



SEF OVERVIEW for Academic Year: 2023-24

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><u>Strengths</u></p> <ul style="list-style-type: none"> • There is a clear intent for the whole curriculum with clearly identified drivers - core values, reading, cultural capital and metacognition • There is a strong culture for reading • Ambition for all pupils, including those with SEND, is high • The quality of teaching and learning is good • Pupil progress is good • Pupil outcomes are good EYFS GLD 83%; Y1 Phonics 92% KS1 Reading 93%; Maths 93%; Writing 79% KS2 Reading 85%; Writing 77%; Maths 77%; SPAG 69%; RWM combined 77% 	<p><u>Strengths</u></p> <ul style="list-style-type: none"> • Positive culture of high expectations • Incidents of poor behaviour are few and are dealt with swiftly and effectively • Attendance 2022-23 averaged 95% • Children feel safe and want to come to school • Thrive approach is embedded 	<p><u>Strengths</u></p> <ul style="list-style-type: none"> • PD Timetable ensures a range of opportunities across the year for all pupils. This includes Collective Worship, The Arts, performances, visitors and visits, extra curricular clubs and sport. • JIGSAW ensures good PSHE teaching, including high quality RSE • Children are happy and confident 	<p><u>Strengths</u></p> <ul style="list-style-type: none"> • strong safeguarding culture • Appraisal targets closely aligned with SIP targets with clear pathways of line management to support staff to achieve their targets • Well-being of staff a priority in decision making, eg time given to staff to complete additional subject leadership tasks 	<p><u>Strengths</u></p> <ul style="list-style-type: none"> • Rising trend in EY outcomes • High expectations for continuous provision and direct teaching • Experienced and confident EYFS team of staff • New EYFS curriculum successfully rolled out, including the new baseline assessment procedures • Little Wandle phonics successfully rolled out for EYFS into KS1 and KS2 catch up 	<p><u>Strengths</u></p> <ul style="list-style-type: none"> • The vision promotes a cohesive and supportive culture which lives out its values enabling all to flourish • Collective worship has a significant and positive role in the life of the school • DLP skills successfully embedded and support children apply values such as perseverance/resilience
<p><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • Teachers to embed teaching and assessment strategies that help children commit learning to long term memories • Develop next tier of curriculum areas: Science, RE, Computing, Art and DT and Maths in the wider curriculum. • Ensure teachers and TAs have good subject knowledge – Use of Maths Boolean Hub, 	<p><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • Further reduce incidents of low-level behaviour at lunchtime • MDSAs to have Behaviour target as part of appraisal cycle • Continue to improve attendance – Persistent absence • Improve pupils attitudes and respect of the environment 	<p><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • Further raise the profile and quality of PD opportunities • Continue to develop the roles and responsibilities of Pupil Voice teams; opportunities to plan and lead assemblies, opportunities for fundraising, EE Team focus on Energy 	<p><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • Timetable of governor monitoring to ensure regular link meetings with clear focus • Further develop knowledge and skills of governors • Subject leaders to effectively monitor intent and implementation for impact • Further promote and monitor staff well-being 	<p><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • Ensure EYFS curriculum links carefully on all progression documents for NC subjects and that all subject leaders understand and can articulate the building blocks of EYFS for their subject area • Ensure Early intervention and Early Years funding for SEND is in place to enable all learners to access the curriculum 	<p><u>Areas to Develop</u></p> <ul style="list-style-type: none"> • Embed the use of Understanding Christianity by staff to raise the quality of teaching • Develop a shared understanding of spiritual development so that there is a shared approach to the way that it is promoted • Continue to strengthen systems for monitoring the strategic direction of the school in order to maintain and widen the impact of the vision

<p>English Hub</p> <ul style="list-style-type: none">• Ensure writing is well taught well• Develop oracy in maths, science and across the wider curriculum.		<p>Sparks reduce carbon footprint</p> <ul style="list-style-type: none">• Develop opportunities and links to real life experience and jobs for the future into the curriculum progression documentation• Further improve evaluation and reporting of PP and Sports grants in line with new DFE guidance			
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