



MIDSOMER NORTON PRIMARY SIP OVERVIEW for Academic Year: 2021-22



Quality of Education Good	Behaviour & Attitudes Good	Personal Development Good	Leadership & Management Good	EYFS/Post-16 Good	School Specific Good
<p>CURRICULUM DEVELOPMENT Ensure core knowledge and understanding is identified at each phase, using threshold concepts to give coherence to the intent.</p> <p>The maths curriculum ensures all children have a secure understanding of number by the end of KS1</p> <p>TEACHER/ SUPPORT STAFF SUBJECT KNOWLEDGE Ensure all teachers are supporting children to develop long-term memory, cultural capital and fluency in their learning.</p> <p>SUPPORT FOR SEND /PP - curriculum is designed to be ambitious and to meet the needs of specific and identified groups</p> <p>WRITING Improve attainment in writing so that all children have mastered the basics in writing by the end of KS1 and raise the percentage of greater depth writers at the end of KS2.</p>	<p>ATTENDANCE Ensure attendance is at 96.3%</p> <p>BEHAVIOUR AND ATTITUDES Ensure a consistent approach is taken to behaviour management across the school so that all staff know what 'good' behaviour looks like and relationships among learners and staff reflect a positive and respectful culture</p>	<p>RELATIONSHIPS AND SEX EDUCATION Ensure all children have an age appropriate understanding of relationships and sex education, consent, healthy relationships and online safety.</p> <p>SENSE OF COMMUNITY Develop the children's awareness of and appreciation of the local community and their sense of community.</p> <p>The curriculum effectively develops children's understanding of diversity and equality.</p> <p>CONFIDENCE AND RESILIENCE Build children's confidence and resilience to help secure positive mental well being for children by increasing opportunities for children to be outside their comfort zone and promote public speaking:</p> <p>CULTURAL CAPITAL Systematically continue to develop our children's cultural capital.</p>	<p>MONITORING IMPACT Monitoring shows that the clear and ambitious vision for providing high-quality, inclusive education for all where all children can reach their full potential is being successfully implemented.</p> <p>WELLBEING To secure positive mental well being for staff</p> <p>IMPROVING KNOWLEDGE Senior leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.</p> <p>SUPPORTING THE ENVIRONMENT Reduce the schools carbon footprint including energy consumption by 8%</p> <p>GOVERNORS The LGB meets the Ofsted 'good' criteria and hold SLT to account</p>	<p>DEVELOP STAFF SKILLS/ UNDERSTANDING/. SUBJECT KNOWLEDGE Prepare for the new EYFS ELGs</p> <p>SPEECH AND LANGUAGE To address gaps in speech and language so that it is not a barrier to all children reaching a good level of development</p> <p>EYFS PROGRESSIVE CURRICULUM Ensure expected outcomes in each learning area are clearly stated and understood by staff.</p> <p>EARLY READING/ MATHS Ensure the RWI scheme and complementary phonics provision leads to the successful acquisition of language and reading. Develop a secure understanding of early number</p> <p>GROSS AND FINE MOTOR CONTROL Develop children's gross and fine motor control skills to enable them to successfully manage a pencil as writers</p>	<p>CATCH UP FUNDING Drama/ 1-1 tuition where appropriate</p> <p>SITE IMPROVEMENTS Investment in planters/ sensory garden</p> <p>Climbing frame in Nursery</p> <p>Replacement of broken playground apparatus</p> <p>SUSTAINABILITY OF FOREST SCHOOL Train new leader</p> <p>Monthly volunteer grounds team</p> <p>Revamp Forest School Base</p> <p>WIDER CURRICULUM Application for Arts Mark and Inclusion Mark</p> <p>SUPPORTING FAMILIES Develop After School Care provision following change in staffing</p>