



## SIP OVERVIEW for Academic Year: 2022-2023

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)	SIAMs (Good)
<p>A. Teacher's planning continues to accelerate pupil progress across all subjects</p> <p>B. Outcomes in RWM continue to improve and all pupils make at least expected progress (+3) to reach at ARE, especially those most impacted by the pandemic</p> <p>C. The improved teaching of early reading and phonics embeds, enabling all pupils to make expected or better progress, including those in LS2 who need to catch up</p> <p>D. At least 80% of all children are reading at their chronological age or above</p> <p>E. Teaching and assessment strategies continue to develop so as to help children commit learning to long term memories</p> <p>F. A culture of strong metacognition embeds</p> <p>G. Curriculum at EYFS has seamless progression to KS1</p>	<p>A. Whole school Behaviour Procedures have a focus on embedding positive relationships and excellent attitudes towards learning</p> <p>B. All families continue to be supported to achieve 96%+ attendance, maintaining above-national attendance levels whilst reducing numbers of PA</p> <p>C. A whole school Thrive approach, including effective monitoring, embeds</p>	<p>A. 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</p> <p>B. The MNSP Character Award has improved profile and is seen as a challenge all children wish to take part in</p>	<p>A. Middle leadership is further improved by embedding consistent accountability of impact in all aspects of school leadership</p> <p>B. Support from the Mental Health Lead helps to ensure positive well-being of staff</p> <p>C. Provision Mapping software embeds in order to effectively track and monitor provisions for SEN and PP pupils</p> <p>D. Effective timetable of governor monitoring is used consistently</p>	<p>A. Effective, timely and precise assessment leads to continued improved outcomes from baseline for all children in EYFS</p> <p>B. The % of children reaching GLD is at least 80%</p> <p>C. Learning is interesting, challenging with a strong emphasis on early language development and metacognition</p> <p>D. 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</p> <p>E. EYFS curriculum links carefully on all progression documents for NC subjects</p>	<ul style="list-style-type: none"> <li>•Section A: Our Christian visions and values underpin how we support children to recover from the impact of Covid-19</li> <li>•Section B: Develop a shared understanding of spiritual development in order to embed a consistent approach to how the school promotes this</li> <li>• 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.</li> <li>•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.</li> <li>•Section E: Train staff on how to deliver the long term RE planning in order to achieve consistently good RE lessons</li> </ul>