



## SIP OVERVIEW for Academic Year: 2024/2025



Quality of Education (Good)	Behaviour & Attitudes (Good)	Personal Development (Outstanding)	Leadership & Management (Good)	EYFS (Good)	School Specific (Good)
<p>To maintain a whole-school focus on oracy to improve attainment across the curriculum</p> <p>To strengthen the early identification of dyslexia and provide effective, consistent classroom and intervention support, ensuring pupils with dyslexic profiles achieve their full potential</p> <p>Continue to implement FFT Reading Assessment to replace YARC, streamlining tracking and intervention for reading progress</p> <p>Focus on Rosenshine 's principles - I do, we do, you do and hinge questions to identify, progress and deepen the learning</p> <p>To develop pupils' chronological understanding in history so they can confidently articulate sequencing and historical context</p> <p>Evidence for Learning to record individual assessments and small step progress without the need for spreadsheets</p> <p>To embed and consolidate fieldwork approaches across the curriculum, building on good practice from this year</p> <p>Enhance pupils' ability to work</p>	<p>To reduce Persistent Absenteeism overall, with a focus on Pupil Premium (PP) and SEND pupils, ensuring rates are better than national averages</p> <p>Implement new behaviour curriculum to build character, defining the behaviours and habits expected of pupils</p> <p>Maintain rigorous monitoring and family support to sustain high attendance and reduce PA.</p> <p>To strengthen communication with parents of pupils with SEND, ensuring they are well-informed, supported, and actively engaged in their child's learning journey</p>	<p>Continue to develop an Oracy programme that develops pupils' confidence to discuss and debate</p> <p>Pupils are able to discuss and debate challenging ideas and content within the curriculum</p> <p>Ensure provision for SEN pupils continues to be inclusive, well-differentiated, and robustly tracked</p> <p>To deepen the school's approach to Diversity, Equity and Inclusion (DEI) across curriculum, resources, and school culture</p>	<p>To develop the expertise and confidence of the new SENCO through high-quality CPD, external coaching, and trust-wide collaboration, ensuring effective leadership of SEND provision across the school</p> <p>To empower new English and Maths Subject Leaders to drive improvement and ensure curriculum consistency across the school</p> <p>Develop the capacity and confidence of middle leaders through targeted CPD and coaching</p> <p>Budget planning and monitoring is robust and forensic to address the challenges of a reducing budget.</p> <p>Strengthen pedagogy for mixed-age classes, ensuring coverage, progression, and adaptation are consistently effective</p>	<p>Consolidate Language for Life training to close the persistent word gap impacting children's later outcomes</p> <p>Strengthen outdoor learning provision in EYFS and further develop Nursery transition links to support readiness and early progress.</p>	<p>Promotion of school in the wider community to prevent NOR dropping</p>

scientifically by improving the understanding and application of enquiry skills.

