**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

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| --- | --- | --- |
| 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 |
| Curriculum Intent  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 children, allowing and supporting the development of fluency and expertise. * Ensure that every child exceeds their full academic potential. * 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 the Essentials Curriculum. 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. | As demonstrated in school data outcomes, children achieve in-line with other schools nationally in English, Maths and Science. 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, Proof of Progress (POP) quizzes are used to monitored and ensure retention of information, in order to allow children to build on this knowledge and skills as they progress through their learning. (Currently POP quizzes are used in Science, History, Geography and 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)