



Four Swannes Primary School

School Improvement Plan (SIP) 2023/24

SCHOOL CONTEXT					
Number of pupils on roll	190	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	28
Percentage of pupils on track to meet expected standard/attainment targets	43%	Percentage of pupils on track to exceed expected standard/attainment targets	7%	Number of pupils currently not on track to meet expected standard/attainment targets	95
		Most recent Ofsted grade	Good	Staff turnover for the previous year	16%
Percentage of pupils with English as an additional language (EAL)	58%				
Overall absence	91.63% (2022/23)	Persistent absence	25.4% (2022/23)		
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	Maths, SEND, Reading/Phonics, Curriculum (subject leadership, EYFS)				
Key staffing areas of issue	New addition to staffing structure requiring high level of CPD (2 x 2 nd year ECT, 1 newly qualified, 1 1 st year ECT)				
Budget information	Improved financial position due to the increase in pupil numbers. Savings made on staff costs. Forecast and carry forward healthy.				

SCHOOL CONTEXT

Key performance indicators for the next 3 years

OBJECTIVES FOR

Achievement gap issues

Maths requires intense focus as indicated by KS1 and KS2 exit data (52% EXS).

69% of SEND children below expected target – 51% PP children below expected target. SEND action plan to reflect the need to concentrate on disadvantaged children to close the gap.

Objective 1

Maths

Objective 2

Reading/Phonics

Objective 3

SEND

Objective 4

Quality of Education

OBJECTIVE 1: The vast majority of pupils (>85%) make at least good progress from their starting points in mathematics and the percentage of children meeting 'Expected Standards' increases.

Success criteria: Term by term objective to see good progress at least in line with annual expectations

ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RE SOURCE IMPLICATIONS
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OBJECTIVE 1: The vast majority of pupils (>85%) make at least good progress from their starting points in mathematics and the percentage of children meeting 'Expected Standards' increases.

Success criteria: Term by term objective to see good progress at least in line with annual expectations

Implement planning and resourcing tools that will enable teachers to plan and deliver lessons that support a mastery approach	Introduce the new White Rose Maths scheme of work and share the high expectations of Maths. Purchase new manipulatives to support the teaching of the new scheme. Lead a staff meeting to introduce the mastery approach. Share with staff key actions to be deployed amongst all year groups this year. Provide staff with examples of key actions and what this would look like in practice. Staff to observe a Maths lesson that supports the mastery approach. To show staff where they can access tools that will support them in the planning and resourcing for mastery lessons. Observe members of staff teaching Maths lessons with a focus on the five key concepts Conduct pupil voice to gain an insight on the impact of teaching with a mastery approach. Conduct Subject Leader Monitoring to ensure the new approach is being implemented. Conduct Half Termly Book checks.	TBB as subject lead HT/DHT to support and guide where required	SoW implemented Sept 2023. On-going for monitoring purposes	TBB to monitor half termly via assessment. Regular feedback through staff meetings etc. DHT to meet termly to ensure progress against target is being met.	The introduction of the new SoW is successful and can be easily accessed by both staff and pupils. Visible increase in expectations. Each class will have the appropriate resources to support the planned requirements for all lessons. Regular meetings to support implementation and to identify areas for development will be clearly scheduled with 100% attendance. Shared excellent practice will be a 'normal' process in teaching approach. Staff will be experts at accessing required resources where required to support the mastery approach. Evidence that subject leader has been monitoring delivery of mastery approach through comprehensive program of assessment (pupil voice, drop ins, book looks, record of training etc.).	
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Success criteria: Term by term objective to see good progress at least in line with annual expectations

To embed a consistent approach for teaching Maths fluency across the school	Staff voice to find out how fluency is currently being taught in each year group. Teachers to sample possible planning resources for fluency using the trialed approach. Teachers to feedback to mastery leads. Consult with SLT about tools to purchase for the teaching of fluency. Provide fluency training for all staff. Ensure that fluency sessions are timetabled separately to Maths lessons. Conduct subject leader monitoring to ensure fluency interventions are being implemented. Fluency to be taught four times pw	TBB to monitor delivery. All staff responsible. DHT to support from leadership perspective.	Sept 2023	TBB to monitor half termly as a minimum. DHT to monitor outcomes termly.	Teachers feel confident in their delivery of fluency and meeting the needs of children. Planning is a uniform process with all teachers reporting that they have the appropriate resources required to support. Subject leader's assessment of fluency will evidence that each class is delivering fluency four days per week as per timetable requirements. Overall progression and attainment will improve as a result of embedding number facts through fluency sessions.	
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OBJECTIVE 1: The vast majority of pupils (>85%) make at least good progress from their starting points in mathematics and the percentage of children meeting 'Expected Standards' increases.

Success criteria: Term by term objective to see good progress at least in line with annual expectations

Prompt identification of gaps in performance, especially SEND and disadvantaged children by developing their mastery of 'basic' mathematical concepts and providing focused intervention	Clear assessment approach in place to benchmark Teachers' weekly planning to include provision to children with SEND/disadvantaged. Appropriate curriculum adaptations in place during lessons Subject leader to track attainment and progress for disadvantaged groups across the school. Subject leader to review planning and classroom provision to ensure provision meets pupils needs. Provide small group or 1-2-1 interventions to identified pupils. Subject leader and SENDCo to monitor impact of interventions.	All teachers for implementation. TBB SENDCo	Autumn 1 - 2023	TBB to monitor half termly. SENDCo (DHT) to support where required.	Maths planning will clearly show provision where required for SEND children. Teacher's regular assessment used to identify clearly where intervention is required. Interventions are timetabled and delivered consistently. The subject leader has an understanding of required provision of support with SENDCo involvement in tracking pupil progress and attainment. Outcomes will be at least in line with national or better (National 73% 2023).	
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OBJECTIVE 2: Reading and phonics: Increase children's reading attainment across the school.

ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
Strengthen the delivery of phonics	All staff, including support staff and those in KS2 should have an annual refresher of Little Wandle training for the academic year 23-24 Devise transition for phonics and reading to support all children moving into Year 2 for 23-24, to aid smooth handover to new year 2 teacher and that all children can make rapid progress. Work with TLA to develop plan for Reading Fluency Project in year 2/3 for 2023-24 Ensure that phonics assessments are being used by all teachers and support staff to inform teaching and interventions in a timely manner. Subject leader to monitor assessments regularly to ensure rapid progress.	AA to lead phonics provision. Overview of phonics as related to core subject, CS.	Refresher to be completed by all teaching staff Sept 2023 Assessments on-going (teachers). Half termly assessments (subject leader)	AA All teaching staff that deliver phonics	Phonics screener outcomes in summer term show that progress and attainment is at least good. All children from Year 2 (100%) pass and improved success in Year 1. 80% pass rate will be a success considering volume of EAL in Year 1 cohort. High quality and consistent interventions are delivered to support rapid progress required in all phases. TLA support in phonics and reading will support development and therefore aid success. Resources support the love of reading ideology.	

OBJECTIVE 2: Reading and phonics: Increase children's reading attainment across the school.

Embed a reading curriculum that is coherently planned and sequenced which motivates and engages children in their learning and to ensure teaching is of the highest standard	Subject leader to ensure that all staff are clear on the expectations for reading. Revisit reading assessment criteria and this is understood and utilized by all staff. Review guided reading planning. Monitor the use of reading interventions to ensure that these are impactful. Monitor pupils within the lowest 20% to ensure rapid progress. All classroom reading areas are to be developed to support a love of reading ethos throughout the school. Development of a new library area with new library slots for all cohorts Continue daily teacher led leading sessions to promote reading for pleasure.	CS	Expectations are set in Sept 2023 Reading Fluency project to start 20.09.23 Assessment criteria in place Sept 2023 Reading areas to standard Sept 2023 New library area will be completed by the end of autumn term.	CS to monitor half termly. Teaching staff to monitor 20% at least half termly	Classroom environments are constructed to support a love of reading and develop enthusiasm to pick up a book. All teaching staff are regularly assessing children to ensure progression is at least good. KS2 outcomes are at least in line with national (73% 2023) with an aspirational target of 80% Visible and robust intervention timetable for lowest 20% with regular assessment showing rapid progress. Teacher led reading sessions will continue to be delivered at 3pm each day. Library area will be completed and a timetable for use in place	
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OBJECTIVE 3: SEND

ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
Review processes and procedures to ensure appropriate provision for all children at the point of entry	SENCO/SEN TA to introduce themselves to key professionals and to find out the local services. SENCO to set up drop-in surgeries to support staff in supporting their pupils. Develop pupil profiles so that all staff understand the needs of the children. Develop responsibility for SEND through writing up Case Studies. Classes to produce class profiles so that the needs of the class are known. Learning Plans are in place for each SEN child and the Assess, Plan, Do, Review model is applied.	JS and SJ SEN HFL team JS and support staff JS and all	Autumn Term Termly Assess, Plan, Do, Review Termly Termly Autumn Term and then reviewed termly	Monitored by SENCO and Head Teacher Termly SEND register.	SEND systems and processes are strong and have impact on ensuring children have the right support and make good progress.	

OBJECTIVE 3: SEND

Implement and maintain a consistent line of communication with parent/guardians	To hold regular meetings with teachers and parents to share provision of pupils with SEN.	SENCO	Autumn Term	Monitored by SENCO and Head Teacher Termly	Parents receive high quality information about their children's needs and make positive contributions to support their child's development.	
	To regularly update parents with resources available from the local authority	SENCO and LA services/HFL	Autumn Term			
	To host events such as coffee mornings and workshops for parents to know how to support their child outside of school.	SENCO and CHEXS staff	Autumn Term			
	Learning Plans to be created/reviewed and shared with parents.	SENCO and Class Teachers	Autumn Term			
	Parents to be informed re: SEND register status.	SENCO	Autumn Term			
	Personalised provision map to be shared with parents.	SENCO and Class Teacher	Autumn Term			
	Parents are to be signposted to the right support services.	SENCO and Local Authority	Autumn Term			
	Pastoral Support Plans to be developed for high need cases and a personalised approach.	SENCO	Autumn Termly			
	Curriculum information to be shared with parents.	SENCO	Autumn Term			

OBJECTIVE 3: SEND

Development of new SEND team through robust program of CPD	SENCO to attend training for SEN Award through the University of Hertfordshire	SENCO	End of academic year	Monitored by SENCO and Head Teacher Termly	Successful networking ensures a high-level provision is secured for our children with SEND.
	SENCO to attend online training provided by DSPL4 for specific relevant areas of SEN.	SENCO	Throughout academic year	Provision maps Termly data for R/W/M	
	SENCO to organize Autism training for whole staff twilight.	SENCO	Spring Term	Lesson observations/ learning walks	
	SENCO to attend cluster groups meetings etc. to build networks.	SENCO	Autumn Term	Staff questionnaires	
	SENCO to visit other local primary schools to learn about best practice so to cascade skills throughout the school.	SENCO	Spring Term	Pupil questionnaires	
	To build and establish successful partnerships/networks with local agencies.	SENCO	Autumn Term		
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OBJECTIVE 3: SEND

High quality interventions to support all SEND children complimenting daily timetable	SENCO and SEN Support to attend training on interventions.	SENCO	Spring Term	Monitored by SENCO and Leadership Team in Pupil Progress Meetings Termly	SEND systems and processes are strong and have impact on ensuring children have the right support and make good progress.	
	SENCO and SEN Support to implement interventions.	SENCO, class teachers and Class Teachers	Autumn Term			
	Resources needed for successful interventions to be purchased.		Autumn Term			
	Impact of interventions to be tracked and monitored.	SENCO, Class Teachers and Teaching assistants	Spring Term	Provision maps Termly data for R/W/M Lesson observations/ learning walks Staff questionnaires Pupil questionnaires		

OBJECTIVE 4: Quality of education: Strengthen quality of education to improve pupil outcomes

ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
Improve transition from Early Years to Key Stage 1	Review early years curriculum to ensure that EYFS curriculum goals support transition into KS1 learning requirements. Develop subject leaders' understanding of EYFS provision and the requirements when moving into KS1.	AA, JBB, JS	Review Autumn term 2023 Implement changes Spring 2024 onwards	AA JS half termly 2023 and then termly 2024 End of year transition point	EYFS curriculum will visibly link to Year 1 curriculum to support transition. All subject leaders will have knowledge of the role of their subject in EYFS and the links to KS1 learning requirements.	

OBJECTIVE 4: Quality of education: Strengthen quality of education to improve pupil outcomes

Strengthen the role of foundation subject leaders in implementing and monitoring the curriculum	Subject leaders to support and oversee teachers' planning to ensure appropriate curriculum coverage. Devise a subject leader monitoring schedule. Provide training for both subject specific requirements and the role of subject leadership. D/H to monitor subject leaders monitoring of curriculum planning and delivery. Subject leaders to produce action plans and report progress against them linked to both medium and long term planning.	JS, AM	Autumn term CPD and development. Ongoing monitoring.	AM, JS to monitor termly. Establish that training is taking place and subject leaders confident with leadership responsibility.	All new subject leaders will have received CPD to support development of subject leaders' role. Subject leaders are confident in monitoring their own subject to ensure delivery meets the needs of all learners. Evident that subject leaders are given time to monitor subject areas. Subject leaders have updated and working hard copy files as well as current files on Sharepoint. Staff meeting time dedicated to subject leaders updates/training for all staff. Each subject has a clear identity in the school curriculum/timetable.	
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OBJECTIVE 4: Quality of education: Strengthen quality of education to improve pupil outcomes

Improve curriculum access to pupils and families with EAL	Research teaching resources that support pupils with EAL (e.g. Flash Academy) SEND provision tool with dual ability to support EAL (through SEND DS) Bell foundation resources to be used as guidance for pupils in need of support. Class teachers to take responsibility and show through planning how EAL children are supported. PPM detail to show clearly which children are identified as EAL learning support.	JS, AM	Investigate resource Flash Academy Autumn term. Implement Autumn 2/Spring 1 if appropriate. Bell foundation and SEND resource Autumn term	AM to monitor initially through PPM and then focus on lesson obs. Half termly	EAL identified children are able to access the curriculum evidenced in workbooks. Attainment and progress are accelerated and at least in line with national. Teachers are aware of all EAL children in their year group and have implemented strategies to support.	
Develop use of subject specific vocabulary	Introduce a whole school approach to how subject specific vocab should be delivered across the curriculum. Subject leaders to monitor the teaching of vocabulary through lesson visits and pupil voice.	CS, JS	Autumn term 2023	AM, CS, JS Learning walks and book looks to evidence vocabulary focus. Staff meeting discussion.	Visible support of key vocabulary on subject displays (class based). Pupil voice in subject leader files records the learning of key vocab. Books clearly show vocab being used in subsequent units of work to evidence pupils' acquisition of learning.	

OBJECTIVE 4: Quality of education: Strengthen quality of education to improve pupil outcomes

Embed assessment processes in foundation subjects	Monitor the impact of subject specific assessment in planning. Teachers are monitoring the impact of assessment against the planned curriculum. Ensure that all subject leaders are aware of whole school expectations related to subject specific assessments.	JS, Subject leaders	Autumn term 2023 On-going	CPD for new subject leaders Autumn 2 subject leader scrutiny Check subject leader files. Staff meeting to support initiatives	Each foundation subject will have a clear system for assessment which will support the progress and attainment of children. Subject leaders will have a good understanding of the learning taking place in their subjects via simple data samples. Defined assessment processes will give a whole school picture for foundation subjects.	
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