

School Improvement Plan

September 2023

Swineshead St Mary's CE Primary School

On the Road to Emmaus – Luke 24: 13 – 35

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing, and challenging.

Leadership and Management

Senior leaders will make sure that other school leaders do their jobs as well as they can so that all areas of responsibility are rigorously checked and ensure the necessary support is put in place for staff who need it. These include: the quality of the curriculum, including provision for pupils with special education needs and or disabilities, and provision in the early years

Governors will make sure that leaders' work to improve the quality of education, including in the early years, and pupils' behaviour and attendance. Governors and senior leaders will make sure that other senior, phase and subject leaders have the knowledge and skills they need to carry out their roles effectively.

This is achieved by using a clear RAG system:

Those leading the action will implement the action - A

Those monitoring the action will check on the success and provide challenge and support to ensure its success - L

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Data Outcomes 2022/2023

EYFS

EYFSP

CONTEXT	Swineshead St Mary's CE Primary School (3102)		Local Authority - Lincolnshire		
	Value	Cov.	Value	Gap	Cov.
Cohort	37	-	7,483	n/a	-
Gender (Boys)	45.9%	100.0%	52.0%	-6.1%	100.0%
SEN Support	8.1%	100.0%	7.5%	+0.6%	96.9%
EHCP/Statement	5.4%	100.0%	3.0%	+2.4%	96.9%
Ethnicity (BME)	0.0%	100.0%	6.9%	-6.9%	96.9%
Language (EAL)	2.7%	100.0%	10.5%	-7.8%	100.0%
Disadvantaged	18.9%	100.0%	19.9%	-1.0%	100.0%

ASSESSMENTS

Item	Swineshead St Mary's CE Primary School (3102)		Local Authority - Lincolnshire	
	Value	Value	Value	Gap
Good Level of Development	81.1%	67.5%		+13.6%
Average no. ELGs at expected	16.0	14.1		+1.9
All Goals, Exp+	81.1%	66.6%		+14.5%
Prime Goals, Exp+	86.5%	75.3%		+11.2%
Com. & Lang. Goals, Exp+	91.9%	79.6%		+12.3%
PSE Goals, Exp+	97.3%	82.9%		+14.4%
Phys. Dev. Goals, Exp+	89.2%	86.4%		+2.8%
Specific Goals, Exp+	81.1%	68.1%		+13.0%
Literacy Goals, Exp+	81.1%	70.0%		+11.1%
Maths Goals, Exp+	91.9%	76.7%		+15.2%
Und. The World Goals, Exp+	97.3%	80.4%		+16.9%
Exp. Arts & Des. Goals, Exp+	97.3%	86.2%		+11.1%

Phonics



Etabl. No.	Etabl. Name	Indicator	Average of Years	Values (& YoY vs Self)			Trend	YoY vs LA		
				2019	2022	2023		'18 to '19	'19 to '22	'22 to '23
	Local Authority - Lincolnshire	Cohort	7884	7,860	7,966	7,825		-	-	-
	Local Authority - Lincolnshire	WA	77.2%	80.6%	74.8%	77.1%	↔↔↔	-	-	-
	Local Authority - Lincolnshire	APS	0.3	33.6	32.0	32.7	↔↔↔	-	-	-
	Local Authority - Lincolnshire	Cohort	37	39	32	41		-	-	-
3102	Swineshead St Mary's CE Primary School	WA	83.6%	76.9%	81.3%	92.7%	↔↔↔	-	+11.0%	+8.3%
	Swineshead St Mary's CE Primary School	APS	0.3	33.4	32.8	35.7	↔↔↔	-	+1.8	+2.2

Key Stage One 2022 - 2023			Key Stage Two 2022 - 2023		
Year 2 – 36.3% PP (12/33 children) 1 child = 3.03% 1 PP child = 8.3%	School 2022 – 23	2022 – 23 Local Authority Average	Year 6 - 31.7% PP (13/41 children) 1 child = 2.43% 1 PP child = 7.69%	School 2022 - 23	2022 – 23 National Average
Reading Expected	66.7%	65.7%	Reading Expected	75.6%	72%
Reading Exceeded	15.2%	16%	Reading Exceeded	48.8%	LA 24.9%
Reading FSM6 and FSM Eligible Expected	50%	52.1%	Reading FSM6 and FSM Eligible Expected	46.2%	LA 54.9%
Reading FSM6 and FSM Eligible Exceeded	16.7%	7.8%	Reading FSM6 and FSM Eligible Exceeded	23.1%	LA 15.2%
Writing Expected	60.6%	56.5%	Reading Progress	3.94	LA -0.36
Writing Exceeded	6.1%	6.6%	Reading FSM6 and FSM Eligible Progress	2.20	LA -1.25
Writing FSM6 and FSM Eligible Expected	33.3%	42.4%	Writing Expected	65.9%	71%
Writing FSM6 and FSM Eligible Exceeded	16.7%	2.6%	Writing Exceeded	17.1%	LA 11.8%
Mathematics Expected	63.6%	68%	Writing FSM6 and FSM Eligible Expected	30.8%	LA 54.4%
			Writing FSM6 and FSM Eligible Exceeded	0.0%	5.5%
			Writing Progress	1.30	LA -0.11
			Writing FSM6 and FSM Eligible Progress	-1.64	-1.02

Mathematics Exceeded	9.1%	14.5%	Mathematics Expected	70.7%	73%
Mathematics FSM6 and FSM Eligible Expected	41.7%	55%	Mathematics Exceeded	46.3%	LA 18.7
Mathematics FSM6 and FSM Eligible Exceeded	0%	7.9%	Mathematics FSM6 and FSM Eligible Expected	38.5%	LA 54.7%
			Mathematics FSM6 and FSM Eligible Exceeded	23.1%	10.1%
			Mathematics Progress	2.90	LA -0.50
			Mathematics FSM6 and FSM Eligible Progress	0.52	LA -1.46
			Reading, Writing and Maths Expected	65.9%	LA 55.2%
			Reading, Writing and Maths Exceeded	17.1%	LA 6%
			Reading, Writing and Maths FSM6 and FSM Eligible Expected	30.8%	LA 37.9%
			Reading, Writing and Maths FSM6 and FSM Eligible Exceeded	0%	LA 2.4%

Year 4 Multiplication Check

Mean average score	19.8/25
National mean average score (2022)	19.8/25

Year 1	Well below ARE	Below ARE	Low ARE	Mid ARE	High Secure	Low Greater depth	High greater depth	Total % at or above ARE	Average scaled score
Reading	4.9%	19.5%	17.1%	26.8%	7.3%	19.5%	4.9%	71.6%	102.9

Maths	9.8%	17.1%	0%	26.9%	14.6%	24.4%	7.3%	73.2%	104.7
Writing		7.3%	41.5%			51.2%		92.7%	

Year 3	Well below ARE	Below ARE	Low ARE	Mid ARE	High Secure	Low Greater depth	High greater depth	Total % at or above ARE	Average scaled score
Reading	0%	18.4%	21.1%	15.8%	13.2%	10.5%	21.1%	81.7%	106.6
Maths	10.5%	26.3%	10.5%	21.1%	2.6%	26.3%	2.6%	63.1%	103.9
GPS	15.8%	23.7%	18.4%	21.1%	10.5%	10.5%	50%	60.5%	96.8
Writing	2.6%	26.3%	26.3%			44.7%		71%	

Year 4	Well below ARE	Below ARE	Low ARE	Mid ARE	High Secure	Low Greater depth	High greater depth	Total % at or above ARE	Average scaled score
Reading	2.8%	22.9%	11.4%	20%	20%	11.4%	11.4%	74.2%	103.9
Maths	8.6%	14.3%	34.3%	8.6%	8.6%	14.3%	11.4%	77.2%	102
GPS	20%	20%	11.4%	28.6%	5.8%	14.3%	0%	60%	96.4

Writing	9.4%	12.5%	43.8%			34.4%	78.2%	
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Year 5	Well below ARE	Below ARE	Low ARE	Mid ARE	High Secure	Low Greater depth	High greater depth	Total % at or above ARE	Average scaled score
Reading	13.2%	10.5%	15.8%	15.8%	13.2%	23.7%	7.9%	75.4%	103.5
Maths	10.5%	23.6%	21.1%	13.2%	15.8%	13.2%	2.6%	65.9%	100.7
GPS	21%	15.8%	7.9%	36.8%	7.9%	10.5%	0%	63.1%	98.1
Writing	7%	18%	57%			18%		75%	

Key Improvement 1: Improve Behaviour and Reduce Persistent Absenteeism

Key areas taken from Ofsted's grade descriptors for Behaviour and Attitude:

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.

There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift, and effective action.

Ensure all pupils receive high quality support for behaviour through well planned support strategies for all children: Actions

- Fidelity to the behaviour policy by ALL staff
- To receive training, guidance, and support from the Education Endowment Foundation guidance report: Improving Behaviour in Schools
- The Foundations of Best Practice (FoBP) for behaviour is applied at all times
- Weekly monitoring of attendance for all children and swift action is taken where attendance is below 96% and particularly for the small number of pupils with persistent absenteeism of 90% or less
- Behaviour Improvement Mentor
- Growing Acorns nurture group for identified pupils
- Implementation of the SIAS Energy Wall and Moodtrackers
- Senior Leadership support from Karl Shaw

We will know we have succeeded when:

- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes fair and highly effective action to support them to succeed in their education.
- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- All staff have full fidelity to the behaviour policy and routines and expectations are commonly understood and consequences are followed through.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- The level of persistent absenteeism has dropped by 20% in the first trimester and by 40% in the second.

Evidence will be gathered through:

- Behaviour policy and written statement
- Attendance monitoring
- Monitoring behavior incident reports on CPOMS
- Behaviour plans
- Monitoring of the Foundations of Best Practice (FoBP) for behaviour
- Staff and pupil voice
- Staff training

The persons responsible are:

Executive Headteacher
Head of School
Phase Leaders/SENCo
Behaviour Improvement Mentor

PSHE/RSHE Lr
PSHE/RSHE Governor
Governing Body

We will seek support from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#behaviour-and-attitudes>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

- Education Endowment Foundation guidance report
- BOSS outreach service/Healthy Minds
- SEND Support Team

Overall Outcome Success Criteria:

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.

Milestones in our progress

By December 2023 we will have:

- Training on the new Energy Wall and Moodtrackers for all school staff
- SENCos/class teachers have identified targeted use of the Energy Wall and Moodtrackers in IEPs for pupils with SEMH needs or as part of a behaviour support plan
- Behaviour Policy reviewed and shared with stakeholders
- A class Behaviour Charter is in place and applied
- Staff training on the behaviour guidance documents above
- Individualised behaviour systems in place for pupils with high level needs
- Behaviour Improvement Mentor has a timetable in place and reports on actions/outcomes and impact
- The Behaviour Improvement Mentor's work is therapeutic based with crisis response taking 20% of workload
- Growing Acorns is working well because the activities are carefully planned and overseen by the SENCo
- Foundations of Best Practice (FoBP) used by leaders to monitor behaviour

- Persistent absenteeism has reduced by 20% from July 2023 figures

By April 2024 we will have:

- Consequences and support are constant and identified through the FoBP monitoring of behaviors by leaders
- The language of 'expectations' is used spontaneously by staff and pupils in 'pupil/staff' voice about behaviour and learning
- Phase and Senior Leaders actively leading training sessions and coaching other staff
- The Behaviour Improvement Mentor's work is therapeutic based with crisis response taking 10% of workload
- Growing Acorns has a positive impact on self-esteem well-being resulting in improved positive behaviours resulting in a 30% reduction in negative behaviours at playtime due to the quality of the provision.
- Persistent absenteeism has reduced by 40% from July 2023 figures.
- FoBP monitoring of learning behaviours is good or better in ALL classes.

By July 2024 we will have:

- FoBP monitoring of learning behaviours is good or better in ALL classes with outstanding elements in 66% of classes.
- The Ofsted's 'Good' grade descriptors for Behaviour and Attitude are fully embedded
- The Behaviour Improvement Mentor's work is purely therapeutic based without the need for crisis response

Actions	Success Criteria	Responsibility Actions - A Monitoring - L	Time Scale	Resources & Training	Review
Behaviour policy reviewed and shared with stakeholders Behaviour in Schools - Advice for headteachers and school staff (publishing.service.gov.uk) Staff training on the behaviour guidance documents	All staff follow the systems in place and feel well equipped to deal with behaviour that is disruptive. Pupils know and respond to the new mantra and demonstrate knowledge and understanding of rewards and consequences if they do not meet behaviour expectations.	EHT – A FGB – L	End of September 23 policy check Training throughout Term 1 Communicated with parents	See support guidance above	Full Governing Body Meeting – December 2023

<p>Growing Acorns has a clear plan of activities for the weekly sessions with the desired impact that all staff know what to deliver and to whom and why.</p>	<p>Lunchtime support allows children to build stronger relationships and experience a positive lunchtime experience resulting in a decrease of negative behaviours at lunchtimes and children achieving milestones within the SEMH trackers and improved scores on the Moodtracker.</p>	<p>TAs – A SENCo - L</p>	<p>September 2023</p>	<p>Staffing rota Activities list Growing Acorns resources Moodtracker</p>	<p>J Powell/A Houghton governor visit on Growing Acorns provision in the autumn term</p>
<p>The Behaviour Improvement Mentor sets out a weekly timetable for therapeutic work with pupils and this is shared with leaders on CPOMS with the outcome of the work and the impact.</p> <p>The focus of the work is therapeutic</p>	<p>Effective support for children with SEMH needs alongside day-to-day behaviour expectations ensures the support for pupils health needs, wellbeing and sense of responsibility is good at all times</p>	<p>BIP – A HoS/EHT - L</p>	<p>Weekly</p>	<p>CPOMS</p>	<p>J Powell/A Houghton governor visit on Behaviour Improvement Mentor provision per term</p>
<p>Training on the Energy Wall and the use of Moodtrackers to be used by the SENCo and Growing Acorns staff</p> <p>Teaching staff/SENCo identify the Energy Wall as a support mechanism in IEPs.</p>	<p>'Energy Wall' provides fun and interactive fitness exercise and accompanies sensory circuits work. It helps to manage physical and mental health and wellbeing.</p> <p>'Moodtrackers' will allow children to log their feelings - it provides 7 common emotions to</p>	<p>EHT/SENCo/TAs – A EHT/SENCo - L</p>	<p>September 2023</p> <p>IEPs reviews x 3 per year</p> <p>Behaviour support plans as and when required</p>	<p>SIAS Energy Wall and Moodtrackers</p>	<p>J Powell/A Houghton governor visit on Energy Wall/Moodtrackers provision in the autumn term</p>

Moodtracker information supports work for children with SEMH needs.	choose from and is an interactive way for children to log their feelings daily and provide meaningful data to staff, who can start conversations and notice patterns in mood overtime.				
The Head of School continues to give high priority to supporting the improvement of attendance and reduction of persistent absence e.g. by reviewing data and reports weekly as per the Attendance Policy. The LA Attendance Strategy continues to be implemented and data recorded	The target for attendance is 96% and persistent absenteeism at 90% is reduced to 6%	HoS – A EHT - L	HoS to monitor weekly and report to the EHT every temlet	School administrator to run weekly attendance reports for all groups to monitor any children whose attendance falls below 96%. LA Attendance tracking spreadsheet	Full Governing Body Meeting December 2023 March 2024 July 2024
Foundations of Best Practice (FoBP) used by leaders to monitor behaviour	Effective monitoring systems allow any issues to be addressed straight away and ensure the prevalence of good behaviour is testament to all of our work to ensure good learning and a safe and orderly school	KS2 PL/HoS/EHT – A EHT - L	HoS and EHT to review behaviour leadership work as part of termly monitoring duties	Review FoBP in autumn term to check that it accurately reflects out behaviour policy, intent and systems of support	Full Governing Body Meeting report on behaviour in the HoS report December 2023 March 2024 July 2024

Key Improvement 2: Refine the Leadership of SEND

Key areas taken from Ofsted's grade descriptors for Leadership:

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies, and practice.

Ensure all pupils receive high quality leadership support for SEND through: Actions

- Leaders ensure that support staff deliver effective interventions
- Leaders to ensure the monitoring of B Squared is rigorous and that targets for pupils with SEND are precise and make clear what these pupils need to do to improve
- Leaders to thoroughly monitor, evaluate, and support with how IEP targets are put into practice and to support staff delivering the targets

We will know we have succeeded when:

- Federated SENCo delivers the training from the Small School Special Educational Needs Support Programme (sSENS) for staff and this is followed up with further training, support and the monitoring of its effective implementation for support staff
- Pre and over learning 'Catch the Bus' is part of the delegated duties for support staff
- Leaders ensure that targets for pupils with SEND are precise through the use of B Squared and make clear what these pupils need to do to improve and know how IEP targets translate into pupil's work
- Leaders have a clear work schedule so that all reviews are conducted within a timeframe and ensure that provision for pupils with SEND runs through all the monitoring work they undertake

Evidence will be gathered through:

SEND Action Plan
B Squared monitoring reports
IEPs
Provision maps
Work scrutiny
Observations by SENCo
SENCo annual workflow
'SEND in a nutshell' report
Review meetings
SEND progress data
Staff training records

The persons responsible are:

SENCo/federated SENCo
 Executive Headteacher
 SEND Governor
 Governing Body

We will seek support from:

- Special Educational Needs Support Programme (via federated school)
- SEND Support Team

Overall Outcome Success Criteria:

Pupils with SEND have a rewarding school experience which responds to their learning needs and enables them to progress and attain as highly as possible. We are committed to ensuring that school systems and structures support all staff when providing high quality provision for pupils with SEND and ensure that provision is good or better.

Milestones in our progress**By December 2023 we will have:**

- A clear work schedule which maps out the SENCo duties over the academic year and this is RAG per termlet.
- INSET training on effective TA support followed up with any additional training needs and the effective deployment of the training by TAs.
- Regular monitoring of B Squared and IEPs by the SENCo to ensure that targets for pupils with SEND are precise and make clear what the pupils need to do to improve and monitor how IEP targets translate into teachers planning and pupil's work
- ELSA tracking reports are completed by teaching staff for pupils with SEMH needs and are part of the IEP process with precise targets and support taken from ELSA.
- Staff have benefited from high quality CPD, such as ELSA training, to develop their knowledge of types of SEND and effective support, using evidence-based research. CPD has included regular staff meetings and INSET sessions / days for teachers and support staff.
- Catch the Bus (pre and over learning) is effectively deployed by teaching and support staff so that first quality teaching is the mainstay for classroom learning for children with SEND needs.
- Pupil Progress Meetings and tracking reports focus on the progress and attainment of pupils with SEND and have provided opportunities to share specific information with teachers and members of SLT to support pupils with SEND such as any additional interventions.

By April 2024 we will have:

- As above

By July 2024 we will have:

- As above
- 'SEND in a nutshell' report is shared with leader and the FGB
- Annual SEND report is shared with leader and the FGB

Actions	Success	Responsibility	Time Scale	Resources &	Review
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	Criteria	Actions - A Monitoring - L		Training	
SEND work schedule to fully reflect SEND requirements, monitoring, training, support, coaching and reviews	All actions within the work schedule are undertaken and achieved	A – SENCo L - EHT	September 2023 and RAG over the academic year	Dedicated SENCo release time	By the EHT before the end of each termlet
INSET training on effective TA support followed up with any additional training needs and the effective deployment of the training by TAs.	Through effective training and support, all support staff deliver effective learning support in the classrooms and intervention support	A – TAs L - SENCo	September INSET and ongoing training and monitoring over the academic year	sSENS training materials shared by federated SENCo	S Hurn governor visit on the implementation of the training in the autumn term
IEPs focus on the progress and attainment of SEND pupils across the four main SEND categories though the use of B Squared and ELSA. The targets from these packages ensure the targets are precise and make clear what the pupils need to do to improve. The SENCo supports all staff in ensuring IEPs are of a high quality.	The SENCo will have a complete picture of SEND pupil's and the academic, behaviour and attendance data for SEND pupils will improve because the child's learning needs are met.	A – Teaching staff L - SENCo	IEP reviewed termly	MARK B Squared ELSA IEPs	S Hurn governor visit to review a SEND pupil 'flight path' from the B Squared or ELSA information, IEP review, book scrutiny, classroom support and pupil/teacher voice
Pupil Progress Meetings and tracking reports focus on the progress and attainment of pupils with SEND and have provided opportunities to share specific information with teachers and members of SLT to support pupils with SEND such as any additional interventions	The vast majority of children make at least expected progress because of the effective leadership of SEND	A - SENCo L - EHT	Pupil Progress Meetings undertaken at the end of every tracking week	MARK B Squared ELSA Pupil Progress Meeting template	Full Governing Body Meeting report on SEND progress in the HoS report – December 2023 March 2024 July 2024
All staff receive high level SEND CPD	Improved learning support for all staff working with SEND pupils	SENCo – A EHT - L	Ongoing	Dedicated SENCo time	S Hurn governor visit to review a SEND CPD for staff

				External providers	
TA and teaching staff ensure 'Catch the Bus' is part of a TAs regular duties through shared planning and ensuring the classroom learning environment and resources support pre and over learning.	Monitoring of support from classroom staff show the level of learning support is highly effective. Pupils make good progress and the gap is narrowed through first quality teaching reducing the amount of additional intervention time.	Classroom staff – A SENCo/EHT - L	Termly learning journeys to monitor the effective use of Catch the Bus by teaching and support staff.		S Hurn governor visit to review 'Catch the Bus' in action

<p>Key Improvement 3: Ensure Fidelity to the Little Wandle Fluency and Spelling Programme for Year 2s</p> <p>Key areas taken from Ofsted's grade descriptors for the teaching of Early Reading: The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations. The school has developed sufficient expertise in the teaching of phonics and reading.</p> <p>We will know we have succeeded when: Actions</p> <ul style="list-style-type: none"> • All staff have full fidelity to the Little Wandle Phonics Scheme and use the whole of the scheme to deliver learning, including resources to aid learning and intervention materials. • Further staff training results in all staff knowing how to deliver the different programmes correctly. • Every pupil can read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations, particularly pupils in Year 2 who are not green in the Little Wandle Summer assessment or didn't/just passed the Phonics Screening Check. • Children at the end of Year 2 are happy, fluent readers ready for KS2 and beyond! <p>Evidence will be gathered through: Phonics Action Plan Reading Action Plan 'What to do with Year 2' flowchart implementation Training records On-going data collection at key points throughout the year Little Wandle Phonics Foundations of Best Practice monitoring records Little Wandle spelling progression Learning journey records</p>

Observations of adults reading with pupils
Timetables and grouping information

The persons responsible are:

English leader
Year 2 staff
Support staff
Executive Headteacher
Governing Body

We will seek support from

Little Wandle
Leadership, guidance, and support from senior leadership team for all teaching staff

Overall Outcome Success Criteria:

The Little Wandle Year 2 spelling and Little Wandle Fluency is implemented resulting in children having learning and books matched to their ability

Milestones in our progress

By December 2023 we will have:

Little Wandle Fluency

- Year 2 staff administer the Little Wandle Fluency initial assessment 1
- Staff training at INSET for all staff on Module 4
- Staff training on the three short CPD modules for Little Wandle Fluency
- New to KS1 staff, staff who have not delivered Little Wandle and staff in need of updating their training to complete the Little Wandle modules in Autumn 1
- Little Wandle Fluency books purchased in response to the initial assessment information (3 x each fluency stage per number per group)
- The English Leader works closely with Year 2 staff to map out the different grouping for pupils, staffing, timings and programme implementation (fluency 1 – 5: groups of 6 to 10 ch'n & fluency 6 to 10: groups of up to 15 ch'n) and ensures the comprehension teaching notes from Little Wandle Fluency and lesson plans and implemented correctly and regular fluency assessments are undertaken.
- Staff effectively deliver a 30-minute daily reading lesson using prosody, repeated reading and comprehension through a dialogic talk model ensuring good progress due to high quality teaching
- English Leader to ensure our English intent and implementation reflects the Little Wandle Fluency alongside our English policy and reading progression documents.
- English Leader to ensure the FoBP for phonics reflects the Fluency programme
- Little Wandle Fluency books are sent home to read with family
- Classes with Y2/Y3 split have a solid and efficient timetable for pupils receiving a mixture of Rapid/Fluency or KS2 VIPERS through Whole Class Guided Reading/Accelerated Reader which is well resourced staffing wise and staff are fully trained and organised with the Little Wandle planning or VIPERS whole class guided reading
- Phonics Screening Check tracking for Y1 and Y2 re-check undertaken in September and December with additional support in place

Little Wandle Spellings

- Year 2 staff administer the Phase 5 spelling review in Autumn 1
- Year 2 staff administer the Bridge to spelling review in Autumn 2
- Staff effectively deliver a 30-minute daily spelling lesson
- The English Leader works closely with Year 2 staff to map out the different grouping for pupils (Y1 Ph 5/Y2 Ph 5 review/Rapid Catch-Up, staffing, timings and programme implementation including the teaching notes, handouts and display materials
- English Leader to ensure the FoBP for phonics reflects the spelling programme

By April 2024 we will have:

Little Wandle Fluency

- Implemented Little Wandle Fluency beyond Year 2 (initial fluency assessment 2) for pupils who have graduated from Rapid Catch Up, but unable to access VIPERS and whole class guided reading and Accelerated Reader due to being <F10 – 120wpm
- Reviewed the Little Wandle Fluency books purchased and if we need additional 6-10 books
- Learning journeys demonstrate good or better teaching with full fidelity to the SSP
- Monitoring using the phonics Foundations of Best Practice demonstrate that all of the criteria is in place and is of a good standard
- Additional staff training depending in the needs of the schools
- Phonics Screening Check tracking for Y1 and Y2 re-check undertaken in February and April with any concerns immediately addressed

Little Wandle Spellings

- Year 2 staff administer the year 2 spelling units
- Staff effectively deliver a 15-minute spelling lesson, four times a week
- Staff effectively deliver spelling lessons using a similar structure to Little Wandle phonics lessons using high quality teaching at all times

By June 2024 we will have:

- Phonics Screening Check tracking for Y1 and Y2 re-check undertaken in May and June (final PSC)
- 80%+ meet the Phonics Screening Check at Year 1.
- 80% achieve KS1 reading expected
- 35% achieve KS1 reading greater depth

What to do with Year 2 from September?

This document gives advice on choosing the right route for children at the start of Year 2, whether this means completing the **Little Wandle** main programme, following **Rapid Catch-up** or moving on to **Little Wandle Spelling** and **Little Wandle Fluency**.

1. Have you completed the Year 1 Summer 2 teaching?

Yes Go to question 2 below.	No Go back and teach it. Aim to have it completed this by the end of Autumn 1.	No, and I have gaps in Spring 1 and 2 Complete the Post-Phonics Screening Check assessment and teach to the gaps. Aim to have filled the gaps and taught Summer 2 by the end of Autumn 1, even if it means teaching two lessons a day.
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2. Are all your children on track with phonics?

Yes <ul style="list-style-type: none"> Assess all children using the Year 2 Phase 5 review assessment. Teach the Phase 5 review for five weeks. Repeat the Phase 5 review assessment to see progress and plan any gap filling. Continue to Year 2 Bridge to Spelling and the Year 2 Spelling programme. 	No, but some of them are If you have another adult: <ul style="list-style-type: none"> Teach two separate groups. Use the main programme Year 1 Phase 5 planning for children who are not on track. Consider teaching two lessons a day to get all children back on track by the end of Autumn 1. Use the Year 2 Phase 5 review for children who are on track (see column 1 left). If you do not have another adult: <ul style="list-style-type: none"> Teach your whole class the main programme Year 1 Phase 5 planning. Consider using the Year 2 Phase 5 review to challenge children who are on track. 	No, some are at Phase 4 <ul style="list-style-type: none"> Keep these children in class if you are teaching Phase 5. Do not keep them in class if you are teaching the spelling programme. Teach Rapid Catch-up Phase 4* in groups as needed. Assess every four weeks. These children should follow the Rapid catch-up programme to its completion.
No, some are at Phase 2 or 3 <ul style="list-style-type: none"> Do not keep these children in class if you are teaching Phase 5 or the Spelling programme. Teach Rapid Catch-up Phase 2 or 3* in groups as needed. Assess every four weeks. These children should follow the Rapid catch-up programme to its completion. 		

*Rapid Catch-up is very pacy and you may need to slow down the lessons initially.

3. What should I do about teaching reading?

Children reading Phase 5 Set 5 books <ul style="list-style-type: none"> Use the Phase 5 fluency assessment to identify children who are ready for the Little Wandle Fluency programme. Children following the main programme are ready to start Little Wandle Fluency 1 books when they can read at 60-70+ words per minute with an accuracy rate of at least 90%. Children following Rapid Catch-up are ready to start Little Wandle Fluency 5 books when they can read at 90+ words per minute with an accuracy rate of at least 90%. 	Children reading Phase 2 to Phase 5 - Set 4 books <ul style="list-style-type: none"> Introduce to teach reading practice sessions (10 minutes a week). Use the assessments to match the children's secure phonics knowledge to the right level book (see Programme content and review/assessment notes (A2 assessments) booklet) and the fluency assessment to assess reading speed and accuracy.
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Actions	Success Criteria	Responsibility Actions - A Monitoring – L	Time Scale	Resources & Training	Review
The English Leader works closely with Year 2 staff to map out the different grouping for pupils, staffing, timings and programme implementation and ensures the comprehension teaching notes from Little Wandle Fluency and lesson	The systems are effective for phonics and the teaching of reading in Year 2 and Year 3 because staff have clear timetables, staff are assigned to deliver the different groupings (including Year 3 VIPERS during whole class	Year 2 staff and TA delivering sessions – A Eng Lr - L	Aut 1 and ongoing	Little Wandle CPD Little Wandle plans (not released until 28/8/23)	J Lee governor visits to review implementation of Year 2 from the Spring Term

plans and implemented correctly and regular fluency assessments are undertaken.	guided reading), staff are familiar with the planning, have undertaken CPD and use the assessment effectively				
Additional Little Wandle training for all staff and enhanced training sessions for new staff/ staff who need refreshing/new to KS1/Year 3	All staff can deliver the Little Wandle Scheme with full fidelity to its entire package including the correct implementation of the new	English Lr/Federated English Lr – A EHT - L	Module 4 at INSET September and enhanced training for staff in Term 1 including three short CPD modules on reading fluency and spelling (ongoing)	Little Wandle training resources/videos Staff training sessions led by Eng. Lr	Full Governing Body Meeting report on staff CPD in the HoS report December 2023 March 2024 July 2024
Additional Little Wandle Fluency Books to ensure full fidelity to the SSP and it is well-resourced after Little Wandle Fluency initial assessment 1	Children have access to high quality fluency books as part of the learning experience in school and to consolidate learning and strengthen a love of reading (curriculum intent) at home	Year 2 – A EHT - L	Following initial fluency assessment and in place for Autumn 2	Harper Collins £5000 on LW fluency F1 – F10	Full Governing Body Meeting report on budget December 2023
Robust monitoring of Little Wandle Rapid Catch-Up and Keep-Up SSP to ensure interventions close the gap. Books are matched correctly through regular assessments and staff are highly skilled at delivering	The learning experience that the pupils receive will be of a good or better quality and the quality of interventions they receive will be of a good or better standard resulting in the quality of early reading being good and a	Classroom staff – A English Lr/EHT - L	English Lr and EHT to undertake regular FoBP monitoring checks per termlet	Implement assessments: September – Rapid Catch-Up x 3 phonics and x 2 reading practice based on end of summer phonics	J Lee governor visits to review implementation of Rapid Catch Up against the FoBP criteria for phonics

<p>phonics teaching with high expectations for all.</p> <p>The Phonics Leader ensures assessments are used to correctly identify what phase a child is at and assigns groupings, staffing and CPD and to monitor progress. They ensure staff use the SSP planning and resources in full.</p> <p>All staff are fully aware of the starting points, progress and needs of all pupils and follow the scheme with full fidelity.</p>	<p>significant uplift from the phonics outcomes of 2022/23</p>			<p>assessments/on entry</p> <p>Re-assess children when they complete Phases 2, 3 and 4 • assess children who are following the Phase 5 part of the programme every four weeks • assess children at the end of the programme to check they are ready to leave Little Wandle Rapid Catch-up</p>	
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Key Improvement 4: Implement Mastery Across the School - Refinement Stage

Key areas taken from Ofsted’s Inspection Handbook for inspecting the impact of the teaching of mathematics

How well teaching fosters mathematical understanding of new concepts and methods, including teachers’ explanations and the way they require pupils to think and reason mathematically for themselves

How well teaching uses resources and approaches to enable pupils in the class to understand and master the mathematics they are learning

Ensure White Rose Maths and the mastery approach is successfully refined across the school: Actions

- Continuing the mastery journey through continued participation and collaboration
- Continued staff training for all Key Stages, on delivering a mastery approach to mathematics within the classroom; the implementation of the White Rose resources as the White Rose Maths Scheme of Work and NCETM Mastering Number

We will know we have succeeded when:

A Mastery approach has resulted in a sufficient depth of knowledge and understanding in mathematics to reason and explain mathematical concepts and procedures and use them to solve a variety of problems" and that greater depth means to then go on and "independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics

Evidence will be gathered through:

- Curriculum short-, medium- and long-term plans using the existing curriculum templates
- Learning journeys and monitoring records which evidence that within lessons, pupils make good progress is made and they experience deeper learning
- Learning journeys to check on teachers' pedagogy and delivery of White Rose Maths/NCETM
- Book-looks to check that children's work will include open ended tasks, problem solving activities and reasoning to ensure all children make at least good progress in maths

The persons responsible are:

Maths Leader
Executive Headteacher
Head of School
Maths Governor
Governing Body

We will seek support from:

- Maths HUB
- NCETM
- Mastery Maths Programme
- White Rose Maths

Overall Outcome Success Criteria:

- Learning for all children is deepened using investigative maths work, problem solving and reasoning
- Feedback, self-assessment, and pupil voice are strengthened to allow children to master mathematical skills such as: reasoning, hypothesising and problem solving
- The skills of support staff in delivering small group interventions/Catch the Bus sessions is strengthened so that pupil progress is accelerated.

Milestones in our progress

By December 2023 we will have:

- The refinement of White Rose Maths/NCETM is reflected in the curriculum content.
- INSET training for staff on delivering mastery with greater depth within the classroom
- TA staff training on Teaching for Mastery: Questions, tasks, and activities to support assessment (NCETM/Maths HUBS) and EYFS and KS1 Maths

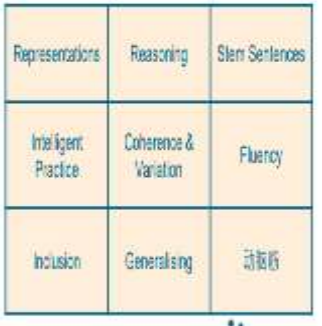
- Teachers use the NCETM [Primary Assessment Materials](#) to give a greater indicator of the difference between a child mastering the curriculum (working at age related expectations) and one working at greater depth
- Mathematics Leader attending Maths Network Meeting termly alongside the Maths HUBs

By April 2024 we will have:

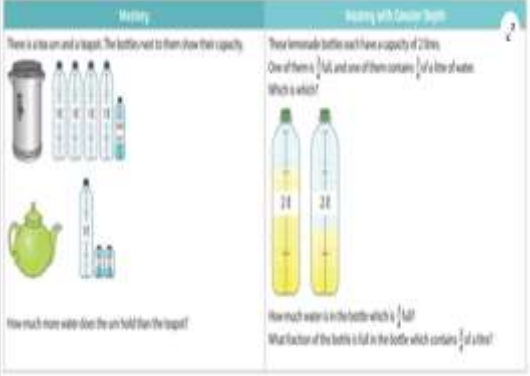
- Further coaching and paired teaching so that staff fully understand how to plan, prepare, and deliver White Rose maths/NCETM mastery and CPA teaching, particularly staff who are new to KS1 or new to the school.
- Support staff receive training in mathematical sentence starters for the language of reasoning and explanation
- Mathematics observations by Mathematics Leader and Governor with the focus being that the 80% of the school is at the refinement stage.
- Mathematics Coordinator attending Maths Network Meeting termly: High quality network group working alongside the Maths HUBs
- Tutoring is in place for children who require additional interventions other than what is identified during Pupil Progress Meetings

By July 2024 we will have:

- Monitoring identifies the small number of colleagues who require further support at the refinement phase
- External monitoring: excellent feedback highlighting the quality of the teaching and the development of mathematical reasoning clear in pupils' books.
- Mathematics Leader attending Maths Network Meeting termly (Services for Education): High quality network group working alongside the Maths HUBs

Actions	Success Criteria	Responsibility Actions - A Monitoring – L	Time Scale	Resources & Training	Review Date
Fluency, reasoning and problem solving skills are refined even further so that the following become second nature: Fluency <ul style="list-style-type: none"> • To recall and apply knowledge and procedures rapidly, accurately and efficiently • To develop and demonstrate conceptual understanding • To move fluently between different representations of mathematical ideas • To make rich connections across mathematical Idea 	All mastery maths lessons feature the following: 	Teaching staff – A Maths Lr - L	Ongoing	NCETM White Rose Maths	J Ellis governor visits to review the implementation of fluency, reasoning and problem solving skills in books and during a learning journey

<p>Problem Solving</p> <ul style="list-style-type: none"> • To break down a variety of rich and sophisticated non-routine problems into a series of simpler steps • To persevere and display resilience in seeking solutions to problems • To self-monitor progress and evaluate solutions when solving problems; to make adjustments to a method if necessary and/or to consider alternative approaches <p>Reasoning</p> <ul style="list-style-type: none"> • To conjecture relationships and generalisations • To follow a line of enquiry, including children developing their own lines of enquiry. Ask 'What if...?' • To develop an argument, justification or proof using mathematical language • To make rich connections across mathematical ideas 	<p>Resulting in the children being able to describe and explain what they did. They are confident that their chain of reasoning is right and may use words such as, 'I reckon' or 'without doubt'. They are able to justify a correct logical argument that has a complete chain of reasoning to it and uses words such as 'because', 'therefore', 'and so', that leads to proving an argument that is mathematically sound.</p>				
<p>Teachers use the NCETM Primary Assessment Materials to give a greater indicator of the difference between a child mastering the curriculum (working at age related expectations) and one working at greater depth.</p>	<p>The use of NCETM assessment material allows teachers to deepen the structure of questions.</p> <p>Pupils who grasp concepts rapidly will be challenged through rich and sophisticated problems</p>	<p>Teaching staff – A Maths Lr - L</p>	<p>Ongoing</p>	<p>NCETM Primary Assessment Materials</p>	<p>J Ellis governor visits to review the implementation and impact of assessment materials</p>

 <p>Teachers use the NRICH curriculum map to take a child's learning to greater depth</p>	<p>before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practise, before moving on.</p>				<p>Full Governing Body Meeting report on phonics outcomes and progress in the HoS report December 2023 March 2024 July 2024</p>
<p>The Three Rs approach is used to increase the number of children achieving a great depth of understanding in maths:</p> <ol style="list-style-type: none"> 1. Reflecting: Children need the breathing space to reflect on an experience when deepening their knowledge and understanding. Pausing, probing and pondering all happen when children are not rushed or pressured. Slowing down allows children to take control of their learning and become aware of their own learning too. 	<p>A sequence of lessons include a range of problems that touch upon different content domains and children are challenged with rich and sophisticated problems solving before being exposed to new content.</p>	<p>Teaching staff – A Maths Lr - L</p>	<p>Ongoing</p>	<p>NCETM White Rose Maths</p>	<p>J Ellis governor visits to review a sequence of lessons for children identified as greater depth</p>

<p>2. Representing: Children need plenty of opportunities to represent their learning in an active way so deepening becomes memorable. This might be constructing a model, drawing a mathematical picture, using manipulatives or writing down their thoughts.</p> <p>3. Reporting: Children have to engage in meaningful maths talk with others – maths has to involve lots of verbal back and forth. Pupils refine, consolidate and develop their understanding by entering into learning conversations with their peers and teacher(s). This type of reporting helps children to realise that their thoughts are valuable and by talking together they can clarify their understanding.</p>					
<p>Staff have received good quality training and feel well equipped to access resources and deliver with fidelity because they understand the intent behind it and the progression which follows and are familiar with the content domain and lesson plans</p>	<p>Mathematics learning journeys demonstrate that staff are now secure with mastery and ECT staff are working at the embedding stage. This results in</p>	<p>Teachers – A Maths Lr - L</p>	<p>INSET Ongoing</p>	<p>Release time for Maths Lr</p>	<p>CPD feedback records and monitoring inform any reviews</p>

	Improved standards – increased percentage of pupils at EXS and GDS				
Coaching for support staff ensures pre and over learning: Catch the Bus and interventions follows WRM Scheme of Work with key concepts. Support staff can deliver WRM Flashback 4, the use of WRM True or False questions and use stem sentences and generalisations to aid pupils' short-term memory and help make connections.	Children make accelerated progress in maths. Disadvantaged pupils perform at least as well as all non - disadvantaged pupils nationally.	Teacher – A Maths Lr - L	Ongoing	WTM scheme of work and resources Training and coaching from Maths Lr with additional release time	J Ellis governor visits to review Catch the Bus and interventions using the mastery approach. Full Governing Body Meeting report on maths outcomes and progress in the HoS report December 2023 March 2024 July 2024

Key Improvement 5: To further develop the schools distinctive Christian Character.

Key message taken from The Annual Report of the National Director of the Statutory Inspection of Anglican and Methodist Schools

Underpinning both the routine and strategic work of SIAMS there is a constant commitment to enhance a deeply Christian education that serves the common good. The work of Church schools is rooted in a Christian vision for education and, as a result, they have a moral and theological imperative to serve the most vulnerable, enabling human flourishing. By holding school and multi academy trust leaders to account for this work, SIAMS plays an important role in ensuring that the Church of England and Methodist Church, along with the schools for which they are responsible, continue to do justice and live up to their original educational foundations, as expressed in their modern-day vision

Through its vision and practice, the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish – Actions

- To become familiar with the new SIAM inspection framework which comes into place from September 2023 and a new SEF template
- Continue to develop the Christian vision.
- Courageous advocacy reflects or vision
- To evaluate our collective worship
- To continue to strengthen even further the high quality of education for RE

We will know we have succeeded when:

- The school's theologically rooted Christian vision enables pupils and adults to flourish
- The curriculum reflects the school's theologically rooted Christian vision
- Collective worship enabling pupils and adults to flourish spiritually
- The school's theologically rooted Christian vision creates a culture in which pupils and adults are treated well
- The Christian vision creates an active culture of justice and responsibility
- The religious education curriculum is effective

Evidence will be gathered through:

- SIAMS on-going self-evaluation
- Church School evidence folder
- Diocesan advisor reports
- External visit reports
- Pupil/ Parent/ Church/ Community communications
- Visual elements and conversations around the school
- Governor visit reports which include how the Christian vision permeates through our work
- HT reports to Governors
- Minutes from Governor meetings
- School web site
- Staff/pupil/family feedback
- Collective Worship 'observations' by the Little FiSH CW Leader, the Governor for Church School Ethos and the school community
- R.E books and pupil discussions
- RE curriculum/intent/progression
- RE Action Plan
- RE subject leader report to governors
- CW planning
- RE CPD evidence

The persons responsible are:

Church School Leader
RE Leaders
Church School Governor

We will seek support from:

- Lincoln Diocese
- SLA with Lincoln Diocese
- Church of England

Overall Outcome Success Criteria:

Through its vision and practice, the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish

Milestones in our progress**By December 2023 we will have:**

- The schools Christian values are made explicit and deeply embedded in the daily life of the school
- Learners / parents / the wider community clear about the schools distinctive Christian purpose
- Collective Worship evaluations undertaken by Little FiSH and Church School Leaders
- Collective Worship questionnaire undertaken
- Standards of learning and understanding through R.E. book scrutiny and learning journeys to be monitored
- All children's learning and understanding to be monitored and evaluated throughout lessons and assessments
- Interfaith Day in November

By April 2024 we will have:

- Global issues of inequality and injustice enable the pupils to act and social action days, fundraising and projects are part of the life of the school
- Collective Worship evaluations undertaken by staff
- Conferencing with pupils about Collective Worship
- Standards of learning and understanding through R.E. book scrutiny and learning journeys to be monitored

By July 2024 we will have:

- Collective Worship evaluations undertaken by staff
- Yearly monitoring questionnaire and conferencing with a selection of children from both KS1 and 2 - content of which to be developed regarding assessment

- Standards of learning and understanding through R.E. book scrutiny and learning journeys to be monitored

Actions	Success Criteria	Responsibility Actions - A Leading - L	Time Scale	Resources & Training	Review Date
<p>To be familiar with, and develop understanding of the relevance of, the 6 strands of the new SIAMS inspection framework and the new SEF.</p> <p>Regular CPD to explore each strand in depth and consider opportunities for pupil development.</p> <p>GB development – standing item on the agenda to explore each strand and evaluate opportunities (per termlet).</p>	<p>Staff and governors are familiar with the 6 strands and contribute to the SEF.</p> <p>Staff and Church School Leaders monitor and evaluate the impact in the 6 strands in school .</p> <p>The SEF accurately reflects practice and impact.</p>	<p>Church School Lr – A</p> <p>FGB - L</p>	<p>The initial SIAMS SEF presented to FGB in September. Strand 1 &2 completed with staff in Aut 1 Strand 3 & 4 in Aut 2 Stand 5 & 6 in Spring 1</p>	<p>SIAMS guidance</p> <p>SLA</p>	<p>Church School governor monitor through learning walks, pupil voice, SIAMS SEF</p> <p>Full Governing Body Meeting to input on SIAMS SEF December 2023 March 2024 July 2024</p>
<p>Continue to develop the understanding of Christian vision for Swineshead St Mary's CE Primary across the school community and the development of the vision in to practice – communication with children, parents and local church – promoting of the vision visually and in verbal messages across the school.</p>	<p>Distinctively Christian values are made explicit and are deeply embedded in the daily life of the school, including through clearly planned curriculum links. All members of the school community articulate the distinctively Christian characteristics of the school's values and significantly impact on the daily lives and achievements of learners in this way.</p>	<p>Church School Lr – A</p> <p>Church School Governor - L</p>	<p>Ongoing</p>	<p>SLA</p> <p>Diocese of Lincoln</p>	<p>J Powell visits commentating on visual elements and conversations around the school.</p>

<p>Curriculum development- themes linked to raising the profile of global issues of inequality and injustice across the curriculum so that pupils are inspired to act and social action projects embed themselves in the whole life of the school and provide opportunities across the curriculum which will enable pupils to develop curiosity through questioning in order to help them explore spiritual and ethical issues progressively deeper</p> <p>Projects – School Council Work, Interfaith Day led by Little FiSH, Fair Trade, NSPCC, The Food Bank, Operation Christmas Child, Enterprise Club etc.</p>	<p>The Christian character and values of the school have a significant impact on the spiritual, moral, social and cultural development of all learners</p>	<p>School staff/ Church School Lr - A</p> <p>Church School Governor - L</p>	<p>Ongoing</p>	<p>Links with charities – local, national and global</p>	<p>J Powell governor visits to review the communication with parents, church and wider community</p>
<p>To develop class-based Collective Worship in the classrooms</p> <p>To continue to increase learner and leader involvement in the evaluation of collective worship</p>	<p>Effective Collective Worship is running in classrooms and weekly class collective worship encourages children to reflect, to discuss topics and stimulate discussion.</p> <p>The children can effectively evaluate Collective Worship and can respond to its Anglican distinctiveness through the use of recognized responses, symbols and colours. The can respond that CW has a clear 4-point structure (gather, engage, respond and send).</p>	<p>Church School Lr – A</p> <p>Church School Governor - L</p>	<p>Autumn Term</p>	<p>Lincoln Diocese CW evaluation records</p> <p>Training for Little FiSH led by Church School Lr and Rev Eyre.</p>	<p>J Powell governor visits to evaluate class-based worship</p>
<p>To continue to strengthen the good teaching of RE across the school through curriculum support, CPD, monitoring, further staff development</p>	<p>Monitoring to show that literacy standards in RE are equivalent to literacy subject standards.</p> <p>Through conferencing with children, evidence that children understand how the teaching and learning of RE</p>	<p>Classroom staff – A</p> <p>RE Leaders – L</p>	<p>Ongoing</p>	<p>RE CPD</p> <p>Subject Lr training</p> <p>RE News</p>	<p>J Powell governor visits to review the quality of the RE curriculum</p>

	<p>helps them to have a wider understanding of the whole world and different cultures.</p> <p>Highly effective, consistent and cohesive teaching of the RE curriculum, so that learners have an improved understanding of the tenets of Christianity.</p> <p>Most of the teaching in RE is outstanding and it is never less than consistently good</p>				
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Appendices

Foundations of Best Practice

Standards in Books
Front of books are kept clean and tidy with no graffiti.
Children's books have the Emmaus labels neatly displayed on the front cover.
Dates and objective labels should be spelt correctly.
Any copied work written by children is spelt correctly or the marking policy is applied to correct it.
Work in chronological order - no missed pages.
High standards of presentation (including handwriting), pride, quality and quantity of work.
No over-reliance on worksheets.
Care not to fold corners of pages over and worksheets to be trimmed and stuck in neatly with no overhang.
Rulers used for drawing all lines and all drawing should be done in pencil.
Mistakes are crossed out with a ruler.
Writing must start at the margin and sit on the line.

Writing must be neat, legible, and joined in KS2.
Marking/verbal feedback to be carried out daily.
Responsive feedback is age appropriate and moves learning forwards in line with our marking and feedback policy.
Staff model the use of cursive writing at all times.
Feedback and corrections are acted upon consistently in purple pen.
A balance of self and teacher assessment
Heavily supported work is identified with (Sup)
Writing assessment checklists are used effectively to support independent work.
Knowledge organisers in topic books.
At least every fortnight, there is evidence of extended writing and editing and redrafting.
The high expectations of quality and quantity of work in topic books is the same in English books.
Extras for Maths Books
1 digit per box and the decimal point on the line.
Calculations are spaced out neatly.
Use a ruler for formal calculations
Word problems to be stuck in, not written out.
Daily reasoning and problem solving to be shown with RPS
Any recovery curriculum work to be shown with an R
Learning Environment

Inspired reading area with key reading books.
Use cursive font in all writing and labels for all displays (except for a large title).
Marking code displayed and all children can understand and use it to improve their work.
Each class needs an inspiring focal point that highlights the theme being taught in topic and/or science.
There is a balance between displays that provide prompts or information and the children's work celebrated.
Some displays should be interactive, including questions to answer and items for the children to investigate and/or solve.
All displays maintained to a high standard, e.g. no borders or work hanging off or ripped.
English and maths learning walls are relevant and up to date.
English basics displayed: Little Wandle phonics, grammar, punctuation and spelling. Key vocabulary, Little Wandle phonics chart, common exception words and statutory spellings on display and as laminated resources for independent writing.
Maths basics: number line, times tables, reasoning and problem solving.
Reflection area is inviting and updated with Christian Values and children's reflections.
Laminated cursive writing resource available for individuals.
The working environment consists of challenge, engagement and progress.
Good housekeeping: the classroom is organised and tidy.
Trays and resources are labelled.
Behaviour
Behaviour is at the forefront of everyone and is a foundation for positive learning.

The school has a calm and orderly presence.
Children respect each other and school's own and each other's property.
Staff use the mantra 'Stop, everything down, eyes on me' and all children respond in full.
Staff apply the consequences within the behaviour policy and children are aware of the steps applied.
Children feel safe and secure in school because of clear boundaries.
Children display and adults model good manners.
Expectations are clearly verbalised before transitional times.
Children demonstrate positive learning behaviours and actively participate in lessons.
Children to stand still and silent when the whistle is blown and on the second whistle line up.
Silence when lining up and walking in lines.
Walk at all times around the school.
No shouting out or interrupting teachers.
Adults check on children continually so there is no need for children to be lining up to speak to the teacher.
Adults not to continue talking or teaching if all children are not paying full attention.
Use of positive praise and intrinsic rewards.
Children should be smart when entering school and uniform policy followed and staff to follow up when pupils are not following school policy.
All staff actively reward positive behaviours.

A restorative conversation takes place following a behavior incident.
No children should be in a classroom without an adult.
Dojo system used consistently, including positive and negative points.
Staff actively supporting positive behaviours in the classroom and collective worship.
Children have access to equipment, games and staff facilitate a positive playtime experience.
Teaching and Learning
Clear learning objective and success criteria for each lesson with enquiry questions.
The activity matches the LO and the LO matches the termly plan.
Lessons are paced effectively and pitch is in line with the national curriculum for the year group being taught.
Lessons are differentiated in a variety of ways to meet the needs of the children for example scaffolding; use of concrete resources; word mats ...
Adult support is made explicit within the planning and unless working with an EHCP child, TAs should work with a variety of ability ranges, including the higher ability children.
Lessons build on prior learning.
Progression in books is evident.
Teaching Assistants are well informed of the learning intentions and know what support to provide in advance of the lesson.
High level questioning is used.
Full participation and active learning.
Self-assessment is used.
Children use working walls and individual resources well to aid independent learning.

Children have strategies to use for when they are stuck or unsure of their next steps.
Hooks enthuse and engage children.
Mini plenaries are used to share good examples and correct any misconceptions early.
Staff effectively use the two-week writing cycle.
Reasoning and/or problem solving to be incorporated in daily maths lessons. (RPS)
Children who show a thorough understanding of fluency are moved on swiftly to applying their knowledge to reasoning and problem solving.
Within maths, children are asked to convince you, prove it and show me another way to solve this problem.
Children are on task and engaged.
Transference of skills is evidenced in all books.
Good modelling of skills and examples of 'what a good one looks like' (WAGOLL).
Little Wandle Phonics
Consistency Every class to have matching, identical sets of flashcards and display cards. All adults will be consistent in their teaching of phonics as mapped out below.
Cursive flashcards showing the GPC only .
Cursive flashcards showing tricky words from Phase 2 to Phase 5.
Cursive GPCs and tricky words on display from Phase 2 to Phase 5.
Correct actions are taught alongside GPCs.
Correct pronunciation of phonemes taught.

Correct terminology used: phoneme, grapheme, segment, blend, etc.
Mantra used: 'I say, you say'.
Phoneme fingers are used for segmenting (using the correct hand and the right way round).
Phoneme fingers are used for blending; after segmenting, a finger is drawn across the phoneme fingers from start to finish and the word is blended.
Sound buttons and bars.
Staff are enthusiastic in the teaching of phonics.
Phonics teaching is fast paced.
All children show active participation.
Assessment
Regular practice of phonics throughout the school day.
Pupils are quickly identified, and misconceptions addressed through daily intervention and catch up.
Half-termly assessment using the English Hub template.
Phonics screening check administered termly to all Year 1 pupils and Year 2 pupils who did not pass the check in the previous year.
Display
Every class in EYFS, KS1 and in Year 3 to always have all GPCs and tricky words on display. These should be identical in every class.

In addition, a stand-alone phonics display in these classes including:
GPC of the day (there may be more than one depending on how many phases your class are working in).

GPCs already learnt that week.

Tricky words of the week.

A challenge, e.g., how many words can you find in your reading book with this GPC?

An interactive element, e.g., write the sentence you can hear on the talking tin.

Teaching Sequence

Daily phonics teaching for a minimum of 20 minutes.

4 GPCs and 2 tricky words are taught every week.

Phase 2 starts straight away, no later than Week 3 in Reception. **No** Phase 1.

Children to be secure in Phase 4 by the end of Reception and Phase 5 by the end of Year 1.

The 4-part Letters and Sounds teaching sequence is followed in every lesson:

Review – Fast paced recognition of prior learning, **not** just flashcards of GPCs. These are included alongside fluent reading of words with known GPCs and tricky words.

Teach – New GPC and tricky word. Model the shape of the letters, teaching blending and segmenting with the new GPC and then read it in a sentence.

Practice and Apply – Practice reading or spelling words using taught letters/read or write a caption using tricky words and fully decodable words. Sentences and captions must be used here for context and vocabulary development.

Revise the key learning from the lesson. Use this time to pick up on misconceptions that can be targeted throughout the day.

Books

Fully decodable Little Wandle phonics books are organised from Phase 2 Set 1 upwards.

Every child will take home a fully decodable phonics book every week linked to the sounds they have learnt that week.

Pupils practice sounding out the words in the story and read tricky words before they read the text/book.

Pupils re-read these texts/books at school and home to build fluency.	
Pupils who are self-isolating will access fully decodable phonics books using our online Little Wandle books.	
Forest School Provision	
Forest School Area is risk assessed each morning using the pre-visit inspection sheet. (see attached appendix A)	
Each session is set up in advance to the children attending the session.	
Each session starts and ends at the welcome circle.	
Forest School welcome song used at the start of each session.	
Clear images used to highlight the safety talk at the start of every session. No running, good listening, no eating etc. (see attached Appendix B)	
Regular sessions for all children (at least 1x90mins a week)	
Clear boundaries are set by all adults, which the children are aware of and follow.	
All participants are wearing suitable clothing, arms and legs covered and sturdy footwear. (including adults)	
Forest school sessions follow the Forest School planning for the duration of the year.	
Each session has a clear learning objective and outcomes which link directly to the 'I can' assessments.	
Each term Forest School Leader uses the 'I can' statements to assess the children.	
Every session has a clear skill being taught. E.g. nature identification, using a new tool, fire lighting, cooking etc.	
Each session ends with a time for children to reflect on their experiences and development from the session.	
Children go on a 'learning walk' to see what all the activities are for the session.	
All equipment is checked before use to ensure it is safe to use.	

All equipment is counted out and counted back in to ensure it is all returned.
Sharp tools are locked away in a toolbox.
The Forest School area is respected by all children and adults, and is only used during specified sessions.
Holistic learning is evident during the session and impacts positively and Impact can be referenced across all areas of learning through the 'I can' statements.
British Values are evident throughout the learning.

Annual Monitoring Cycle

Annual Monitoring Cycle														
Monitoring activity/process	Notes	Possible frequency	Responsibility	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Foundations of Best Practice (FoBP) monitoring visits	Including reviews of previous action points. Monitoring areas from the FoBP are taken from the SDP milestones and identified in the termly staff meeting agenda, CPD and monitoring cycle		Phase Leaders, Head of School, Executive Headteacher	X	X	X	X	X	X	X	X	X	X	X
Monitoring of safeguarding	Self-assurance audit check	At least Termly	Executive Headteacher with DSL		X		X		X		X		X	X
Monitoring of LCC safeguarding self-assessment audit	Annual LA safeguarding audit check		Designated Safeguarding Leader, Executive Headteacher,		X									X

			Safeguarding Governor and Chair of Governors											
Monitoring of safeguarding and behaviour records: homophobic, racist, bullying and areas within KCSIE Brokered support	CPOMS	Termly	Safeguarding Governor and Designated Safeguarding Leaders	X	X	X	X	X	X	X	X	X	X	X
Monitoring of SCR	LA spreadsheet	Termly and any new appointments	Business Manager, Safeguarding Governor, and Designated Safeguarding Leaders		X		X		X		X		X	
Governor school development plan monitoring	Areas of focus identified in the plan	Termly	Governor subject lead and subject leader	X	X	X	X	X	X	X	X	X	X	X
Chair of Governors with a pupil committee	Pupil voice through Little FiSH and classroom visits	Termly	Chair of Governors	X	X	X	X	X	X	X	X	X	X	X
Headteacher's Appraisal	Review and new targets with external consultant		Pay and review committee				X				X			
Staff performance management	Teaching staff, SBM & HoS - EHT HLTA and TA – SENCo		EHT, HoS, SENCo		X							X		

Health and Safety Governor review	H&S audit checks Fire risk assessment	Termly	LCC, Business Manager and H&S Gov	X					X					X
Attendance monitoring	Attendance below 96% and persistent low attendance <85%	Ongoing	HoS and school administrator	X	X	X	X	X	X	X	X	X	X	X
Subject leader monitoring	Areas of focus identified in the subject leader action plan	Every short term and ongoing		X	X	X	X	X	X	X	X	X	X	X
Attainment / tracking	These may have a variety of different focus areas (EYFS RBA/Y2 phonics/internal assessments/MTC/SATs)		Class teachers, HoS, Executive Headteacher, Standards Committee	X		X	X		X			X	X	X
Pupil Progress Meetings	Inc. IEP reviews and subject leader monitoring of assessments		Class teacher, SENCo and HoS				X			X			X	
Pupil Voice	School Council meetings and school committees		EHT and committee leads	X	X	X	X	X	X	X	X	X	X	X
Authority-initiated quality assurance activities	LA monitoring visits	Termly	Local Authority officer, EHT, HoS	X	X			X		X		X		X
Authority performance data	Authority dependent, may include comparator schools.	Annually/ Biannually	HT, CT	X			X					X		X

Staff Responsibilities

Leadership Team					
Claire Collett Executive Headteacher	Jackie Hutchinson Head of School	Jackie Hutchinson SENCo	Tegan Parr /Juliet Cooke EYFS/KS1 Phase Leader	Andrew Cook KS2 Phase Leader	Emma Woods Business Manager
Overall running of Swineshead Strategic leadership and management Safeguarding / DDSL lead Monitoring standards and progress across the federation Staffing Performance Management – HoS, SBM, Phase Leaders and teachers Governance Finance Data analysis Curriculum design CPD EVC Policies SDP, SEF Strategies Inc. Pupil Premium) System design SIAMS Staff meetings (teacher and SLT) Other stakeholders Premises with SBM Church School leadership	Day-to-day running of Swineshead Safeguarding / DSL SENCo (see additional information) LAC Lead Lead on Teaching and Learning Implement the SDP Monitoring standards and progress across the school Work experience/college placement leader Behaviour management Safeguarding policies Pupil Progress Meetings Assessment / data analysis / gaps analysis Curriculum plans Performance Management – HLTAs and TAs EVC Attendance Champion Contribute to agenda items at staff meetings Oversee Growing Acorns Geography and History Leader	Implementing and overseeing the day-to-day operation of the school's SEND policy Coordinating provision for children with SEND Liaising with and advising fellow staff Overseeing the records of all children with SEND Liaising with parents of children with SEND Contributing to the training of staff Liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies Reports to Governors Engaging with and implementing work from brokered support	Deputise in absence of EHT or HoS alongside federated HoS Standards across EYFS/KS1 EYFS Leader Implement the SDP EYFS and KS1 staff meetings Contribute to agenda items at staff meetings English Leader Engaging with and implementing work from brokered support Timetable gate cover/AM playground duties/logistics/taxi/bus logistics	Deputise in absence of EHT or HoS alongside federated HoS Standards across KS2 Implement the SDP Behaviour Leader KS2 staff meetings Contribute to agenda items at staff meetings PE Leader Engaging with and implementing work from brokered support Sports Premium Timetable gate cover/AM playground duties/logistics/taxi/bus logistics	Premises Governance Finance Procurement Health and safety Charities/ business initiatives Bids/grants/budgets HR SCR Performance manage of premises and office staff School meals Fire Marshal Share any SBM information to staff at staff meeting Key holder Lunchtime staffing Reports to Governors

Fire Marshal Key holder Parent liaison - PTFA Committee Children's Centre Advisory Board School Council Engaging with and implementing work from brokered support Reports to Governors RE Leader Collective Worship Leader	Engaging with and implementing work from brokered support Reports to Governors LCC safeguarding self- assessment audit				
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Staff Responsibilities

Looked After Children – J Hutchinson	Pupil Premium - C Collett	MFL Leader – K Beck
Computing – S Lacey	PE Leader – A Cook	RE Leader – C Collett
SENCo - J Hutchinson	Geography Leader – J Hutchinson	Music Leader – P Gilbert
Collective Worship – C Collett	History – J Hutchinson	Art Leader – L Street
English Leader – T Parr	PSHE/RSHE Leader – Jo Wilkin	Little FiSH – J Powell and H Ager
Maths Leader – H Ratcliff	Science Leader – M Nicholson	School Council – C Collett
Design Technology Leader – L Done	Forest School Leader – M Nicholson	E-Safety – S Lacey
PPA –S Clare & K Mountain	Safeguarding – J Hutchinson & C Collett	EYFS – M Nicholson

Governor Responsibilities

SDP Area 1: Improve Behaviour, Particularly in EYFS and KS1 and Reduce Persistent Absence – J Powell and A Houghton	SDP Area 4: Implement Mastery Across the School - Refinement Stage - J Ellis	Pupil & Sports Premium - J Ellis	Safeguarding Governor – R Blowers
SDP Area 2: Refine the Leadership of SEND Governor – S Hurn	SDP Area 5: To further develop the schools distinctive Christian Character –J Powell	Health & Safety Governor –J Lee and J	EYFS Governor – R Eyre
SDP Area 3:– Ensure Fidelity to the Little Wandle Fluency and Spelling Programme for Year 2s – J Lee	Church School Ethos and Values – J Powell & R Eyre	Link Governor – A Houghton	SEND Governor - S Hurn