## Staff

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| Headteacher/ Class 3 Teacher  | Mrs. Vicky Sanderson |
| Assistant Headteacher / Class 5 Teacher | Mr Andrew Martin |
| Class 1 Teacher  | Mrs Kerrie Mogridge /Mrs Kate French |
| Class 2 Teacher  | Mr Sam Shainberg |
| Class 3 Teacher | Mrs Jacque Thomas |
| Class 4 Teacher | Mrs Nikki Wood |
| Class 6 Teacher | Mr Matthew Collinge  |
| SENCO | Mrs Jackie Frost  |
| PE Teacher | Mr Adrian Matsaeurs  |
| School Secretary | Mrs Sophie McGannity |
| Teaching Assistant – Class 1  | Mrs Caz Evans  |
| Teaching Assistant + LTS - Class 1  | Ms Laura Short |
| Teaching Assistant Class 2  | Mrs Vicky Armstrong |
| 1:1 Support – Class 3  | Mr Simon Collier |
| Teaching Assistant - Class 4 | Mrs. Audrey Stevens |
| Teaching Assistant + LTS + PPA cover - Class 5 | Mr Shaun Wilcox |
| Teaching Assistant– Class 6  | Mrs Rachel Garland |
| KS2 Intervention | Mrs Karen Hamilton |
| 1:1 Support | Mrs Ruth WilkesMrs Emma LLoydMrs Jo Pearson |
| LTS | Mrs Jenny Godden  |
| Breakfast Club | Mrs Tracy Stevens  |
| Cleaning Staff/ Caretaker | Mr Phil Stephens Mrs Tracy StephensMr Andy  |

Context

The team at Mylor Bridge School is experienced and capable, with the vast majority of lessons judged as Good with some Outstanding. Teachers are supported by qualified teaching and learning assistants and policies and procedures have been established and embedded to ensure that all of the members of staff work to support the pupils in our care to: Be the Best That We Can Be.

Monitoring by the head teacher, assistant head teacher, HIP colleagues and OFSTED registered SIP is robust with quality feedback ensures CPD and adaptations are constantly reviewed and improved.

The mastery approach to the curriculum is embedded and KS1 staff are enrolled on the KS1 focussed CODE Mastering Number training. All staff have high expectations for all pupils.

Learning is built on solid foundations and references to prior learning can now take place. Knowledge organisers have been introduced for all foundation subjects (with the exception of PE and PSHE)

Within maths, a consistent approach to written and mental calculations is used by all staff. Lesson design ensures fluency, reasoning and problem solving throughout lessons and CPA resources are used to support conceptualisation. Same day interventions now happen each day to ensure the vast majority of pupils move through the curriculum at broadly the same pace. We work with a maths mastery specialist who advices and supports in the monitoring of maths throughout our school.

In English we will continue to use the Talk for Writing Strategy which was introduced 3 years ago. This ensures that oracy is at the forefront of developing ideas and ensuring confidence of writers. Phonics are taught consistently across the school from foundation stage, and those few pupils who need this in KS2, access intervention to plug gaps. Post COVID19 lockdowns, boys’ writing has been highlighted as an area of concern across the school.

The foundation subject curriculum is a good balance of skills and knowledge and is regularly evaluated so that adaptations are made to meet the needs of the learners, alongside building on skills previously taught. Units of work are well planned and resourced and as a result, pupils learn well. Teachers systematically and effectively check pupils’ understanding throughout lessons.

A deep review of the foundation subjects took places 2019-2020, leading to the procurement of a number of specialist supporting documents inc: Essentials Curriculum, Kapow, Cornwall RE Syllabus, REAL PE, Jigsaw – PSHE, Purple Mash. Subject leaders in all foundation subjects now have ownership of their subject areas. Our next step is to highlight the themes within our curriculum and link these with Local Learning in order to personalise our curriculum for Mylor Bridge School.

We believe resources invested in early years education is crucial to stop gaps developing and widening for pupils. Significant investment in terms of staffing and ensuring of smaller ratios is in place in EYFS (1:10, discounting 2x 1:1). This year will also see significant investment the outside free-flow area.

**IN ORDER TO IMPROVE FURTHER AND FOR THE QUALITY OF EDUCATION WE NEED TO: -**

* **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**

*Review Key:*

*Red – No actioned at all*

*Amber – partially actioned*

*Green – Actioned and on-going*

*Blue – done and dusted*

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| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact |
| Autumn 2021 | Spring 2022 | Summer 2022 |
| **To introduce metacognitive learning strategies into our classrooms**  | Learning to learn activities directly linked to 4 Rs  | First week in Sept  | MC | £200 resources  | VS/AM | Completed  |  |  |
| Sentence stems created as a staff, in order to explicitly teach the children how to use metacognition to activate learning  | July 2021/ October 2021/ January 2022/ April 2022 | MC | £500 reading materials  | VS/AM | Competed and being used with increasing consistency  | On going |  |
| **To continue the embedding of the foundation curriculum** | All teachers to ensure that the curriculum plan for each subject is progressive and builds on the skills taught in the previous year/ years  | Sept – July (inc 2 x staff meeting per term to review planning/ KO and assessment )  |  All teaching staff  | 2x staff meetings per half term  | HT and FGB | Completed and now in second round of adaption  | On going | On going |
| All teachers to ensure that planning for all foundation subjects links to metacognitive strategies  | From July 2021- July 2022 |  All teaching staff lead by MC  | 4x staff meetings from July 2021 – April 2022 | Metacognitive strategies are used across subjects PME grids are used for science/ geog/hist/RE | On going |  |

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|  | To use Knowledge organisers (KO) for all foundation subjects to ensure a baseline of vocabulary input and also a point of assessment. Explicitly share vocabulary with children at the start of each topic and refer to it throughout.  | From Sept 2021 |  All teaching staff  | Subject leader  |  | KO in place and being used to recap prior learning where appropriate  | On goingLesson now start with vocabulary/ subject specific recap  |  |
| **To use our local community to aid and further learning within subject areas and also to develop our Cornish Cultural Capital** | Carefully planned educational visits and educational visitors inspire and deepen learning. Where visitors are used in more than 1 year group, the content of the visit shows progression of knowledge.  | From Sept 2021 | All teachers AM to lead | Trips pp cost up to £40  | VS | Some visits have taken place see HT’s report to govs. These have been limited do to COVID 19 anxiety  | Visits are now planned and on going  |  |
| Planned visits ensure limited repetition. Where repetition occurs, consideration as to the progression of knowledge has informed trip planning.  | Oct 21 – July 22 | AM | NA | VS | Visits to date have not repeated a location | Visits to date have not repeated a location |  |

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| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact |
| Autumn 2021 | Spring 2022 | Summer 2022 |
| **Ensure our curriculum offer is ambitious for all including our SEND pupils, PP and more able pupils** | Talk 4 Writing throughout the school to ensure that low- confidence writers have a clear starting point for their writing. Explicit teaching of vocabulary WAGOLLSMarking ladders in place  | From Sept 2021 | All teaching staff, supported by all TAs  | 1x staff meeting per term.  | HT and JT  | T4W is in place and used consistently from YR-Y4, Y5 and 6 used more digital media to inspire writing. WAGOLLS are used consistently across the school and modelled writing is also used with increasing consistency  | T4W is in place and used consistently from YR-Y4, Y5 and 6 used more digital media to inspire writing. WAGOLLS are used consistently across the school and modelled writing is also used with increasing consistency |  |
| Assessment strategy (see assessment policy) utilised to ensure that all pupils are making progress. BSquared/ in house assessment of r SEND pupils to be purchased. | Oct 2021 | All teaching staff  | 1x staff meeting £1000 resources  | HT/AM | Bsquared not being used – new SENCo to introduce assessment strategy for SEND pupils. Assessment strategy in pace for all subject areas needs more consistent application  | New SENCo starting in Sept Assessment strategy building in consistency  |  |
| To train all staff in managing dyslexia, managing sensory processing disorder and managing anxiety in order to allow SEND pupils full access to curriculum offer | Nov 2021  | JFrost  | 3 x staff meetings.  | HT/ SEN governor | Dyslexia and sensory processing disorder staff training have taken place  | SEND staff training in place  |  |
| Same day intervention for pupils and 1:1 tutoring in place  | Sept 2021 | SW/ KH/ JF/ VS/ All teaching staff | TA 5 pms per week 1-4pm TA 3x pms per week 3.15 – 4.15pm  | SEN governor/HT | Interventions in place for approx. 1/3 of pupils  | Interventions in place for approx. 1/3 of pupils |  |

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| Autumn 2021 | Spring 2022 | Summer 2022 |
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| **Ensure all staff are confident with T4W process to engage boys**  | Staff meeting time assigned to T4W review  | 1 staff meeting per term  | JT | Staff meeting time | HT and Eng Gov  | T4W staff meeting complete Sept  |  |  |
| **Ensure that staff are confident in assessing attainment and progress within English**  | Writing moderation across school and across M/F/MBS | 1 staff meeting per term.  |  |  | Writing moderation took place Sept | Writing moderation took place Jan  |  |
| **Ensure that all staff are confident with teaching reading and the use of VIPERS as a whole class strategy** | Staff meeting time assigned to VIPERS review  | 1 staff meeting per term  | JT | HT and Eng Gov  | VIPERS discuss Oct 21 – resources shared  | VIPERS discussed in Jan alongside feedback on lowest 20%  |  |
| **Ensure that planning explicitly shows skills and knowledge being taught and that recap and retrieval are built into each topic. (Topic Web)** | Staff meetings assigned 2x half term in order to review and develop planning and progression | 1x staff meetings per term  | Subject leads  | HT and FGB  | Planning review by subject leaders during leadership time – teachers and subject leaders to review what’s worked well and adapt as necessary  | Monitoring and staff meeting time to planning  |  |