



Dundry
Primary School

Quality of Education

Section 1.0 – Teacher’s planning accelerates pupil progress across all subjects (planning backwards from effective assessment), especially for vulnerable children and those who need to catch up to ARE following significant absence in 2019-2020
Section 1.1 – Outcomes in RWM continue to improve and all pupils make at least expected progress (+3) to reach at ARE
Section 2 – Improved consistency in the teaching of early reading and phonics enables all pupils to make expected or better progress, so that at least 80% of all children are reading at their chronological age or above
Section 3 – Continue to develop our curriculum design to reflect the growth from 3 to 4 classes, with a focus on the effective teaching of threshold concepts; embedding this in science, history and geography and RE.

Behaviour and Attitudes

Section 4 – Review our whole school Behaviour Policy with a focus on embedding positive relationships and excellent attitudes towards learning (*This is how we do things at Dundry* mantra)
Section 5 – Continue to support all families to achieve 96%+ attendance

Personal Development

Section 6 – Embed a strategic approach to our use of Jigsaw to help support children’s emotional development
Section 7 – Personal Development Planner enriches our SMSC approach and provision

Leadership and Management

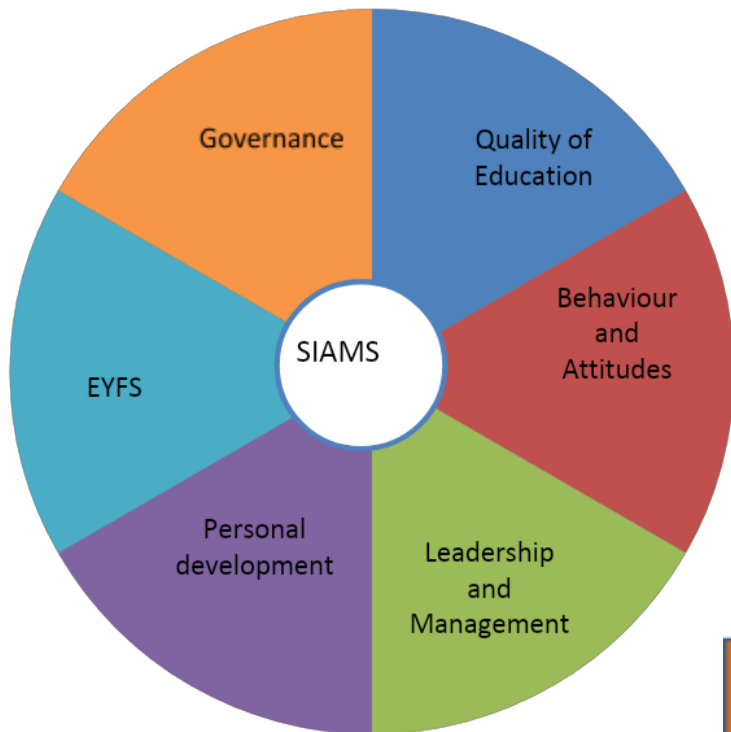
Section 8 – Continue to focus on improving middle leadership with regards to embedding clear systems, consistency and accountability of impact in all aspects of school leadership
Section 9 – Improve systems and working practices – such as feedback and marking, monitoring and reporting, CPD, leadership structure and staff meetings – to ensure positive well-being of staff and efficient and effective systems
Section 10 – Develop a well-tailored provision map to support Disadvantaged pupils and those with SEND to catch up
Section 11 – Review the use of the Pupil Premium grant in order to improve outcomes for these pupils

EYFS

Section 12 – Effective, timely and precise assessment leads to improved progress from baseline for all children in EYFS
Section 13 – Learning is interesting, challenging and leads to excellent outcomes (80%+ GLD) and progress for all children
Section 14 – Links with the local nursery continue to improve so as to support improved transition into EYFS (S&L) and also secure rising pupil numbers

Governance

Section 15 – Improve governance to ensure high quality support for school leaders and strong accountability focussed on quality of education
Section 16 – Governors support the schools to contribute to carbon reduction and reduce energy consumption through promoting and adopting more eco-friendly practices (<https://www.co2sensus.com/reducing-carbon-footprint-in-schools>)



SIAMS

Section A: Our Christian visions and values underpin how we support children to recover from the impact of Covid-19
Section B: Develop a shared understanding of spiritual development in order to embed a consistent approach to how the school promotes this
Section C: Create a rigorous and robust system of assessment in religious education which enables the progress of all pupils to be closely monitored and allows areas for development to be recognised.
Section D: Embed the school’s monitoring and evaluation systems to involve governors and children covering all aspects of being a church school in order to widen the impact of the school’s vision.
Section E: Train staff on how to deliver the long term RE planning in order to achieve consistently good RE lessons