



MIDSOMER NORTON PRIMARY SIP OVERVIEW for Academic Year: 2025/2026

Quality of Education Good	Behaviour & Attitudes Good	Personal Development Good	Leadership & Management Good	EYFS/Post-16 Good	School Specific Good
CURRICULUM DEVELOPMENT Ensure core knowledge and understanding is identified at each phase, using threshold concepts to give coherence to the intent. Focus subjects: Science, history, geography, outdoor learning, PSHE/RSE Assessment is effectively planned to ensure pupils retain essential knowledge and identify gaps across the curriculum. Focus on: Science, history, geography. The maths curriculum ensures all children have a secure understanding of number by the end of KS1 and secure understanding of recall of multiplication and division facts by the end of Y4. Raise percentage of children achieving greater depth in maths at KS2 The curriculum effectively develops children's understanding of the environment, the impact of climate change and the actions individuals can take. TEACHER /SUPPORT STAFF SUBJECT KNOWLEDGE Teachers teach well sequenced, knowledge-based units which develop children's recall, memory skills and understanding of metacognition; allowing children to	ATTENDANCE Ensure attendance is above the national 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	RELATIONSHIPS AND SEX EDUCATION Review and amend the RSE curriculum in preparation for new statutory guidance Sept 2026. 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 Provide wider access to range of experiences and opportunities beyond the curriculum. Review Personal Development Plan. SENSE OF COMMUNITY Develop the children's awareness of and appreciation of the local community and their sense of community. SUPPORTING THE ENVIRONMENT Re-apply for Eco-School Green Flag Award.	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 WELLBEING To secure positive mental well being for staff 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. SUPPORTING THE ENVIRONMENT Reduce the schools carbon footprint including energy consumption by 8% The LGB meets the Ofsted 'good' criteria and hold SLT to account	DEVELOP STAFF SKILLS/ UNDERSTANDING/. SUBJECT KNOWLEDGE Review how effectively the new ELGs are met 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 EYFS PROGRESSIVE CURRICULUM Ensure expected outcomes in each learning area are clearly stated and understood by staff. EARLY READING Ensure the RWI scheme and complementary phonics provision leads to the successful acquisition of language and reading. EARLY MATHS Develop a secure understanding of early number GROSS AND FINE MOTOR CONTROL Develop children's gross and fine motor control skills to	

know more and do more, producing excellent work across their learning. Teachers use questioning effectively READING (Phonics. Vocabulary. Questioning) Teaching of phonics continues to be of high quality and consistent across the school. Further develop a culture of reading for pleasure, including book talk, social reading spaces, recommendations and knowledge of the literary canon are promoted well. Ensure high quality guided reading lessons develop children's understanding, appreciation and enjoyment of a range of texts. SUPPORT FOR SEND /PP - curriculum is designed to be ambitious and to meet the needs of specific and identified groups Ensure planning shows scaffolding/ adaptations for SEND/ Disadv. And is shared and explained with adults supporting SEND. Achieve dyslexia friendly school status. 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 KS1/KS2.				enable them to successfully manage a pencil as writers STAFF WELLBEING Ensure staff have effective pastoral and cpd support	
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