



Four Swannes Primary School

School Improvement Plan (SIP) 2022/23

SCHOOL CONTEXT					
Number of pupils on roll	195	Number of pupils eligible for pupil premium	62	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	25
Percentage of pupils on track to meet expected standard/attainment targets	59%	Percentage of pupils on track to exceed expected standard/attainment targets	6%	Number of pupils currently not on track to meet expected standard/attainment targets	82
		Most recent Ofsted grade	Good	Staff turnover for the previous year	Low
Percentage of pupils with English as an additional language (EAL)	60%				
Overall absence	93.4% (2021/22)	Persistent absence	25.5% (2021/22)		
Key Ofsted actions from last report	• Make sure that the teaching, learning and assessment of all aspects of the curriculum is equally strong by: – ensuring that all subject leaders accurately monitor the quality of provision on pupils' achievement – providing training which helps staff to improve their practice. • Measure the impact of pupil premium spending on disadvantaged pupils in a way that informs future planning. • Advise parents about how subjects are taught and support them in helping their children to learn at home.				
Key areas to improve	Reading, Phonics, Leadership, Safeguarding monitoring, SEND provision				
Key staffing areas of issue	Number of support staff to enable robust intervention timetable				

SCHOOL CONTEXT	
Budget information	Minimal carry forward. Recent financial inspection by HCC (HfL) found forecast healthy and found no areas of concern. Still awaiting official report (08.22)
Key performance indicators for the next 3 years	

OBJECTIVES FOR	
Achievement gap issues	60% + EAL leads to issues, in particular reading ability levels. Covid impact is still an on-going issue. Parental support questionable in many family units.
Objective 1	Quality of Education (curriculum, SMSC, equality)
Objective 2	Reading (phonics, 20%)
Objective 3	SEND (policies, assessment, support, PPG)
Objective 4	Leadership (governors roles and responsibilities, SLT, subject leaders)
Objective 5	Safeguarding (governance, monitoring, training, pupil/parent/staff voice)

OBJECTIVE 1: Quality of education

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ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
To embed a curriculum that is coherently planned and sequenced which motivates and engages children in their learning	Evaluate and develop the current curriculum through coaching and mentoring ensuring AfL is used to maximise learning Ensure the recording of learning is varied and meets the needs of all learners Improve staff's pedagogical understanding and explore ways to deliver knowledge, to ensure children develop subject related skills Continue to develop unit plans for each subject area	Subject leaders	Autumn term and on-going	AM to monitor on a half termly basis. NK (gov) link role	An improvement in pupils' skills and knowledge in all areas of the curriculum Monitoring timetable and assessment information analysis Clear progression of skills and knowledge across subjects Differentiation in recording of learning that meets the needs of all learners	

OBJECTIVE 1: Quality of education						
Ensure that foundation subjects are designed to include aspects of the local environment and meet the needs of the schools demographic (multicultural, EAL, SMSC)	Identify opportunities to celebrate the school's multicultural identity through curriculum led events Collaborate with the wider community to support a whole school inclusion Invest in resources where possible to support those children with language barriers Monitor the inclusion of equality of learning through defined support (planning, small groups, 1-1) Evaluate the inclusion of SMSC aspects in MTP and LTP in foundation subject areas	VE, CS, SH, AA, AP	Autumn term has examples and then on-going	Subject leaders to self evaluate through half termly drop-ins AM to monitor on a half termly basis NK (gov) link role	Children have a better understanding of the local area and how it effects community A more inviting and exciting curriculum which will heighten children's engagement and increase learning opportunities Wider community will engage directly with the school through extra-curricular events/activities	
Quality first teaching is to the highest standard	Identify where support and development is required to ensure best practice Pupil voice activities to establish that learning opportunities are delivered to meet needs Regular CPD (areas such as PE and foundation subjects) through external or internal (e.g. team teach) to support all teacher development, where required	All teaching staff	Constant on-going	AM/SLT: Termly lesson observation Book looks Pupil voice	All teaching is at least good with experienced teachers displaying a majority of outstanding Pupils understand high expectations set by teachers Evidence of CPD having positive impact on classroom practice	

OBJECTIVE 1: Quality of education						
Improve pupil outcomes so that they are at least in line with national average	Use AfL and summative tests to monitor children's progress and attainment to inform teaching and learning across the school Quality assure the test process across the school Staff to have a whole year assessment schedule with clear deadlines that need to be adhered to Tests are administered consistently across the school which will give accurate assessments of the children	All staff/AM	Termly	DfE assessment End of unit assessment Termly PPM Governing body (link gov)	End of KS assessments are in line with national (to be reviewed based on Autumn statistics)	

OBJECTIVE 2: Reading and phonics						
ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS

OBJECTIVE 2: Reading and phonics						
Improve all pupils reading attainment	Provide training to embed staff's understanding of the pedagogy of reading Ensure the transition from phonics to fluent reading is tracked and meets the needs of all children Sustain the 'Reading for Pleasure' across the school Continue with the end of day reading focus Whole class guided reading in KS2 with carousel approach in KS1 (Year 2 to progress to whole class spring term)	All staff/CK	On-going	Termly	Increase in whole school reading attainment EXS+ (associate with national in some context) Evidence that bottom 20% gap is decreasing Decrease in % of children reading at PRE term on term	New texts for each year group
High focus on language and vocabulary development	Ensure that all subjects have identified key vocabulary in each unit Book looks and pupil voice to assess use of key vocabulary across subject areas Monitor spellings practice and embedded strategies	All Staff/Subject Leaders	On-going	Termly CK	Pupil voice evidences the embedded vocab Written work has an improved level of subject specific vocabulary Spelling test results show a positive trend	Laminated knowledge organisers Spelling books

OBJECTIVE 2: Reading and phonics

Phonics skills become embedded so that the children have the skills to read fluently	Implement Little Wandle to the whole school Ensure a systematic approach to the teaching of phonics and reading across the whole school through frequent monitoring Ensure pupils reading books in EYFS and KS1 are fully aligned with the phonics programme Embed robust system of interventions to support LPA and SEND	All staff/AP/CK	Intense autumn term then on-going	Half termly AP Overview CK	Accelerated progress for bottom 20% Phonics screening 75% Year 1 and 100% Year 2 (consider outliers with case study to support through PPM)	Little Wandle £4500 +

OBJECTIVE 3: SEND

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ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
To ensure classroom provision meets the needs of disadvantaged children	Half termly monitoring of classroom practice Ensure minimal requirements are in place (visual timetable, lanyards) Planning identifies those children requiring support Drop-in visits evidence children receiving required support and that the support is effective	SENCO	To start in September and continue throughout school year	JB/AM End of each half term	Development of support and Send approach in classroom practice Visible improvement in environment Teacher see and receive practical support where needed	Laminated resources for visual timetable Lanyards and prompt cards for all teaching staff

OBJECTIVE 3: SEND						
A robust timetable of intervention to support disadvantaged children	Daily intervention timetabled to support children both academically and with SMSC requirements Overlap with phonics intervention support (liaise with phonics lead AP) Monitor progress and attainment through assessment and report to HT/CoG	SENCO	September 2022	JB/AM to monitor half termly	Accelerated learning through increased opportunity for SEND and disadvantaged children Teacher will see actions taking place to support Robust assessment leads to identification of valuable impact	
Pupil premium strategy specific to school needs	A fully costed and planned strategy to be presented to business manager (finance) and governing body Monitoring schedule (half termly minimum) to ensure key points are delivered	SENCO	Autumn term 2022	LOC/AM/JB	Clear identification of appropriate PPG spend to support the needs of children Strategy of spend transparent and actual visible to all partners Monitoring will ensure best practice	

OBJECTIVE 3: SEND						
SEND offer and SEND policy	SEND offer to be completed in light of consultation outcomes SEND policy to be rewritten considering any changes, both nationally and locally, and specific to school's demographic	SENCO	September 2022	LOC/AM/JB	Appropriate policies are reviewed, updated and published in accordance with statutory and school guidance. Website policies are maintained	
Statutory requirements related to parental communication and information to be met	All parents with children recorded on the SEND register to be informed SENCO to attend parent consultations or to have separate appointments Teachers are to be supported in communicating children's needs where required	SENCO	September 2022	JB/AM	All parents/carers are informed that children are on school's SEND register as per statutory Parents are able to identify the supportive nature of the school related to SEND All staff can feel confident in having appropriate professional guidance and support when communicating with families where there is a SEND need	

OBJECTIVE 4: Leadership and Management						
ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
Improve the effectiveness of the governing body so that they are better able to hold leaders to account	Revisit governors code of conduct Re-issue governor role descriptions so that all are aware of responsibilities and expectations Re-establish governor link roles Devise an annual planner to help plan both agendas and work tasks each term focusing on school improvement Conduct regular governor visits to school	JB/AM	Autumn term 5 th Oct FGB	JB/DC	Code of conduct is updated and evidence that each governor has read and understood CoC Governors have a very clear understanding of their role and responsibilities Governor visits are scheduled with clear criteria Governor support and advice for teachers and subject leaders is of value and supportive	

OBJECTIVE 4: Leadership and Management

Foundation subject leaders to develop curriculum area	All subject leaders are to take responsibility for ensuring subject is driven forward as an important parts of the school's curriculum Carry out termly monitoring including lesson visits and pupil voice Ensure evidence is recorded and in folders LTP and MTP to be updated where required with unit overviews for each cohort Clear assessment process for subject with understanding of how this will be used to inform progress	All subject leaders AM to monitor	First actions Sept 22 then on-going	AM to monitor leaders half termly Subject leaders to monitor subject at least once per term	Definition of subject leader role and responsibilities is clear and transparent Better understanding from all subject leaders of how subject impacts the school curriculum Pupil voice clearly evidences the progress of children's knowledge in all subject areas Visible improvement in organization both in hard files and web based Assessment creates useful data to give subject leaders, senior leaders and governors an overview of subject success	
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OBJECTIVE 4: Leadership and Management

Distributed Leadership empowering leaders to be more effective developing the quality of education	SLT members given specific roles (behaviour, assessment, EYFS lead and online safety) to improve the strategic approach to learning CPD opportunities to support individual development (NPQ etc) SLT members to implement strategies (behaviour monitoring and policy, assessment process and monitoring of, internet filtering, etc) to monitor whole school impact related to role Whole school training and coaching sessions to colleagues pertaining to specific roles Subject leaders to present in FGB meetings and to use staff meeting time to develop colleagues	SLT	Sept 22 on-going	SLT meetings 07.11, 16.01, 27.02, 24.04, 12.06, 10.07 Other adhoc meetings where required AM to monitor progress of SLT	SLT members involved in fundamental changes to improve school performance and to give evolved learning opportunity through strategic improvements Visible change in behaviour towards supporting colleagues and increased levels of integrity towards Four Swannes school Supporting senior leaders and governing body in leading the school towards an improved provision for all children	NPQ are fully funded by DfE Teaching cover should be an internal cost Subject leader and teacher training to come from school's training budget (£6000)

OBJECTIVE 5: Safeguarding

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ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
Keeping children safe online	Maintain effective oversight of the use of social media by staff and pupils Appropriate filters and monitoring systems are in place to protect pupils from potentially harmful online material Pupils are taught about safeguarding risks, including keeping themselves safe online Staff and leaders understand the risks posed by adults or young people who use the internet to bully, groom or abuse children or vulnerable adults Strategies are in place to keep pupils safe online, and help them recognise risks and get help Internet filtering each half-term	AA	Initial setup Autumn term and then on-going	AA/DC/AM In line with monitoring schedule	A rolling programme of online safety initiatives (assemblies, safety weeks, planned events etc) to support children (including visible advice in classrooms – Think U Know etc) Current and transparent school policy related to online safety Schools filtering system fit for purpose and will be maintained regularly KCSiE online safety aspect to be shared with staff as key update. Read and understood by all staff	

OBJECTIVE 5: Safeguarding

Safeguarding arrangements and culture of safeguarding	Staff, governors and volunteers receive appropriate training that is updated regularly Receive regular updates on safeguarding and disseminate appropriately Implement robust monitoring schedule with leaders ensuring adherence Leaders demonstrate knowledge of their responsibilities relating to the protection of children	AM/DC/JW All staff and governors	KCSiE training Sept 22 and ongoing	AM/JW/DC Linked to safeguarding monitoring schedule	Training governor (PS) and safeguarding governor (DC) will identify any training needs and ensure carried out on a rolling programme All safeguarding updates will be disseminated to all relevant parties Schedule of monitoring in place and scrutinised by AM/DC Regular item on FGB agenda with written reports to support	