

Oswaldtwistle School School Improvement Plan 2025/26



Oswaldtwistle School Improvement Plan 2025-6

SCHOOL CONTEXT (8 TH OCTOBER 2025)					
Number of pupils on roll	101	Number of pupils eligible for pupil premium	61%	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	K – % EHCP- %
Number of permanently excluded pupils	94 (93%)	% Number of Medical students	3 (2.9%)	% Number of intervention students	2 (1.9%)
<p>Premises/provision offer</p> <p>Main building – full curriculum offer for KS3 and KS4 students.</p> <p>The Bridge – for students with poor mental health and medical needs.</p> <p>High needs provision after school/ Winter students - students who present as a threat/great disruption to the learning of others.</p>		Most recent Ofsted grade	Good	Staff turnover for the previous year	2
Percentage of pupils with English as an additional language (EAL)	2 (1.9%)%				
Number of pupils 'Looked After'	2 (1.9%)				
Budget information	The budget continues to be very healthy with a significant reserve.				

Oswaldtwistle School Improvement Plan 2025-6

Key performance indicators for the next 3 years

- 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.

November 2024 Ofsted Inspection – areas for improvement:

From time to time, pupils are not given opportunities to review their work. This includes their writing in English. This means that they do not have opportunities to spot some of the errors that they have made, which affects the quality of their written work. The school should ensure that pupils have time to review their work to allow them to address any recurring errors.

At times, staff do not use the most effective strategies in the classroom to support some pupils, including pupils with SEND. This makes it more difficult for pupils to learn the required content. The school should ensure that staff have the knowledge and skills to select the most effective strategies to support pupils with their learning.

Oswaldtwistle School Improvement Plan 2025-6

Overview of key focus areas and objectives for 2025/6	
Focus area	Objectives
Quality of Education	<ul style="list-style-type: none"> 1.1 To secure improved outcomes for our more able and gifted students (JD) 1.2 To embed the use of writing and oracy across the curriculum (SM) 1.3 To embed effective practice in the area of formative assessment and improvement work (JD) 1.4 To develop a more strategic and inclusive approach to teaching and learning (SG)
Behaviour and Attitudes	<ul style="list-style-type: none"> 2.1 To embed a data informed approach to improving attendance and behavior (AA) 2.2 To develop a more strategic and personalized approach to managing student behavior (AA/SG) 2.3 To consistently apply the attendance intervention systems as advocated by the DFE and LCC (AA/AC) 2.4 To further promote improved levels of parental/family engagement (AC/SG)
Personal Development	<ul style="list-style-type: none"> 3.1 To further develop extra-curriculum, enrichment activities and cultural capital (LP/MT) 3.2 Continue to deliver an outstanding careers programme in line with the revised Gatsby Benchmarks (LP) 3.3 To develop student knowledge, understanding and use of AI and IT (JD) 3.4 Further develop the role of Pupil Leaders and Pupil Mentors (MT)
Leadership and Management	<ul style="list-style-type: none"> 4.1 To further develop and refine the school's response to critical incidents (KS) 4.2 To continue to strengthen the role of Governors' in school improvement (support and challenge) (SM) 4.3 To embrace and implement the revised Ofsted Framework (SM) 4.4 To continue to develop and diversify the school's community links (AA)

Oswaldtwistle School Improvement Plan 2025-6

Quality of Education Key Objectives	Actions	staff	Success criteria	Evidence
1:1 To secure improved outcomes for our more able and gifted students	Develop a system that allows the identification of the more gifted and able students within the cohort each year.	JD, all staff	Clear criteria for identifying gifted and more able students are consistently applied across subjects. Staff are confident in recognising potential beyond academic performance. Identification is inclusive, considering diverse talents and backgrounds. Policy detailing system shared with staff	Published identification policy or framework. Records of identified students with rationale and supporting data. Review outcomes showing increased accuracy and inclusivity in identification.
	Deliver CPD of the strategies that allow the gifted and able students to prosper within the school.	JD	Staff confidently apply strategies to stretch more able learners. Observations show increased use of higher-order questioning and challenge tasks. Students report feeling more intellectually stimulated.	Staff training logs and feedback on identification practices. CPD attendance records and materials.
	Use Data to Monitor and Intervene Early	JD, all staff	Regular tracking identifies underperformance or plateauing among gifted students. Timely interventions are put in place and reviewed. Students maintain or exceed expected progress trajectories.	Lesson observation notes or walkthrough feedback. Pupil voice surveys on classroom challenge.
	Engage Parents and Carers in Supporting High Potential	JD	Parents understand how to support their child's learning and aspirations. Increased parental engagement in school events and feedback processes.	Data dashboards or tracking sheets. Records of interventions and their outcomes. Termly progress reports showing sustained or

Oswaldtwistle School Improvement Plan 2025-6

				accelerated progress. (DC and QA) Feedback forms or surveys from parents.
1.2 To embed the use of writing and oracy across the curriculum	Half termly extended writing and oracy activities to take place in every subject at the end of each half term	SM, AB (all staff)	Outstanding written work rewarded in Celebration assembly. Improved Extended writing skills observed in lessons	Samples of work retained Good news assembly agendas Work scrutiny exercises evidence improvements
	Half termly writing focus e.g. Capital letters, use of paragraphs	SM/AB (all staff)	Improved use of focus areas over time during.	Work scrutiny exercises evidence improvements Record of half termly focus areas
	Oracy to be promoted in conjunction with form time reading sessions and fortnightly reading activities.	SM/AB (all staff)	Students' ability to listen to others and continue/extend conversations and debate topical issues improves.	SLT 'Drop ins' and pupil voice evidence promotion of oracy skills
	Oracy skills training to be offered to all staff by Lead for English.	SM/AB (all staff)	Staff are aware of the differing approaches/strategies to promoting oracy and embrace these in lessons.	Staff meeting agenda/minutes
1.3 To embed effective practice in the area of formative assessment and improvement work	Establish Collaborative Moderation and Feedback Practices	JD, teachers and TAs	Staff regularly engage in moderation to ensure consistency in formative assessment. Feedback is timely, specific, and leads to measurable improvement. Professional dialogue supports reflective practice.	Moderation meeting minutes and samples of assessed work. Feedback logs or improvement tracking.
	Provide Targeted CPD on Formative Assessment Techniques		Staff confidence and competence in using formative assessment increases. CPD leads to observable changes in classroom practice.	Staff reflections or CPD evaluations.

Oswaldtwistle School Improvement Plan 2025-6

	Monitor and Evaluate Impact of Formative Assessment		<p>Staff share best practice and reflect on impact.</p> <p>Subject teams regularly review formative assessment practice.</p> <p>Data shows improved outcomes linked to formative strategies.</p> <p>Adjustments are made based on evidence and feedback.</p>	<p>CPD attendance records and evaluations.</p> <p>Lesson observation notes or peer reviews.</p> <p>Staff reflections or action research findings.</p> <p>Pupil progress data.</p> <p>Staff and student feedback on assessment practices.</p>
1.4 To develop a more strategic and inclusive approach to teaching and learning	Inclusion working party and SENDCo share suggested learning strategies with all staff	SG	<p>Staff to be aware and included in the strategies for each individual student.</p> <p>Improved engagement in the classroom and improved behaviour.</p>	<p>Inclusion meetings</p> <p>Inclusion working party meeting three weekly</p>
Behaviour and Attitudes Key Objectives	Actions	Staff	Success criteria	Evidence
2.1 To embed a data informed approach to improving attendance and behaviour	Weekly/Termly behaviour analysis from ClassCharts shared with staff. Termly shared with the management committee	AA, all staff	<p>Staff are fully aware of the students in school who are causing the most concerns on a weekly basis</p> <p>Keyworker will pick up with their students and communicate issues with parents/career</p> <p>Students will begin to follow the school rules which will reduce the amount on report</p> <p>Weekly awards will be issued during good news assembly for most improved behaviour</p> <p>Struggling students will receive immediate targeted support</p>	<p>Consequences reduce</p> <p>Behaviour around school and in classrooms is positive</p> <p>Suspensions reduce</p>

Oswaldtwistle School Improvement Plan 2025-6

	Weekly/half termly and termly attendance data shared with staff. Half termly and termly data shared with the management committee.	AA/AC/JS	<p>Parents/careers will be involved from the outset</p> <p>AC will send out weekly attendance figures to all staff</p> <p>Form tutors/keyworkers will discuss any attendance issues with their tutees and alert the attendance officer to patterns that they may notice</p> <p>A non-attender spreadsheet will be created and updated weekly. This will then be used to identify which students require weekly home visits</p> <p>Weekly awards will be issued during good news assembly for most improved attendance</p> <p>100% attenders will be placed in half termly draw to receive a £10 voucher.</p>	<p>Attendance will increase</p> <p>Non-attenders will decrease</p>
2.2 To develop a more strategic and personalized approach to managing student behaviour	<p>Shared behaviour and SEN strategies with staff</p> <p>SEN and behaviour lesson drop ins</p> <p>Inclusion working party</p>	<p>AA/SG</p> <p>AA, SG and SLT</p> <p>Working party members</p>	<p>Inclusion meetings every Wednesday at the end of whole staff meetings to discuss positive good practice and behaviour strategies- which will then reduce behaviour incidents in the classroom and social time.</p> <p>All teachers will be using the shared strategies for behaviour and SEN in classrooms</p> <p>To meet every 3 weeks as a group to discuss behaviour and SEN strategies to then share during whole staff meetings during the last five minutes to ensure all students are supported consistently across the whole school by all staff.</p>	<p>Inclusion meeting weekly at the end of the staff meetings</p> <p>Reduction of students on report</p> <p>Improved outcomes for all students and reductions in red consequences</p>

Oswaldtwistle School Improvement Plan 2025-6

	<p>Weekly SEN Updates</p> <p>SG to take the school through the inclusion award starting 10/2025</p> <p>Engagement with parents in the community and within school</p>	<p>SG</p>	<p>Weekly emails sent to staff with updates from the local authority and general SEN updates for students on additional register</p> <p>Completion of portfolio to evidence six strands</p> <ol style="list-style-type: none"> 1. Compliance 2. Parental Engagement 3. Leadership 4. Identification of SEND 5. High quality teaching 6. Promoting inclusivity <p>Keyworkers making regular phone calls home to parents/carers with weekly/daily updates</p> <p>Parents carers more involved with school life</p> <p>Outreach to parents in hard to access areas (Bacup, Rossendale, Burnley)</p> <p>Completed inclusion award</p>	<p>Improved outcomes for all students and reductions in red consequences</p> <p>Weekly emails, staff discussions and evidence towards graduated pathway</p> <p>Phone call logs</p> <p>Reduction in students on report</p> <p>Improved behaviour in and around school</p> <p>Increased parental engagement.</p> <p>Award received</p>
<p>2.3 To consistently apply the attendance intervention systems as advocated by the DFE and LCC</p>	<p>Work in unison with our link LCC attendance links for East Lancashire and in line with Government documentation</p>	<p>AA/AC</p>	<p>Visits made by LCC AP Officer and linked attendance officer</p> <p>LCC support sending official letters to parents regarding the child's attendance.</p>	<p>Positive links in place with LCC</p> <p>Data demonstrates improved attendance figures.</p>

Oswaldtwistle School Improvement Plan 2025-6

	<p>Complete Early Help Assessment requests for poor attenders and secure appropriate support from agencies</p> <p>Outreach Team and Family support worker engage with non/poor attenders and put action plans together.</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>AC</p> <p>AC, GR, RL</p>	<p>Attendance improves with marked reduction in P/T timetables.</p> <p>AC to complete an EHA online to ascertain the type of support required for families</p> <p>Social workers and CFWS more involved and offer support</p> <p>Attendance data analysed each half term and termly and shared with staff and MC</p> <p>Non-attenders Spreadsheet completed weekly and used to identify students who require support</p> <p>Attendance shared weekly with Keyworkers</p>	<p>Persistent absentee levels decrease.</p> <p>Assessments made</p> <p>CFWS and social services visits/meeting minutes</p> <p>Action Plans</p> <p>Agency involvement logs</p> <p>Case studies</p> <p>Home visits/Mentoring</p> <p>Provisoion changes</p> <p>Keyworker calls made to parents/carers and targets set</p> <p>Community police support</p>
<p>2.4 To further promote improved levels of parental/family engagement</p>	<p>To further promote improved levels of parental/family engagement by organising two structured Parents' Evenings.</p>	<p>SG/AC</p>	<p>At least 75% of parents report an increased understanding of their child's progress and support needs.</p>	<p>Parent feedback forms/survey results.</p> <p>-Parent/ carer attendance record</p> <p>-Session attendance logs.</p>

Oswaldtwistle School Improvement Plan 2025-6

<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 develop extra-curricular and enrichment activities	To offer varied lunch time activities	LP/MT	To provide different lunch time activities each day	All pupils engaged in positive behaviour at lunch times
	To provide extra – curricular sports fixtures		To support opportunities for pupils to access extra curricular sports fixtures	Participation in inter school sports
	To increase enrichment opportunities		Increase engagement with enrichment activities	Positive behaviour seen during enrichment periods.
	To secure an indoor PE facility on site	SM/KS	Existing Muga to be created into an indoor PE facility Feasibility study to be carried out by LCC Planning permission obtained Tendering Process Governor Approval	All pupils to participate in enriching activities. Associated documentation linked to the various stages in the process. Pupils involved in PE activities in the indoor facility

Oswaldtwistle School Improvement Plan 2025-6

<p>3.2 Continue to deliver an outstanding careers programme in line with the revised Gatsby Benchmarks</p>	<p>To create/train a careers lead</p> <p>All pupils to receive 1 to 1 careers support from a qualified advisor</p> <p>Increased opportunities for pupils to visit further education for both KS3 and KS4</p> <p>Increased encounters with business, employers and apprenticeships for both KS3 and KS4</p>	<p>LP</p>	<p>Completion of L6 careers lead training</p> <p>Successful participation in careers interview with appropriate staff</p> <p>Next steps for all pupils in year 11 regarding college and /or apprenticeships</p> <p>Increased knowledge of further opportunities for pupils after school</p> <p>Calendar of visits schedule</p>	<p>Successful accreditation of Level6 careers lead</p> <p>Personalised action plans</p> <p>Unifrog evidence of visits to higher education/ employment</p> <p>Positive pupil voice</p> <p>Gatsby Benchmark awarded</p>
<p>3.4: Further develop the role of Pupil Leaders and Pupil Mentors</p>	<p>To recruit KS4 pupils to the Student Leadership programme</p> <p>Establish duties and responsibilities for student leaders.</p> <p>To implement KS4 role models for behaviour</p> <p>Regular student council meetings</p>	<p>MT/LP</p>	<p>Acceptance into programme for KS4 pupils</p> <p>Duty rota designed and implemented</p> <p>Positive use of responsibilities</p> <p>Wider student population respond positively to role models</p> <p>Student voice and thoughts help shape school developments and improvements.</p>	<p>Pupils receiving and wearing leadership badges</p> <p>Successful duty rota in place</p> <p>Positive pupil voice</p> <p>Increased positive behaviour during social times and on corridor.</p> <p>Meeting minutes</p>

Oswaldtwistle School Improvement Plan 2025-6

<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 further develop and refine the school's response to critical incidents and online activity	<p>School Emergency Plans reviewed annually</p> <p>Protection of Premises Act training</p>	KS	<p>Ensure that the school Emergency plan is reviewed annually</p> <p>DfE – National Counter Terrorism Security Office Education Webinar “Protection of Premises” attend by KS</p> <p>Implement (if deemed necessary as out of scope) all aspects of National Protection of security Authority – Protection of Premises Act</p> <p>Training on ACT for Education – all SLT & key personel, to include SCaN video</p> <p>SLT read & understood</p> <ul style="list-style-type: none"> • Martins Laws & NACTO Factsheet • School Emergency and Security Plan • Security in LCC Premises <p>Training of all staff on ACT for Education – including supply and SCaN video</p>	<p>School is adhering to The Emergency Plan</p> <p>SLT demonstrate awareness of hostile reconnaissance increases</p> <p>Staff demonstrate awareness of hostile</p>

Oswaldtwistle School Improvement Plan 2025-6

	<p>Protection Of Premises Act (Martyn's Law) to be implemented & adhered to. Public protection procedures should be carried out with different scenario's</p> <p>Carry out differing lockdown scenarios</p>		<p>All pupils to watch Act for Youth – Run, Hide & Tell</p> <p>Have in place “so far as reasonably practicable appropriate public protection procedures to reasonably reduce the risk of harm</p> <ul style="list-style-type: none"> • Evacuation • Invacuation • Lockdown • Communication <p>Suitable Lockdown solutions known and rehearsed</p>	<p>reconnaissance and how to help control it.</p> <p>Increase pupil awareness of hostile reconnaissance and how to help control it.</p> <p>All different Scenarios practised – Evacuation, Invacuation, Lockdown & Communication</p> <p>All School Emergency scenarios practiced on a regular basis</p>
<p>4.2 To continue to strengthen the role of Governors’ in school improvement (support and challenge)</p>	<p>To further develop links between Subject Leaders/Area Leads and Governors</p> <p>Continue to encourage Governor attendance at school events</p>	<p>SM, subject/school area leads, Governors</p> <p>SM, Governors</p>	<p>Increase frequency of visits to once termly.</p> <p>All areas of school life connect with a Governor</p> <p>All Governors attend at least 2 events per year.</p>	<p>Visit logs evidence 3 per year</p> <p>Comprehensive list of connections available</p> <p>Log of events and Governor attendance details</p>
<p>4.3 To embrace and implement the revised Ofsted Framework</p>	<p>The Headteacher to share the revised Ofsted Toolkit with all staff</p> <p>Attendance at an Ofsted framework/assessment course.</p>	<p>SM, all staff</p> <p>SM, all staff</p>	<p>All staff are aware of the adjustments and assessment alterations</p> <p>SLT and wider team members demonstrate a good understanding of the changes</p>	<p>Email to all staff sharing relevant documentation</p> <p>Course attendance details</p>

Oswaldtwistle School Improvement Plan 2025-6

	<p>Subsequent dissemination of information to SLT members and the wider team.</p> <p>Headteacher to coordinate necessary amendments/adjustments to all areas of the framework</p>	SM, all staff	Revised structures and systems in place by the end of the academic year	<p>Meeting agendas – whole staff, department and Line Management</p> <p>Staff voice, revised Systems/structures and related documentation in use</p>
4.4 To continue to develop and diversify the school's community links	<p>Continue to support of locally linked charity Maundy Relief</p> <p>School council to discuss ways to raise money</p> <p>Organise Oswaldtwistle Christmas and Summer Fayre</p> <p>Media coverage of events via radio, newspapers and Facebook</p>	<p>AA</p> <p>AA</p> <p>AA/KD/Enterprise group</p> <p>AA, SG</p>	<p>Visits to school by members of the charity and visits by students to the base of the charity</p> <p>Ideas implemented and money raised</p> <p>Christmas and Summer Fayres take place and are well attended by students, friends, family and the local community.</p> <p>Community events publicised in local papers and on Facebook</p>	<p>Visit logs</p> <p>Council minutes</p> <p>Charity money banked and shared with charity</p> <p>Facebook entries Newspaper articles</p>
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Spring term:</p> <p>Summer Term:</p>				