

# Four Swannes Primary School

## Full School Report 2025–2026

### Context of the School

Four Swannes Primary School is a diverse, inclusive and vibrant one-form-entry school serving a community characterised by high mobility, significant cultural richness, and a broad range of educational and pastoral needs. As of November 2025, the school has 191 pupils, with a gender balance of 43% female and 57% male. The school community represents a wide range of cultural backgrounds and faiths, including substantial Muslim and Christian populations. Sixty per cent of pupils speak English as an additional language (EAL), contributing to the rich linguistic and cultural diversity of the school.

Diversity, Inclusion and Belonging are fundamental principles of the school's ethos. These complement the BRIGHT values—Belief, Resilience, Independence, Grace, Helpfulness and Tenacity—which are embedded across the school and visible through displays, assemblies, curriculum design and pupil leadership opportunities.

Socio-economic barriers continue to impact a significant proportion of pupils. Forty per cent of pupils receive Pupil Premium/FSM support, and the school has a high proportion of pupils with SEND (19%), including nine pupils with Education, Health and Care Plans (EHCPs), with additional applications in progress. High mobility remains a notable feature, with 51 pupils leaving the school last year and 23 joining in-year so far in 2025–26. This movement demands careful management of assessment, transition and safeguarding.

The school continues to invest in future-proofing learning, enhancing digital literacy, modernising learning spaces, strengthening staff expertise and ensuring sustainable, inclusive practice rooted in the needs of the community.

### Quality of Education

#### Curriculum Intent

The curriculum at Four Swannes is broad, balanced and inclusive, designed to inspire curiosity and foster a lifelong love of learning. It reflects the school's BRIGHT values and its commitment to nurturing confident, compassionate and community-minded individuals. Leaders are dedicated to ensuring that the curriculum supports both academic success and personal development.

#### Curriculum Implementation

Teaching is built on high expectations and strong professional commitment. Staff ensure that lessons are structured, purposeful and supportive, particularly for pupils with EAL and SEND. Pastoral care is a strength of the school, enabling pupils to feel safe and confident in their learning.

Continued professional development, coaching and evidence-informed practice support improvements in teaching across subjects. Long-term plans include enhancing digital fluency, collaborative learning and adaptability.

### **Curriculum Impact**

Outcomes demonstrate the positive effect of strategic adjustments, targeted teaching and consistent assessment systems.

- **Phonics pass rate:** 73%
- **Reception GLD:** 68%

Key Stage 2 provisional outcomes show an upward trend: - **Reading:** 74% - **SPaG:** 60% - **Maths:** 60%

These results reflect increasing consistency and precision in teaching and assessment.

### **Behaviour and Attitudes**

Behaviour across the school is generally positive and improving. Staff received behaviour training at the start of the year, enabling a consistent and supportive approach. Leadership training further strengthened whole-school strategy.

The **OPAL (Outdoor Play and Learning)** programme is expected to enhance cooperation, wellbeing and play. Although recruitment delays have slowed implementation, planning and preparation remain robust.

### **Attendance**

Attendance continues to require improvement. - **Overall attendance:** 94.2% (below national 95.7%) - **Persistent absence:** 18.4% (above national 13.3%)

FSM and SEN groups show lower-than-average attendance: - **FSM:** 91.9% - **SEN support:** 89.3%

Despite this, recent targeted actions have led to improvements: - Seven classes achieved **100% attendance** for a full day within the same week. - Week-by-week monitoring demonstrates gradual recovery following early dips caused by unauthorised holidays and a single off-roll case.

The school continues to work closely with families, promoting strong routines through communication, early help and supportive intervention.

### **Personal Development**

The school places strong emphasis on developing well-rounded individuals who live the BRIGHT values. Diversity, Inclusion and Belonging remain central to the school's culture, ensuring all pupils feel respected and valued.

Key strengths include: - An inclusive curriculum enriched with cultural, moral and global learning. - Strengthened pupil voice systems, enabling pupils to shape school life. - Planned expansion of outdoor

learning and wellbeing opportunities via OPAL. - Continued enhancement of mental health support for pupils and staff. - Wide-ranging opportunities for independence, social development and character building.

Future developments include expanding outdoor learning spaces, digital citizenship education and deeper community partnerships.

## **Leadership and Management**

Leadership at Four Swannes is ambitious, strategic and deeply committed to inclusion. Leaders maintain high expectations and effectively communicate the school's vision. Governors work closely with school leaders to provide challenge and support.

## **Safeguarding**

Safeguarding systems are robust and well-established. Regular training ensures staff are confident in their responsibilities. The transition of the Designated Safeguarding Lead role to Anna Sawyer is well supported and carefully planned.

## **SEND Leadership**

SEND provision is strong and improving. The increasing needs of pupils have been met through: - A proactive SENDCo currently completing formal qualification. - Effective systems for assessment, referrals and family support. - Strategic planning for future admissions to sustainably manage high-needs pupils.

## **Future-Proofing Strategy**

Leaders have set a clear long-term direction including: - Flexible, modern learning environments. - Strengthened mental health frameworks. - Improved digital fluency and online safety. - Sustainability and green initiatives. - Workforce flexibility and succession planning. - Enhanced community partnerships. - Greater use of data analytics for attendance, attainment and wellbeing.

This demonstrates a forward-thinking culture that embraces innovation and supports continuous improvement.

## **Early Years Foundation Stage (EYFS)**

EYFS provision is a key strength of the school. The environment is nurturing, language-rich and engaging. Strong relationships and consistent routines support early development and independence.

Outcomes: - **GLD: 68%**, broadly in line with national expectations given the school's high mobility and high EAL profile.

The EYFS curriculum provides a secure foundation for future learning, and transition to Year 1 is well-structured and effective.

## **Overall Effectiveness**

Four Swannes Primary School is an inclusive, nurturing and values-driven school experiencing steady improvement. Strong safeguarding, committed teaching, Early Years excellence and a positive culture underpin rising outcomes and behaviour.

**Key priorities for 2025–26:** - Improve attendance, particularly for FSM and SEND groups. - Fully embed behaviour systems and launch OPAL to strengthen play and wellbeing. - Continue improving assessment precision and outcomes across subjects. - Enhance inclusive practice, SEND provision and staff expertise. - Develop digital readiness, flexible learning environments and sustainable long-term practice.

The school is well-positioned to continue its strong upward trajectory throughout 2025–26.