



SIP OVERVIEW for Academic Year: 2021-22

ST JULIAN'S CHURCH SCHOOL: AIM HIGH - BELIEVE - SUCCEED

Quality of Education (Good)	Behaviour & Attitudes (Good)	Personal Development (Good)	Leadership & Management (Good)	EYFS (Good)	Shoscombe / St Julian's / Dundry team	SIAMs (Good)
<ul style="list-style-type: none"> • Teacher's planning accelerates pupil progress across all subjects • Outcomes in RWM continue to improve and all pupils, especially PP, SEND and boys, make at least expected progress (+3) to reach ARE/ GDS • Embed the improved teaching of early reading and phonics enabling all pupils to continue to make expected or better progress • At least 80% of all children are reading at their chronological age or above • Develop further teaching strategies that help children commit learning to long term memories • Embed a culture of strong metacognition • Continue Curriculum development so that all wider curriculum subjects have a St Julian's-specific progression map with carefully constructed Knowledge Organisers for every unit 	<ul style="list-style-type: none"> • Review our whole school Behaviour Policy with a focus on embedding positive relationships and excellent attitudes towards learning (<i>This is how we do things at St Julian's</i> mantra) • Continue to support all families to achieve 96%+ attendance, maintaining above-national attendance levels whilst reducing numbers of PA • Embed a whole school Thrive approach, including effective monitoring 	<ul style="list-style-type: none"> • Embed OPAL and outdoor play and learning across the whole school, including improved continuous provision in Y1/2 • Introduce the MNSP Character Award • Build on and enhance the Personal Development Timetable with further opportunities for drama, dance, trips and visits including with our Erasmus partners and links with specialists. 	<ul style="list-style-type: none"> • Continue to focus on improving middle leadership with regards to embedding consistent accountability of impact in all aspects of school leadership • Continue to Improve systems and working practices - such CPD offer and impact, in-school policies such as homework – to ensure positive well-being of staff and efficient and effective systems • Introduce Provision Mapping software in order to effectively track and monitor provisions for SEND and PP pupils • Timetable of governor monitoring to ensure regular link meetings with clear focus 	<ul style="list-style-type: none"> • The % of children reaching GLD is at least 72% and closer to pre-pandemic levels of 83% • Learning is interesting, challenging with a strong emphasis on early language development and metacognition • Embed the new EYFS curriculum, including the new baseline assessment procedures and how we assess and report throughout the year, especially those EYFS pupils with SEND • Ensure EYFS curriculum links carefully on all progression documents for NC subjects 	<ul style="list-style-type: none"> • Shared CPD and opportunities to visit each setting lead to effective sharing and dissemination of good practice, especially with regards to phonics, early reading, Write Stuff and Thrive • Opportunities for children to join together in trips and on visits enhances the PD offer to all children 	<ul style="list-style-type: none"> • Section A: Our Christian visions and values to underpin how we support children to recover from the impact of Covid-19. • Section B: Ensure that high quality experiences relating to spirituality are identified in planning, enabling pupils to express their deepening ideas in a range of creative ways. • Section C: Enable pupils to take a central role in leading, monitoring and evaluating worship which then allows them to lead initiatives which raise its quality and impact. • Section D: Create a rigorous and robust system of assessment in religious education which enables the progress of all pupils to be closely monitored and allows areas for development to be recognised. • Section E: Embed the revised long term RE planning through consistently good RE lessons