**School Vision Statement**

Mylor Bridge Community Primary School provides a welcoming, safe, happy environment and the ethos of ‘Being the Best We Can Be’ is valued and striven for.

Our focus is to foster in our pupils:

* Kindness
* Respect
* Determination
* Confidence
* Creativity
* Self Awareness

4 Learning Powers drive our values:

Resilience, Reflectiveness, Resourcefulness and Relationships

Through these powers our children develop:

* Confidence and success in their learning
* Strong self-esteem and high personal expectations.
* Enquiring minds that want to know more.
* Independence, imagination and creativity.
* Strong spiritual and moral values of honesty, integrity and good judgement.
* Tolerance and respect for others.
* A sense of justice, self-discipline and personal responsibility.
* Empathy, team-work and skills for life.

Our vision ensures that children leave Mylor Bridge School with skills that enable them to embrace their next steps with confidence, excitement and a love of learning.

Curriculum Statement

|  |  |  |
| --- | --- | --- |
| INTENT  What we intend to achieve through our curriculum | IMPLEMENTATION  How we will deliver our curriculum | IMPACT  How we will measure the effectiveness of our curriculum |
| It is our intent to ensure that our curriculum goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide to develop their social and academic learning, in order to:   * Provide outstanding outcomes for the future of young people. * Engage children in a relevant, meaningful and challenging curriculum that stimulates and engages all pupils; allowing and supporting the development of fluency and expertise. * Develop children's desires to be ambitious, use their initiative, have a strong sense of community and have positive mental and physical health. * Ensure excellent delivery of carefully sequenced, powerful knowledge that children can transfer between subjects and phases of their education. | In order to ensure that learning in every subject is sequenced appropriately, we have linked progression documents to our curriculum maps– through carefully selected programmes:   * Essentials Curriculum. * KAPOW * REAL PE * Jigsaw * Charanga * Purple mash   These ensure that learning is staged and builds on prior knowledge. This provides the children with the opportunity to revisit vital skills and knowledge regularly and embed this learning, therefore becoming experts.  Metacognitive skills are explicitly taught, allowing children to understand themselves as learners – using the Plan, Monitor and evaluate model. | As demonstrated in school data outcomes, children achieve in-line with other schools nationally in English and Maths. This ensures that children are ready to face the next stage of their education because they are working in-line with national expectations.  Within Foundation subjects, knowledge organisers and Proof of Progress (POP) quizzes are used to monitor and ensure retention of information, in order to allow children to build on knowledge and skills as they progress through their learning. (Currently POP quizzes are used in Science, History, Geography, RE)  Monitoring opportunities within school show that children can apply key developmental skills independently in a range of contexts.  Children talk with excitement about learning opportunities, attainment and development of skills. Through specific child-lead examples, pupils talk about developing the 4Rs and how this is positively impacting upon their learning. |

Inspection Data Summary Report 2019 (due to COVID19) Indicates;

Foundation Stage

EYFS 2019

* 70% ELG (National 72%)
* Reading: 80% (National 77%) Exceeding 15% (National 19%)
* Writing: 70% (National 74%) Exceeding 10% (National 11%)
* Number: 75% (National 80%) Exceeding: 20% (National 16%)
* SSM: 75% (National 82%) Exceeding 15% (National 15%)

Phonics Screening Results 2019

16/20 80% (2018 Nat: 83%)

KS 1 Outcomes 2019

Reading Exp: 74% (National 76%) GDS: 26% (National 26%)

Writing Exp: 68% (National 70%) GDS: 16% (National 16%)

Maths Exp: 74% (National 76%) GDS: 21% (National 22%)

Science Exp: 84% (National (83%)

KS 2 Outcomes 2019

Reading Exp: 81%(National 75%) GDS: 33% (National 28%)

Writing Exp: 81% (National 78%) GDS: 20% (National 20%)

Maths Exp: 71% (National 76%) GDS: 19% (National 24%)

SPAG Exp: 76% (National 78%) GDS: 38% (National 34%)

Combined: R/W/M: 67% (National 64%)

Progress Scores

Reading: 1.36 (National 0.03)

Writing: 0.53 (National 0.03)

Maths: 0.11 (National 0.03)

For 2021 non-standardised data, see file

***Leadership and Management***

* **Ensure all subject leaders have dedicated research and monitoring time to allow for effective monitoring of the intent, implementation and impact within their subject/s.**
* **Ensure a coherent and logically sequenced mixed age curriculum is designed and implemented that ensures effective coverage of all key skills for Y1 and Y2 pupils (Year B)**
* **Ensure all governors have a clear understanding based on first-hand evidence-based knowledge of the foundation curriculum offer for our pupils.**

***Quality of Education***

* **Introduce children to the importance of metacognition to improve our learning.**
* **Ensure that boys’ attainment in writing is in-line with girls’.**
* **Ensure that boys’ attainment in reading is in line with girls’.**
* **Ensure that curriculum mapping shows themes, and that skills and knowledge are built upon.**
* **Ensure our curriculum offer is ambitious for all including our SEND, PP and more able pupils**
* **To ensure recall and recap opportunities are built into all medium term planning for all subjects**

***Behaviour and Attitudes***

* **To ensure our playtime spaces and activities are providing structure and engagement in healthy play – EYFS/ KS1**
* **To continue to ensure all our pupils are staying safe (inc those with SEND) on line and in the physical world.**
* **To continue to reduce the % of persistent absenteeism in small number of pupils and improve patterns for pupils with irregular attendance**
* **To ensure that those children adversely affected by COVID 19 receive support**

***Personal Development***

* **Ensure all staff are trained and confident in spotting and supporting mental health issues at an early stage – including those triggered by COVID19 and the reintegration into school.**
* **To increase further our pupil’s awareness of local, national and global issues**
* **To challenge minority ethnic stereotypes.**
* **To ensure we continue to support and encourage our pupils to make healthy choices in terms of their physical and mental well-being.**
* **To ensure that fundamental British Values are explicitly planned for and also incidentally occurring as part of our school life.**

***EYFS Provision***

* **To ensure we are providing effective information for our parents to support the learning journey of our pupils at home and in school.**
* **To ensure that the transition into EYFS is supporting and meets the needs of individuals.**
* **To further develop our expertise in developing real number sense and thus ensuring a high proportion of pupils are Y1 ready in their maths mastery journey.**
* **To continue to utilise Talk for Writing to ensure that pupils are confidently with oral story-telling, to support emergent writing including Nuffield Early Language Intervention (NELI)**
* **To use the natural resources available to us within our local school community to enhance first-hand learning opportunities within the Foundation Stage in particular within the areas of learning of Knowledge and Understanding of the World and People and Communities.**