



Four Swannes Primary School

School Improvement Plan (SIP) 2024/25

SCHOOL CONTEXT					
Number of pupils on roll	217 (July 2024)	Number of pupils eligible for pupil premium	48 (awaiting Sept intake)	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	22 SEN 8 EHCP
Percentage of pupils on track to meet expected standard/attainment targets	60%	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	74
		Most recent Ofsted grade	Good	Staff turnover for the previous year	16%
Percentage of pupils with English as an additional language (EAL)	62%				
Overall absence	7.49% (2023/24)	Persistent absence	30.3% (2023/24)		
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, Attendance				
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 2025	
Achievement gap issues	2023/24 KS2 Maths/Reading exit data 56%-48% scaled score 100+. Emphasis will need to be on building core knowledge for the future as well as ensuring robust interventions for KS2 in core subject areas.
Objective 1	Curriculum (inc Reading/Maths elements)
Objective 2	Phonics
Objective 3	SEND
Objective 4	Attendance

OBJECTIVE 1: Curriculum: - To design and deliver an inclusive, engaging, and adaptive curriculum that meets the needs of all learners, including those with SEND, ensuring equitable access, fostering high expectations, and enabling every child to achieve their full potential academically, socially, and emotionally.

ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
To support staff in applying strategies for Maths mastery	Provide training on mastery teaching strategies through workshops and CPD sessions. Develop a resource bank for staff, including manipulatives and digital tools. Encourage collaborative planning to integrate mastery approaches.	TBB/AA	Autumn term introduction	TBB to monitor at least half termly. Staff meeting discussions. Feedback from AA.	Staff demonstrate confidence in using mastery strategies. Increased student engagement and progress.	Costs for workshops, manipulatives, resource subscriptions, and staff time.
Using assessment effectively in Maths	Review and update the assessment policy to include formative and summative strategies tailored for Maths and vulnerable groups. Provide training for staff on interpreting and using assessment data to inform planning and intervention. Implement regular pupil progress meetings to discuss assessment data and plan targeted interventions for vulnerable groups.	TBB, class teachers	Ongoing	TBB, CS, AM, to discuss during SLT meetings. Staff meeting updates for all teachers. PPMs.	Clear and updated policy that guides consistent assessment practices. Staff use data effectively to plan and differentiate lessons for all learners. Vulnerable groups show measurable improvement in progress and attainment.	Time allocated for policy review and training. Cost of training materials and time allocated for CPD sessions. Time for meetings and coordination between staff.
Assess Maths workbooks for accessibility	Review current Maths workbooks; identify gaps or differentiation issues; recommend adjustments.	TBB	Autumn 2	TBB via staff discussions and work scrutiny.	Workbooks reflect accessibility for all learners, as evidenced by inspection feedback.	Possible costs for workbook redesign or new materials.

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Introduce opportunities to read aloud in curriculum	Incorporate regular read-aloud activities in lessons; identify specific texts/activities for each year group.	CS	Start Spring Term	CS through weekly lesson plans and termly observations.	Children demonstrate increased confidence and fluency when reading aloud.	May require purchase of new texts or resources; potential training for teachers.
Record data on children reading out of school	Design a system (e.g., reading logs or digital trackers) for recording out-of-school reading data.	Class Teachers/TAs	Immediate	Senior Leadership Team (SLT) via termly reviews.	Consistent data collection showing increased out-of-school reading engagement.	Minimal, unless a digital system is adopted.
Engage with parents to support reading	Develop workshops, guides, or online resources for parents to support reading at home.	CS/SLT	Plan by Spring Term	SLT via workshop attendance and feedback forms.	Parents feel confident in supporting their child's reading.	Low cost for workshops; printing/online resource creation.
Focus on transcription in writing curriculum	Adjust writing curriculum to focus on transcription; include tailored strategies for SEN and LA students.	CS, AS	Spring Term	Writing Lead/SLT through termly work samples and lesson observations.	SEN and LA students demonstrate progress in writing transcription skills.	Possible additional resources or interventions for SEN writers.

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To create a culture of 'reading for pleasure'	Set up a dedicated reading area in classrooms with diverse and engaging books. Embed daily reading time into the school timetable for all year groups. Train staff on strategies to promote a love of reading, including reading aloud and book discussions.	CS	Autumn 1 and then ongoing	Daily reading. CS/AM to monitor whole class reading opportunities.	Students regularly use the reading area/library and express enthusiasm for reading. Students develop a habit of daily reading and show improved reading fluency and comprehension. Staff demonstrate confidence in using reading strategies and foster enthusiasm in students.	Cost of books, furniture, and decor for the reading area. Cost of training sessions or CPD resources.
Embed the new PE scheme	Train staff on using Get Set; create assessment/evidence folders on SharePoint.	TBB	By Spring Term	TBB through lesson observations and termly evaluations.	Teachers feel confident using the scheme; high-quality PE lessons observed.	Potential costs for training and SharePoint setup.
Secure long-term knowledge acquisition	Standardise use of knowledge organisers and quizzes; implement in Humanities as pilot.	CS, AM, Subject Leaders	Pilot in Spring Term	SLT/Subject Leaders review half-termly pupil work and quiz results.	Students show improved retention of key concepts; system adopted across other subjects.	Printing and training costs for knowledge organizers.
Measure success of PE scheme	Develop a checklist for lesson quality and pupil engagement. Gather feedback from staff and students.	TBB/SLT	Ongoing	TBB via termly check-ins and staff surveys.	Evidence of improved pupil outcomes and teacher satisfaction with scheme.	None, unless external feedback is required.

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Improve Geography delivery	Evaluate current Geography resources and methods; consider returning to subject-specific books for Geography.	SE	Review by Spring Term	SE through book reviews and teacher surveys.	Improved organisation and teaching quality in Geography lessons.	Potential resource purchase for Geography.
Develop subject leadership in foundation subjects	Define roles, responsibilities, and expectations; provide training; set QA measures.	CS/SLT	By Spring Half Term	SLT via termly progress reviews and QA checks.	Subject leaders demonstrate improved leadership capabilities and clear impact on their subjects.	Training costs for staff; possible release time for development.
Establish EAL support program	Review whole school resources for EAL, identifying gaps and effective tools. Investigate and evaluate NELI and alternative programs for suitability. Implement a chosen program, including scheduling and staff training. Develop assessment criteria for measuring the program's impact on reading and language skills.	CS Assessment Lead	End of Spring 1	Senior Leadership Team (SLT) AM/CS to discuss any identified potential resources.	Comprehensive resources in place for EAL students. Decision made on an effective EAL support program. Program implemented effectively with measurable improvements in language acquisition. Clear metrics to evaluate EAL program success.	Cost of additional EAL resources and tools Potential subscription or training costs for NELI or similar programs Training time and associated costs Minimal, resource design

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Clarify EYFS curriculum for A&B approach	Review and refine the curriculum for nursery and reception to ensure clarity and avoid repetition of learning. Develop long- and medium-term plans for both nursery and reception. Provide additional support or training for nursery teachers if required. Monitor planning and implementation to ensure alignment with the curriculum.	TBB/CS (Curriculum Lead)	Ongoing	TBB/CS At point of initial implementation and then each half term	Documented curriculum plan with clear differentiation for nursery and reception. Comprehensive curriculum plans tailored to the developmental stages of each group. Nursery teachers demonstrate confidence and competence in delivering the curriculum. High-quality planning and teaching consistent across settings.	Potential consultancy costs Time allocation for planning meetings Training costs, if necessary

OBJECTIVE 2: To implement a consistent, systematic, and high-quality approach to the teaching of phonics across the school, ensuring all pupils develop strong foundational literacy skills, achieve expected progress, and are well-prepared for the next stage of their education.

ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
Assessment practices in phonics effectively identify individual children's strengths and areas for improvement.	- Develop a detailed phonics assessment framework. - Train teachers to accurately administer and interpret assessments.	AA	Spring term	AA/CS, monthly review of implementation progress.	Teachers consistently identify learning gaps and strengths; tailored interventions planned for all children.	Budget for teacher training sessions; resources for assessments (e.g., printed materials, digital tools).
Specific learning gaps are highlighted to inform tailored interventions.	- Establish a process for recording and analysing assessment data. - Create intervention plans targeting identified gaps.	Class Teachers	Ongoing, renewed emphasis Spring 1	CS, bi-weekly review of intervention progress.	Documented interventions show alignment with identified gaps; children's progress tracked through follow-up assessments.	Potential cost for additional staff support or time for intervention sessions.
Phonics assessments align with curriculum objectives and national benchmarks.	- Map assessment criteria to curriculum standards and national benchmarks. - Regularly review alignment to updates.	AA, CS	January 2025	AA, CS (TLA) at least half termly	Assessment criteria reflect national standards; external reviews confirm compliance.	Time allocation for curriculum review meetings and updates.

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Assessment data is used to implement differentiated teaching strategies.	- Train teachers to use assessment outcomes to plan differentiated lessons. - Monitor lesson plans for differentiation.	Class teachers, AA, CS	Spring 1	SLT – monthly review of teaching plans and strategies.	Lesson plans demonstrate clear differentiation; observed lessons align with assessment-driven strategies.	Cost of professional development sessions and planning time.
Children demonstrate measurable progress in phonics skills.	- Set measurable progress goals for decoding, blending, and grapheme recognition. - Track progress at termly intervals.	Class Teachers, AA, CS	Termly assessment cycles.	AA, CS, termly progress reviews.	Termly assessments indicate measurable improvements in phonics skills.	None anticipated beyond existing assessment cycles.

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Teachers receive training and resources for robust phonics assessments.	- Deliver professional development workshops. - Provide assessment tools and guides for consistent implementation.	AA	Ongoing	AA, CS half-termly	Teacher confidence and competence in phonics assessments increase; positive feedback from teachers.	Budget for external trainers, materials, and follow-up support.
Assessment practices are regularly reviewed and updated.	- Establish a review schedule for assessment practices. - Incorporate feedback from teachers and assessment outcomes.	AA, CS, (TLA)	Ongoing	AA, CS, AM at least termly (data collection). AA to carry out random checks in line with action plan	Adjustments to practices reflect feedback and improved outcomes.	Meeting time for reviews; minor updates to resources if needed.

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Gaps in phonics attainment among different groups of children are reduced.	- Analyse assessment data to identify attainment gaps. - Develop targeted support strategies for underperforming groups.	AA, AS and Teachers	Autumn, Spring and Summer data points.	AA, AS, monthly tracking of group progress.	Narrowed attainment gaps, as evidenced by termly assessments and end-of-year outcomes.	Additional resources for targeted support (e.g., specialist staff, intervention tools).
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OBJECTIVE 3: Develop a strategic, inclusive, and robust SEND provision that supports all learners.

ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
Support and develop SENCo within the role.	Allocate dedicated time for SENCo training and development. Establish robust systems and processes. Set medium and long-term SMART targets.	AM, AS	2 years	Headteacher and Governors (termly review meetings)	A clear, robust SEN system embedded with medium and long-term visions. Improved outcomes for SEN children and families.	Budget for training courses, materials, and time allocation for AS.

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All staff to carry out Level 1 autism training.	Organize and deliver Level 1 autism training during INSET day (e.g., Nov 4). Monitor the impact of training through observations and feedback.	AS	By Nov 4	AS (monthly follow-up to assess impact via classroom visits and staff feedback)	Staff confidently implement autism strategies in classrooms. Improved engagement and outcomes for autistic pupils.	Budget for training costs.
Finalise and issue SEN support plans.	Support teachers in completing SEN support plans. Set clear deadlines for completion and review. Monitor implementation in classrooms.	AS, Teachers	By end of term	AS (weekly spot-checks and termly review meetings)	All SEN support plans completed, implemented, and reviewed as scheduled. Improved engagement and learning for SEN pupils.	Time allocation for AS support and monitoring.
Deliver INSET day training on SEN strategies.	Plan and deliver training sessions on SaLT, zones of regulation, and other relevant topics.	AS, External Trainers	Designated INSET day	Headteacher (feedback and observations post-training)	Staff develop skills to support increasing SEN needs. Positive feedback from staff and observable improvements in classroom practice.	Budget for trainers and materials.
Address SEN staffing levels and roles.	Recruit and onboard three SEN support staff. Assign responsibilities and oversight to SENCo.	AM, AS	Spring term	AS (weekly supervision and termly impact reviews)	Sufficient staffing levels to meet SEN needs. Improved support and progress for children, especially in EYFS.	Budget for recruiting and employing additional staff.

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Establish a systematic understanding of children with EHCPs.	Reassess EHCP children and categorize as SEN, SEN support, or monitoring.	AS	By end of term	AS (ongoing reviews, termly updates to leadership team)	Accurate and systematic tracking of EHCP children's needs. Tailored support plans in place for all children as needed.	Time for assessments and reviews.
Audit SEN resources.	Conduct an inventory of current resources. Standardize resources across classes. Allocate specific resources for individual children.	AS, Class Teachers	By end of term	AS (termly audits)	Classrooms equipped with standardized and specific SEN resources. Resources effectively support SEN children's needs year-to-year.	Budget for purchasing additional resources.
Include AS in pupil progress meetings.	Ensure AS attends termly meetings to review SEN children's attainment and progress.	AS, Leadership Team	Termly	Leadership Team (termly)	Termly discussions on SEN children's progress result in clear action plans. Improved attainment and progress of SEN children.	Time allocation for AS participation in meetings.

OBJECTIVE 3: Develop a strategic, inclusive, and robust SEND provision that supports all learners.

Adapt and differentiate the curriculum to meet the diverse needs of SEND children.	- Conduct an audit of the curriculum to assess accessibility for SEND children. - Provide staff training on differentiation and inclusive teaching strategies. - Integrate multisensory and flexible learning approaches into lessons. - Develop personalised learning plans where required.	AS, Curriculum Leads, Teachers	2 terms	AS, Leadership Team (termly review and lesson observations)	Curriculum audit completed, and changes implemented. SEND children actively engaged and making measurable progress. Positive feedback from staff and families.	Budget for staff training, curriculum resources, and potential external consultants for accessibility and inclusivity advice.
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OBJECTIVE 4: To create a school-wide culture that prioritises excellent attendance, implementing targeted strategies to reduce absenteeism, improve punctuality, and ensure that all pupils attend regularly to maximize their learning opportunities and outcomes.

ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
Depth in Reports and Anomaly Resolution	Ensure reports provide in-depth analysis. Investigate anomalies (e.g., 40% PA (PPG)) prior to presentation. Weekly reporting by V. Identify patterns at SLT and governance levels.	VC (weekly reports); Lisa (overview)	By end of November	Lisa to review weekly; AM to provide oversight monthly	Reports are comprehensive and anomalies are addressed before governance review.	Minimal; staff time for preparation and analysis
Off-Role Records and HCC Follow-up	Maintain detailed off-role records. Apply pressure to HCC for non-compliant outcomes. Document proposed actions and advice.	Office Manager; LOC (review paperwork)	Immediate and ongoing	LOC to check monthly; Office Manager to provide termly overview	All off-role cases have detailed records and are effectively followed up with HCC.	Minimal; staff time for documentation
Attendance Action Plan Focused on Current Status	Adapt Chiltern Trust framework to school needs. Expedite completion of the attendance plan.	SLT	Plan completed by end of November	SLT to review progress weekly	Completion of attendance plan reflecting current needs and supporting change.	Minimal; time for framework adaptation
Terminology Shift: Time Absent to Hours Lost	Implement staff discussions around hours of learning lost. Create a conversion chart for parents. Update assembly focus. Include attendance discussions in parent consultations.	SLT; All staff for discussions; SLT for conversion chart	By January	SLT to monitor staff discussions monthly; Parent consultation feedback reviewed	Staff and parents adopt new terminology. Positive parent feedback during consultations.	Low; cost of creating materials (charts, visuals)

OBJECTIVE 4: To create a school-wide culture that prioritises excellent attendance, implementing targeted strategies to reduce absenteeism, improve punctuality, and ensure that all pupils attend regularly to maximize their learning opportunities and outcomes.

Reward System for Attendance	Develop reward ideas via SLT input. Communicate the new system to parents. Update attendance plan/policy.	SLT	By February	SLT to monitor implementation termly	Reward system implemented and positively received by parents and students.	Moderate; potential costs for rewards
Holiday Leave Form Usage	Ensure HCC forms are accessible (website/office). Gather data from submissions. Maintain non-authorisation stance in the policy.	Office Manager	Immediate	Office Manager to monitor form availability monthly	Increased parent compliance with leave applications. Usable data samples collected.	Minimal; time for monitoring and updates
Home Schooling Communication	Provide clear guidance to parents regarding implications of home schooling (financial, curriculum). Emphasise school's position. Ensure all communication is in writing.	Headteacher; Office Manager	Immediate	Headteacher to review communication monthly	Clear and consistent messaging to parents; evidence of communication maintained.	Minimal; time for drafting and monitoring letters
Update Attendance Policy	Revise policy to include new processes. Make it a working document to accommodate changes from HCC (DfE).	SLT	By December	SLT to review policy updates termly	Policy reflects changes and is used effectively as a working document.	Minimal; time for policy drafting
Positive Parent Meetings	Include parent meetings as a key strategy in attendance improvement. Highlight positive outcomes.	SLT; Teachers	By January	SLT to review feedback quarterly	Parent meetings viewed positively; improvement in attendance rates.	Minimal; staff time for meetings

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