



Four Swannes Primary School

School Improvement Plan (SIP) 2025/26

SCHOOL CONTEXT					
Number of pupils on roll	189	Number of pupils eligible for pupil premium	51	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	28 SEN 9 EHCP 9 monitored
Percentage of pupils on track to meet expected standard/attainment targets	67%	Percentage of pupils on track to exceed expected standard/attainment targets	5%	Number of pupils currently not on track to meet expected standard/attainment targets	53
		Most recent Ofsted grade 2 x Good 3 x RI	No longer measured as one word grade	Staff turnover for the previous year	6%
Percentage of pupils with English as an additional language (EAL)	60%				
Overall absence	6.6% (2024/25)	Persistent absence	22% (2024/25)		

SCHOOL CONTEXT

Key Ofsted actions from last report	<ul style="list-style-type: none"> • The processes to check the quality of the school's work are not as rigorous as they should be. This limits the ability of the school, including those responsible for governance, to identify the impact of actions taken, and to identify where further improvement is needed. Members of the governing body should sharpen the processes of accountability to help the school drive rapid improvement. • The planned curriculum is not implemented as effectively as it should be across the school, including the early years. As a result, sometimes pupils do not understand new knowledge because teaching does not check that pupils have the required knowledge and skills needed in order to build their curriculum knowledge. At other times, knowledge is not regularly revisited, meaning that pupils cannot recall important information required for future learning. The school should ensure that the curriculum is routinely delivered in line with its expectations. Where pupils have not retained key knowledge, this should be revisited before teaching introduces new knowledge. • The work that pupils with SEND receive is not routinely adapted to meet their needs. This means that some pupils with SEND do not develop their knowledge, skills and independence as securely as they could. The school should ensure that resources and teaching activities are routinely adapted for pupils with SEND so that they can build their knowledge and independence more effectively. • Persistent absence rates are high. This means that some pupils fall behind with their learning. The school should ensure that it continues its work to improve overall attendance rates, carefully checking the impact of the actions that it takes.
Key areas to improve	English (reading, writing, phonics) – Maths (mastery, fluency) – Quality of teaching - Governance
Key staffing areas of issue	Inexperienced overseas staff – ECT x 1 – QTS req x 1 – New year 5 – quality of available candidates – SEND pressures
Budget information	School now has an in-year deficit. Financial constraints with cost cutting where possible. Strong carry forward which supports us for a potential three year period.
Key performance indicators for the next 3 years	

OBJECTIVES FOR 2025/26

Achievement gap issues	
Objective 1	English
Objective 2	Maths
Objective 3	Quality of Teaching (including provision maps, equity, assessment

OBJECTIVE 1: To raise standards in English across the school by improving reading comprehension, writing quality, speaking and listening skills, and vocabulary acquisition, through a consistent whole-school approach that supports all learners — including disadvantaged pupils — and builds staff capacity, fostering a culture where literacy is valued, celebrated, and embedded in all aspects of learning.

ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
Improve students' reading comprehension skills	<ul style="list-style-type: none"> • Implement 2x weekly guided reading sessions in KS2 year groups. • Introduce targeted reading interventions for identified pupils. • Use formative assessment tools to track progress. • Daily end of day reading using a Literacy Tree based approach. 	Camilla Steel (English Lead), Class Teachers, TAs	Term 1– Term 3	English Lead (half-termly), SLT (termly)	At least 85% of students meet or exceed age-related reading standards by end of year.	Purchase of reading materials, intervention resources, staff training sessions

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<p>Use the Literacy tree planning to improve writing outcomes across the school ('Writing Roots' form the trial, but 'Spelling Seeds', 'Vocabulary Vines' and 'Literary Leaves' may also be used – see below</p>	<ul style="list-style-type: none"> Teachers to attend termly training CS to attend training CS to monitor through book looks, observations and pupil voice 	<p>CS (AM)</p>	<p>Half-termly – on-going Regular check-ins with staff needed to ensure confidence with planning delivery</p>	<p>Moderation / monitoring timetable has been put into place through CS independent monitoring, observations with AM and staff meetings CS (and AM)</p> <p>Book looks A Sp Su</p> <p>Observations A Sp Su</p> <p>Pupil Voice A Sp Su</p>	<p>Improved writing outcomes Less workload for teachers Diverse books to engage readers More enthusiasm for English from the children More progress</p>	<p>Cost of Literacy Tree for the year is £479</p>
<p>Enhance speaking and listening skills</p>	<ul style="list-style-type: none"> Embed structured talk opportunities in all subjects. Introduce 'Talk Partners' and presentation opportunities. Provide oracy training for staff. (Spring 2026) Read aloud in assembly. 	<p>Camilla Steel, Class Teachers</p>	<p>Term 1– Term 3</p>	<p>English Lead (half-termly learning walks), SLT (termly)</p>	<p>Increased confidence and participation in classroom discussions; improved speaking and listening assessment outcomes.</p>	<p>CPD costs for oracy training, presentation resources</p>

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Expand students' academic vocabulary	<ul style="list-style-type: none"> • Introduce a whole-school vocabulary strategy (e.g., Word of the Week, vocabulary walls). • Explicitly teach tiered vocabulary across subjects. • Build vocabulary into reading and writing tasks. 	Camilla Steel, Class Teachers	Term 1–Term 3	English Lead (half-termly), SLT (termly)	Improved vocabulary use in reading comprehension and written work.	Display materials, vocabulary resources
Develop consistent whole-school approach	<p>Develop and share agreed English teaching strategies.</p> <ul style="list-style-type: none"> • Provide staff training and coaching. • Monitor implementation through learning walks and planning scrutiny. 	Camilla Steel, SLT	Term 1–Term 3	English Lead (half-termly), SLT (termly)	100% of teachers implement agreed strategies consistently.	CPD time, printing of teaching frameworks
Narrow attainment gap for disadvantaged students	<ul style="list-style-type: none"> • Identify target students and provide additional literacy interventions. • Use data to inform personalised support. • Involve parents through reading workshops. 	Camilla Steel, SENCO, Class Teachers	Term 1–Term 3	English Lead (half-termly), Pupil Premium Lead (termly)	10% reduction in attainment gap in English by end of year.	Intervention materials, Pupil Premium funding
Foster a reading and writing culture	<ul style="list-style-type: none"> • Launch whole-school reading and writing events (e.g., Book Week, author visits, writing competitions). • Create reading areas and displays in classrooms and corridors. • Encourage student-led book clubs. • Lunchtime reading club. • OPAL outdoor reading area. 	Camilla Steel, Class Teachers, TAs	Term 1–Term 3	English Lead (half-termly), SLT (termly)	Increased student engagement and participation in literacy activities.	Event costs, display materials, author visit fees

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Strengthen teacher capacity	<ul style="list-style-type: none"> • Provide targeted CPD on effective literacy strategies. • Facilitate peer observations and coaching. • Develop resource bank of best practice. <p>CS to train support staff and teachers in reading fluency project</p>	Camilla Steel, SLT	Term 1–Term 3	English Lead (half-termly), SLT (termly staff surveys)	90% of staff report increased confidence in teaching literacy.	CPD budget, cover costs for peer observations

OBJECTIVE 2: To improve pupils’ attainment and progress in mathematics across all year groups by strengthening teaching, deepening mathematical understanding, and developing positive attitudes towards problem solving.

ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
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OBJECTIVE 2: To improve pupils' attainment and progress in mathematics across all year groups by strengthening teaching, deepening mathematical understanding, and developing positive attitudes towards problem solving.

<p>Enhance teaching quality</p>	<ul style="list-style-type: none"> • Deliver CPD on the Maths Mastery approach (focus on small steps, variation, and representation). • Provide model lessons and peer observations to share best practice. • Support teachers in effective use of manipulatives and visual representations. • Ensure fluency, reasoning, and problem-solving are embedded in all lessons. 	<p>Taryn Byrne-Brown (Maths Lead); SLT</p>	<p>Ongoing throughout academic year (termly CPD)</p>	<p>Maths Lead and SLT through lesson observations and learning walks (half termly). Pupil progress meetings (termly).</p>	<p>Teaching quality judged as 'good' or better across all classes. Teachers confidently deliver mastery lessons with clear progression. Pupil progress data shows improved fluency and reasoning outcomes.</p>	<p>CPD time allocation. Purchase of manipulatives and mastery planning materials. Subscription to training or mastery networks (e.g., NCETM).</p>
<p>Embed consistent use of mathematical vocabulary</p>	<ul style="list-style-type: none"> • Create and display consistent maths vocabulary posters in all classrooms. • Include explicit vocabulary teaching in all maths lessons. • Provide CPD on developing mathematical talk and reasoning. • Teachers to introduce "Maths Talk" sessions to encourage pupil use of precise vocabulary (Spring 2026). 	<p>Taryn Byrne-Brown (Maths Lead); Class Teachers</p>	<p>Autumn Term – launch; Ongoing reinforcement</p>	<p>Maths Lead (half-termly learning walks and book looks). Pupil voice interviews (termly).</p>	<p>Pupils confidently use correct mathematical language when reasoning and explaining. Work scrutiny shows vocabulary used accurately and consistently. Staff use agreed terminology across all year groups.</p>	<p>Printing of vocabulary resources. Classroom displays. CPD session costs.</p>

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<p>Implement regular formative assessment</p>	<ul style="list-style-type: none"> • Introduce short, low-stakes fluency and reasoning checks (e.g., "Fluency Friday"). • Use White Rose Maths and Mastery assessments for ongoing tracking. • Hold termly pupil progress meetings to analyse data and adjust teaching. • Develop use of assessment for learning strategies within daily lessons – 'focus on formative'. 	<p>Class Teachers; Taryn Byrne-Brown (Maths Lead); CS/AM Assessment Lead</p>	<p>End Autumn Term and ongoing</p>	<p>Maths Lead and Assessment Lead through data analysis (termly). SLT monitoring of progress meetings.</p>	<p>Teachers adapt planning based on assessment findings. Pupils make expected or better than expected progress. Reduction in gaps between groups.</p>	<p>Assessment materials and subscription costs. Staff time for meetings and analysis.</p>
<p>Promote a positive maths culture</p>	<ul style="list-style-type: none"> • Organise Maths Week and regular problem-solving challenges. • Encourage regular participation in TTRS • Provide maths games and resources for home use. • Engage parents through maths mornings and newsletters explaining mastery and fluency. 	<p>Taryn Byrne-Brown (Maths Lead); Class Teachers; SLT</p>	<p>Throughout the academic year (key events each term)</p>	<p>Maths Lead monitors pupil engagement (termly). SLT and pupil surveys (biannually).</p>	<p>Increased pupil enjoyment and confidence in maths. Improved engagement and participation in maths events. Positive feedback from parents and pupils.</p>	<p>Funding for prizes, event materials, and family resources. Time allocation for events and workshops.</p>

OBJECTIVE 2: To improve pupils' attainment and progress in mathematics across all year groups by strengthening teaching, deepening mathematical understanding, and developing positive attitudes towards problem solving.

<p>Provide targeted interventions</p>	<ul style="list-style-type: none"> • Identify pupils below expected attainment through assessment and teacher judgement. • Implement short, focused fluency and number sense interventions. • Train TAs to deliver structured mastery-aligned interventions. • Monitor and evaluate intervention impact termly. 	<p>Class Teachers; Teaching Assistants; Taryn Byrne-Brown (Maths Lead); SENCO</p>	<p>Autumn Term identification; Interventions ongoing</p>	<p>Maths Lead and SENCO monitor intervention delivery (half termly). Pupil progress tracked termly.</p>	<p>Pupils in intervention groups make accelerated progress. Reduced attainment gaps between disadvantaged and non-disadvantaged pupils. Clear evidence of fluency improvement.</p>	<p>TA training time. Intervention resources (e.g., Number Stacks, Power of 1/2). Time for tracking and review.</p>

OBJECTIVE 3: To raise the quality of teaching so that it is consistently good or better across all year groups, ensuring that every pupil (focusing on Disadvantaged and SEN) makes at least expected progress and is fully engaged in their learning.

ACTION	SPECIFIC ACTIONS	PERSON RESPONSIBLE	TIMESCALE	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET/RESOURCE IMPLICATIONS
Strengthen Quality First Teaching (QFT) across all classrooms	<ul style="list-style-type: none"> • Provide staff training on QFT core elements • Develop and share whole-school QFT framework • Implement peer observations • SLT modelling • Monitor QFT through walks and books 	H/T D/H (T&L) / SLT	Throughout 2025–26	SLT – half-termly monitoring & coaching cycles	Teaching consistently good or better; increased engagement	£400
Review and update the Inclusion & Equality Policy	<ul style="list-style-type: none"> • Audit current policy • Review statutory guidance and LA updates • Draft revised policy • Staff consultation • Submit to Governors for approval 	SENCo / Inclusion Lead	Autumn Term 2025	Headteacher & Governors – annually	Updated, approved policy embedded in practice	n/a

OBJECTIVE 3: To raise the quality of teaching so that it is consistently good or better across all year groups, ensuring that every pupil (focusing on Disadvantaged and SEN) makes at least expected progress and is fully engaged in their learning.

<p>Deliver whole-school CPD on inclusive and equitable teaching practice</p>	<ul style="list-style-type: none"> • Identify staff training needs • Book external trainer or prepare internal CPD • Deliver staff training • Provide follow-up modelling & coaching • Monitor impact via observations 	<p>SENCo / D/H (T&L)</p>	<p>Autumn 2 – Spring 1 (2025–26)</p>	<p>SLT – ongoing after CPD</p>	<p>Increased inclusion seen in lesson observations</p>	<p>£500–£800</p>
<p>Establish pupil voice structures that promote inclusion</p>	<ul style="list-style-type: none"> • Recruit Inclusion Ambassadors • Train pupils in leadership and representation (sports leads) • Hold half-termly pupil voice meetings • Collect pupil feedback • Share findings with SLT/Governors 	<p>PSHE Lead / SENCo</p>	<p>Throughout 2025–26</p>	<p>Inclusion Lead – half-termly</p>	<p>Pupil surveys show improved belonging</p>	<p>£50</p>

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<p>Audit and enhance classroom environments and resources</p>	<ul style="list-style-type: none"> • Review diversity of displays and book corners • Evaluate accessibility for SEND learners • Identify representation gaps in resources • Purchase inclusive materials • Re-audit for consistency 	<p>Subject Leaders / SENCo</p>	<p>Spring Term 2026</p>	<p>SLT – termly learning walks</p>	<p>Classrooms reflect diversity and inclusion</p>	<p>£300</p>
<p>Introduce half-termly tracking for vulnerable groups (SEND, EAL, disadvantaged)</p>	<ul style="list-style-type: none"> • Collect progress data • Identify underperforming pupils • Implement targeted interventions • Review impact half-termly • Adjust provision accordingly 	<p>Assessment Lead / SENCo / Class Teachers</p>	<p>Half-termly</p>	<p>SLT & SENCo – half-termly data reviews</p>	<p>Narrowing of progress gaps</p>	<p>£200</p>

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<p>Strengthen parental engagement for SEND, EAL & disadvantaged families</p>	<ul style="list-style-type: none"> • Deliver parent workshops • Provide translation as needed • Increase communication channels • Offer drop-in support sessions • Gather and respond to feedback 	<p>SENCo</p>	<p>Throughout 2025–26</p>	<p>HT & Inclusion Lead – termly</p>	<p>Increased parental involvement & satisfaction</p>	<p>£150</p>

