

Summer Term Core Visit Report

School/Setting: Swinderby All Saints CE Primary School (3066)

LA: Lincolnshire

Date: 14/05/2024, 13:00

Adviser: Michelle Waddell

Term: Summer : 14/04/2024 - 22/07/2024

Focus: Summer Term Core Visit

Reference:

Advisers:

Headteacher/Manager: Zoe Longstaff

Attendees: Zoe Longstaff - Headteacher

Overall commentary

- Leaders continue to make progress against the AFIs identified in the January 2023 Ofsted and against LA recommendations.
- Leadership, including governance, is positively impacting on both the development of the SDP and continuous school improvement.

Areas for Improvement

Are there any areas for improvement	Some
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School Progress

The school's progress towards maintaining and improving standards is	Satisfactory
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Additional and External factors

- Leaders, including governors, have made the decision to reduce from 4 to 3 classes from September 2024. This is due to the Reception intake being exceptionally low. No redundancies will be required due to the resignation of a teacher. Leaders are keen to investigate the possibility of setting up a preschool on the school site and have been advised to speak with the Early Years team regarding this.

Behaviour & Attitudes

- Since the last visit 1 child has received a 2 day suspension for violence towards an adult. The school are following the Lincolnshire Behaviour Ladder appropriately and the child is currently on step 3 with a PSP and support from a member of the PRT team.

Actions

Review of Previous Actions:

	Who:	What:	By:	Review:
Next Steps:	HT, SBM and Governors	FINANCIAL Continue to complete financial scenario setting for September 2024 onwards and discuss with the finance team.	End of March 2024	Ongoing Leaders, including governors, have made the decision to reduce to 3 classes from September 2024 due to very low Reception numbers. School to investigate possibility of a preschool.
		READING		Ongoing

	Reading Lead and SENCo	Develop a reading SEND adaptations resource. Support staff with the delivery of these within reading lessons.	Initial progress seen by 31.5.24	Resource completed. Evidence that staff are beginning to use these approaches to support children. Leaders to continue to monitor and evaluate the impact this is having throughout the summer term.
	Reading Lead	Ensure texts used to teach the reading curriculum are split over a two year cycle with texts specifically chosen for their genre, vocabulary/language and age/stage of pupils.	Initial progress seen by 31.5.24	Ongoing – see below
	Reading Lead	Continue working with the Teaching School Hub to ensure that knowledge and skills gained by staff through the fluency project are used effectively in reading lessons. Review and develop the structure of reading lessons to incorporate pupils' reading fluency. Refer to Reading Framework 2023: Reading Framework (publishing.service.gov.uk)	Initial progress by 31.5.24	Ongoing Work is continuing with the TSH and reading fluency is beginning to be embedded into the school's approach. Evidence that this is starting to have impact.
	EYFS Lead	EYFS Continue to develop the EYFS outdoor provision.	Further progress seen by 31.5.24	Ongoing Support from an Early Years SLE is ongoing but much progress has been made with the outdoor provision and evidence this is having a positive impact on Early Years outcomes.
	EYFS lead, SENCo and SLT	Ensure that the use of additional adults best supports the needs of all children including those with SEND.	Further progress seen by 31.5.24	Ongoing This has been reviewed and will be reviewed regularly with the HT and SENCo as the needs of the children change.

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New Actions arising from this visit(Please refer to previous ongoing actions from other reports written this academic year)

Leadership and Management & Quality of Education				
Focus				
	School leaders at all levels:	·Hold ambitious expectations for all pupils with additional and special educational needs and disabilities. ·Are continuing to establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively. · Work effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support where appropriate.		
Next Steps:	Who:	What:	By:	So that:
	SLT and class teachers	Ensure a consistency of approach in how the learning environments support pupils in science and the non-core curriculum. Ensure the learning environment actively supports children's vocabulary development across the curriculum.	Evidence of impact by 21.7.24	The learning environments more effectively and consistently support children to know and remember more across the curriculum. The learning environments consistently support children to recall and retrieve key vocabulary.
	SLT and class teachers	Further develop and refine pedagogy choices and curriculum adaptations.	Ongoing with evidence of impact by 21.7.24	To ensure that the implementation of the curriculum ensures challenge for children of all abilities. This will in turn reduce low level 'off task' behaviour. Curriculum adaptations are evident consistently to meet the needs of pupils with SEND. Alternative and more bespoke ways of recording curriculum access are evident. All pupils with SEND can access the curriculum more independently.
	SLT with class teachers	Further refine the school's marking and feedback policy.	Ongoing with evidence of impact by 21.7.24	To ensure feedback systems are not overly time consuming for teachers and effectively support children with SEND to know and remember more.
Progress				

Summary of Activity

- Activities included discussion with the Headteacher/Geog/Hist Lead, governors and the SENCo, lesson visits to look at History and Science and a range of books were looked at with a focus on 'adaptations' to the curriculum.