



SIP OVERVIEW for Academic Year: 2023-2024



Quality of Education (Good)	Behaviour & Attitudes (Good)	Personal Development (Outstanding)	Leadership & Management (Good)	EYFS (Good)	School Specific (Good)
<p>A whole school focus on oracy to improve attainment in all areas of the curriculum including reading and writing outcomes.</p> <p>Increase the quality and frequency of writing and improve writing outcomes to 75% across all year groups</p> <p>Continue to promote and sustain our whole school ethos of reading for pleasure vs. reading for instruction.</p> <p>Prioritise and promote effective Teacher - TA communication so that their shared understanding of learning supports all the children in their care</p> <p>To enhance teachers' subject knowledge through CPD to incorporate real life problems and to become less reliant on pre-made PPT (White Rose)</p> <p>Speech and Language Resource Base</p> <p>Implement Fast Feedback strategies</p>	<p>Further consider and develop strategies to support a growing number of SEMH needs across the school, e.g. ELSA lead, Mentoring Plus etc.</p> <p>Increase awareness of Pathological Demand Avoidance (PDA) and strategies to manage pupils exhibiting anxiety driven by: The perception of demands or potential demands, Being faced with failure and Not being in control</p> <p>Monitor and review behaviour of pupils outside of school in local community</p> <p>Maintain and build on excellent attendance, for all groups of pupils, through the careful and relentless application of the Attendance Strategy.</p>	<p>Focus on wellbeing and mental health across the school for both pupils and staff. The impact of the pandemic is still being felt and many of our staff and families will face challenges related to the current financial pressures faced through inflation and rising energy bills. Ensure that the school is aware of these pressures and provides a focal point of stability and support.</p> <p>Continue to develop the roles of the Values Champions in order to develop pupils' character and nurture their leadership skills.</p> <p>Continue to extend the offer of extra-curricular provision, in order to build cultural capital, and increase take up/accessibility, e.g. through use of PP funding for disadvantaged pupils.</p>	<p>In a few subjects in the wider curriculum, assessment is not yet secure in checking what pupils understand. As a result, teachers do not have a clear understanding of how well pupils have learned the required knowledge. Subject leaders should check pupils' understanding of their subjects so they can assure themselves of the quality of education being provided in their subject area.</p> <p>Continue to develop consistency in the quality of education across the school through shadowing opportunities for less experienced leaders and ensuring moderation of any activity or feedback.</p> <p>Develop regular SENDCO support within classes and improve the quality of SEND Provision across the school</p> <p>Continue to maintain the ethos of working together through shared practice and managing workload.</p>	<p>Development of outdoor environment to provide further opportunities for physical activity</p> <p>Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills.</p>	<p>Promotion of school in the wider community to prevent NOR dropping</p>