



Four Swannes Primary School

Self - Evaluation Summary 2023/24



Quality of Education

- The teaching of Maths is a key priority with the introduction of an improved scheme of work (White Rose) to improve delivery and quality of education.
- Phonics assessment is now delivered in a more consistent manner with the emphasis on moving children to word books at the appropriate time/point
- With support from subject leaders, teachers are moving away from pre-planned schemes and developing personal plans to enable a focused and dynamic curriculum.

Key areas for development:

- To improve attainment and progress in Maths for all children
- EYFS provision in both physical and strategic aspects

Personal Development

- Introduction of a set of values that will underpin all aspects of school life based on the acronym B.R.I.G.H.T.
- Multiple opportunities have been developed for children to take leadership roles (Wellbeing, Digital Leaders, Diversity, School Council, Sports Leaders).
- Online Safety a key area that has been addressed both internally and externally through IT lead and CHEXs.

Key areas for development :

- A new approach to PSHE is required and the JIGSAW program has been identified as a strong model moving forward.
- Visibility of Online Safety guidance in classroom and communal areas.

Leadership and Management

- SLT leaders have shared vision and high expectations for the school in terms of quality of teaching, learning opportunities and staff development.
- Subject leaders, and particularly those that are new to the role, receive appropriate training and support to ensure the on-going development of the school's curriculum is delivered in the most effective and efficient manner.

Key areas for development :

- Defined link roles for SLT and Governors will need to be developed with monitoring and reporting carried out appropriately.
- To increase the visibility and participation of the school within local communities (Subject Leader networks, collaborative working relationships, community groups and other providers) for the benefit of children, their families and staff development.

EYFS

- Both EYFS teachers are completing the NPQEYL accreditation.
- Further development of transition between EYFS and KS1 curriculum.
- Physical environment to be planned and comprehensive system of improvements made to support learning.

Key areas for development :

- Audit of systems and process to take place using ECERs and ITERs to establish best practice.
- Links to be made with schools that have similar settings to share best practice principles.

Behaviour and Attitudes

- Positive and appropriate behaviour continues to be a leading facet at Four Swannes with offsite trips being a particular strength.
- Consistent reinforcement of expected behaviours from all staff is supporting all children.
- New staff, in particular ECTs, need further training and development to give a range of techniques to ensure at least good behaviour management.

Key areas for development:

- Whole school behaviour approach using a defined resource could see further improvements. Potential for Positive Noticing or similar scheme.



Overall Effectiveness



Children at Four Swannes School achieve standards which are currently just below national standard. This is impacted by the high level of EAL which is consistently approximately at 60% of families.

Safeguarding procedures are effective and robust; pupils and their parents say they feel that school is a safe place.

The school is a community where people have strong relationships, care for one another and respect difference.

Key areas for development :

Develop the profile of the school as a professional learning community so that good practice can be shared to positively impact pupil outcomes.

Continue to develop the cycle of improvement that impact all children's learning.

Developments since last Ofsted.

Phonics : Introduction and implementation of new SoW (Little Wandle). Comprehensive training of all teachers and support staff to ensure delivery is consistent. Pupils receive grouped support on a daily basis with substantial opportunities for intervention where required. TLA and HIP advise of where development points are required supporting the need to embed as part of the schools approach to reading.

Reading : Consistent whole school approach to reading adopting a shared vision of a 'love of reading'. Pupil's reading areas created to support engagement. A wide range of new texts purchased to support reading scheme linked specifically to the phonics SoW. Teachers read to pupils at 3pm every day. Whole school focus on rich text through the English curriculum. Provision part of HIP and TLA agenda, in particular any support required for lowest 20%. Subject leader has engaged in HfL training and attended curriculum meetings with information disseminated to colleagues through staff training.

Foundation Subjects: Staff turnover has impacted heavily on the experience level of subject leaders in the school. A comprehensive training programme has been implemented to support all foundation subject through HfL, both onsite and through the Development Centre. This will ensure the quality of provision will be maintained to a high standard moving forward. Changes to planning and assessment in all foundation subjects is being developed over the year.

School Leadership: Role of governing body has been developed with an emphasis on the need to hold school leaders to account. There has been a positive change in members of the governing body with a renewed enthusiasm to guide the school. Link roles have been identified and process to be implemented. Subject leaders have been given more responsibility in subject areas with a focus on assessment and outcomes. Training has been delivered via HIP, Deputy head and HfL opportunities.

Context

A change in staff demographic with three 2nd year ECTs and one 1st year ECT as well as one teacher newly qualified. This is offset with three highly experienced practitioners.

Two SLT members and the Deputy Head are mentors to ECTS. NPQSL and 2 x NPQEYFS are being completed. Deputy Head is training to be the school SENDCo.

Introduction of 30 hours nursery provision.

New Vice Chair of Governors and 2 new governors recruited. Increased training, school visits, reporting format, link roles and SEND/Safeguarding focus. Skills audit completed.

Sustained high level of EAL with approximately 60% of children.

Increase in SEND needs and development in assessment process. 7 EHCP either agreed or in assessment process.

Increase in SALT and social skill needs in EYFS.

Continue to develop strategies to positively impact persistent and overall absences.