



SIP OVERVIEW for Academic Year: 2021-22

SHOSCOMBE CHURCH SCHOOL: *Inspiring Everyone to Shine*

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 Embed the improved teaching of early reading and phonics enabling all pupils to continue to make expected or better progress At least 80% of all children are reading at their chronological age or above Develop further teaching strategies that help children commit learning to long term memories Embed a culture of strong metacognition Continue to develop the Shoscombe Curriculum, embedding clear progression in all subject areas whilst also enhancing sophisticated links based on our Curriculum Drivers that will enable sticky learning. 	<ul style="list-style-type: none"> Review our whole school Behaviour Policy with a focus on embedding positive relationships and excellent attitudes towards learning (<i>This is how we do things at Shoscombe</i> mantra) Further improve whole school Thrive approach with effective monitoring Continue to support all families to achieve 96%+ attendance, maintaining above-national attendance levels whilst reducing numbers of PA Establish successful and effective PSA 	<ul style="list-style-type: none"> Embed OPAL and outdoor play and learning across the whole school, including improved continuous provision in Y1/2 and a forest school lead Introduce the MNSP Character Award Build on and enhance the Personal Development Timetable with further opportunities for drama, dance, orienteering, allotment, trips and visits including with our Erasmus partners and links with specialists. 	<ul style="list-style-type: none"> Continue to focus on improving middle leadership with regards to embedding consistent accountability of impact in all aspects of school leadership Continue to Improve systems and working practices - such CPD offer and impact, in-school policies such as homework – to ensure positive well-being of staff and efficient and effective systems Introduce Provision Mapping software in order to effectively track and monitor provisions for SEN and PP pupils Timetable of governor monitoring to ensure regular link meetings with clear focus 	<ul style="list-style-type: none"> The % of children reaching GLD is at least 72% Learning is interesting, challenging with a strong emphasis on early language development and metacognition Embed the new EYFS curriculum, including the new baseline assessment procedures and how we assess and report throughout the year, especially those EYFS pupils with SEND Ensure 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 to underpin how we support children to recover from the impact of Covid-19. Section B: Ensure that high quality experiences relating to spirituality are identified in planning, enabling pupils to express their deepening ideas in a range of creative ways. Section 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. Section D: 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 E: Embed the revised long term RE planning through consistently good RE lessons