



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)
<ul style="list-style-type: none"> • Progress in writing is rapid, introducing Write Stuff to support children's sentence structure • Learning is well-organised into the school's rolling programmes to maximise children's recall and understanding in all subjects • Embed a love of reading in all children, ensuring high quality texts are available across the curriculum • Consolidate catch up for those children most affected by Covid 19 disruption • Disadvantaged children achieve well 	<ul style="list-style-type: none"> • All staff demonstrate best practice to support children with emotional needs • All children have a good understanding of e-safety and receive frequent teaching in this area • Whole school attendance is at least 96% for 2021/22 	<ul style="list-style-type: none"> • All pupils develop their resilience, strength of character and ability to consider others • All pupils understand about healthy lifestyles, healthy relationships, moral choices, equality and good mental health • Staff gain a good understanding of children's experience at school and can use this to make any changes necessary 	<ul style="list-style-type: none"> • Develop the school's rolling programmes to ensure learning and the building of knowledge occurs in optimal sequence regardless of the year a child joins the class • Leaders engage proactively with staff to manage workload pressures • Governors share the school's clear and ambitious vision for a high quality curriculum • Governors hold all leaders to account effectively for the implementation of the curriculum 	<ul style="list-style-type: none"> • The Foundation Stage curriculum is clearly planned to ensure learning builds over time • Reading for enjoyment as well as accuracy is strongly promoted • Pupils use of phonics for writing is strengthened as is the engagement in writing during continuous provision • Speech and Language development is promoted in all children, particularly for disadvantaged pupils • Early numeracy skills continue to be embedded into daily practice, including continuous provision 	<ul style="list-style-type: none"> • Develop a Foundation Unit, based in the current nursery, to enable Reception children to be taught full time within an EYFS setting from Sept '22 • The curriculum and resources within the Foundation Unit are appropriate to all ages from 2-5 years