



SIP OVERVIEW for Academic Year: 2023-2024

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. Develop the use of oracy in maths so that all children are better equipped to explain their reasoning</p> <p>F. Teaching and assessment strategies continue to develop so as to help children commit learning to long term memories</p> <p>G. A culture of strong metacognition embeds</p> <p>H. 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, embed, and supports strong learning behaviours and ensures no learning is lost through low-level disruption.</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. Forest School and Orienteering to be continued and developed in house</p> <p>C. Develop a strategic approach to recycling and use of Energy Sparks tool to reduce carbon footprint</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 continues to embed 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>E. HT is effectively supported to strategically lead the school</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>	<p>A. Our Christian visions and values underpin how we support children with high anxiety and mental health issues</p> <p>B. Develop a shared understanding of spiritual development in order to embed a consistent approach to how the school promotes this</p> <p>C. Enable pupils to take a central role in leading, monitoring and evaluating worship which then allows them to lead initiatives which raise its quality and impact.</p> <p>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.</p> <p>E. Revise long term RE planning in order to ensure a balance of Christianity and other world faiths</p>

