wellbeing</p> <p>A suite of intervention programmes caters for all students' needs and aids the removal of barriers.</p> <p>Careers, SMSC and Br Values Embedded by all members of the community.</p>	<p>A one note platform for storing subject specific documents</p> <p>Excellent intervention outcomes, Pupil voice and mentoring notes.</p> <p>Careers, SMSC and British values evidenced in medium term plans and lessons.</p> <p>Cultural capital related trips and extra-curricular activities.</p>
4.2 Continue to promote CPD and staff wellbeing	<p>To develop a more structured approach to Continuing Professional Development</p> <p>To deliver a Safeguarding and SEND CPD programme to all staff over the course of the academic year.</p> <p>To offer SEND drop-in sessions and lesson visits by the school SENDCo to help support pupil management and behaviour in the classroom</p>	<p>SM Line Managers</p> <p>AC, LA, SG</p> <p>SG</p>	<p>CPD built in to the Performance Management programme, allowing for 2 targets to be set by staff themselves according to 'needs' and areas of interest.</p> <p>3 weekly CPD sessions for staff development</p> <p>Staff knowledge in these areas enables them to support and effectively safeguard all students.</p> <p>Wellbeing RA to be embraced that informs the Wellbeing LM template</p>	<p>Performance Management targets</p> <p>Meeting minutes CPD training schedule</p> <p>Wellbeing RA LM Wellbeing template for meetings.</p>

Oswaldtwistle School Improvement Plan 2024-5

	<p>To develop a more focused approach to wellbeing Line Management meetings</p> <p>To embed an inclusive and compassionate ‘code of behaviour’ across the staff team</p> <p>To embed a ‘coaching ethos’ across all levels of management</p>	<p>SM Line Managers All staff</p>	<p>Wellbeing questionnaires to be circulated to all staff, termly. Wellbeing Friday /Wellbeing INSET day</p> <p>Training to be offered to all staff in the areas of compassionate and inclusive behaviour and leadership</p> <p>Coaching principles to be shared with members of extended SLT (Line Mangers)</p>	<p>Questionnaire data</p> <p>Meeting minutes</p> <p>Minutes of meetings Coaching documents</p>
<p>4.3 Greater and improved use of stakeholder voice and whole school data to support improvement</p>	<p>Termly analysis and action to follow all stakeholder responses</p> <p>KPIs identified in all aspects of school life and shared with data analyst.</p> <p>Improved strategic use of all data sets</p>	<p>SM, AA, JD, LA, AC, SG, teachers</p>	<p>Data banks in line with Calendared ‘voice’ activities and KPIs collated, analysed and effectively used to secure improvements</p> <p>Data sets in all KPI areas produced. To include subgroup analysis</p> <p>Improvements in the areas of behaviour, attendance, SEL, reading, safeguarding and outreach/intervention stats</p>	<p>Voice banks – pupil, parent, staff, community.</p> <p>Data banks for all KPIs</p> <p>Data outcomes across all sectors of school performance</p>
<p>4.4 Develop the school as a local hub for</p>	<p>Organise themed intervention programmes for all schools/students in D11/14</p>	<p>LA</p>	<p>Short-term, long-term intervention programme supports excellent outcomes</p>	<p>KPI outcomes in this area.</p>

Oswaldtwistle School Improvement Plan 2024-5

<p>parents and members of the wider community</p>	<p>Offer a programme of SEND support to Primary schools in D11</p> <p>Offer a programme of Evening Adult Education classes for the local community</p> <p>Work closely with a local charity and organisations to promote community cohesion</p> <p>Termly Safeguarding/SEND meetings for parents</p>	<p>SG</p> <p>AA</p> <p>AA</p> <p>AC, SG</p>	<p>for all participating students from both D11/D14.</p> <p>Outreach Safeguarding programmes take place and are accessed by students in D11/D14.</p> <p>Outreach programme successfully rolled out to all primary schools in D11/14. Pupil outcomes/gains - excellent</p> <p>Evening classes successfully roll out. Community outreach activities Charity related activities</p> <p>Activities linked to these organisations take place at school and in the local community</p>	<p>Participating schools/students' feedback.</p> <p>SLA – detailing offers in this area Staff voice and pupil voice at primary level</p> <p>Adult voice Community event reports Charity events Newsletters to parents</p> <p>Photos and reports of charity events and OAP home activities appear in local newspapers and on the website.</p>
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Spring term:</p> <p>Summer Term:</p>				

Oswaldtwistle School Improvement Plan 2024-5