



SIP OVERVIEW for Academic Year: 2021-22

DUNDRY CE PRIMARY SCHOOL: *A beacon of hope on the hill; A small school making a BIG difference*

Quality of Education (Good)	Behaviour & Attitudes (Good)	Personal Development (Good)	Leadership & Management (Good)	EYFS (Good)	Shoscombe / St Julian's / Dundry team	SIAMs (Good)
<ul style="list-style-type: none"> Teacher's planning accelerates pupil progress across all subjects Outcomes in RWM continue to improve and all pupils make at least expected progress (+3) to reach at ARE, especially boys, PP and Y1 and Y5 The improved teaching of early reading and phonics embeds, enabling all pupils to make expected or better progress At least 80% of all children are reading at their chronological age or above Further teaching strategies develop that help children commit learning to long term memories A culture of strong metacognition embeds Curriculum development continues so that all wider curriculum subjects have a Dundry-specific progression map with carefully constructed Knowledge Organisers for every unit 	<ul style="list-style-type: none"> Whole school Behaviour Policy is reviewed with a focus on embedding positive relationships and excellent attitudes towards learning (<i>This is how we do things at Dundry</i> mantra) All families continue to be supported to achieve 96%+ attendance, maintaining above-national attendance levels whilst reducing numbers of PA A whole school Thrive approach, including effective monitoring, is established 	<ul style="list-style-type: none"> The Personal Development Timetable is enhanced through further and wider opportunities such as in The Arts, Outside learning, improved playtimes, Cultural capital visits to local resources in Bath, Bristol and Somerset The MNSP Character Award is successfully introduced 	<ul style="list-style-type: none"> Middle leadership is further improved by embedding consistent accountability of impact in all aspects of school leadership Systems and working practices continue to Improve - such as CPD offer and impact, in-school policies such as homework, spellings – to ensure positive well-being of staff and efficient and effective systems Provision Mapping software is Introduced in order to effectively track and monitor provisions for SEN and PP pupils Effective timetable of governor monitoring in place 	<ul style="list-style-type: none"> Effective, timely and precise assessment leads to continued improved outcomes from baseline for all children in EYFS The % of children reaching GLD is at least 72% Learning is interesting, challenging with a strong emphasis on early language development and metacognition The new EYFS curriculum embeds, including the new baseline assessment procedures and how we assess and report throughout the year, especially those EYFS pupils with SEND EYFS curriculum links carefully on all progression documents for NC subjects 	<ul style="list-style-type: none"> Shared CPD and opportunities to visit each setting lead to effective sharing and dissemination of good practice, especially with regards to phonics, early reading, Write Stuff and Thrive Opportunities for children to join together in trips and on visits enhances the PD offer to all children 	<ul style="list-style-type: none"> 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

