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| **SECTIONS** | **SUMMARY EVALUATION** |
| **SCHOOL CONTEXT** | Mylor Bridge Community Primary School is a welcoming, safe, happy place to learn. A place where everyone is respected and where the ethos of ‘Being the Best We Can Be’ is valued and striven for throughout all aspects of school life. |
|  | **FSM** 10% (14 children) EYFS TBC   * **SEND:** 28 children = 20% (slightly above Nat Average 14.7%) Expecting this to reduce post review in October by 2 children * **EHCP:** 4 children = 3% (above National Average 2%) + 1 awaiting second stage assessment * **Vulnerable pupils**   1 x special guardianship + First Light  2x social worker  1 x ChiN  4x FSW  4x recent acrimonious separations (inc. 1x incarceration)   * **Ethnicity** 8/140   4% non-white 3 x non white other / 5 x White and Asian (2=G/3 =B)   * **EAL** 3/140 * **Service Children**   8/140 7% - reception TBC  G=4/ B=4)   * **PP**   10% (14 children) - Likely to be greater than this – strategies in place to seek parents out. Cost of living crisis and housing crisis are impacting upon families, therefore higher numbers of PP expected.   * **Attendance**   **See SIMS report**   * **Off-site provision**   Currently no off site provision is used. WAVE academy had been used in 2018-2019 for 1 child April 2018 1 x term, returned to MBS in July 2018 then moved house ion June 2019   * Flexi-Schooling   1 x pupil in flexi-school agreement  1 child reduced timetable   * No fixed term exclusions since 2019 (2018-2019 2x children) * ECT – none at present but provision in pace with Plymouth university for ITT. One Cornwall Teaching school for ECT provision * Breakfast Club - 07:30 1 member of staff . Register holds 40 pupils but only a max of 20 attend at one time in the library.   **Challenges Faced (and what we do to try and overcome them)**   * Cost of Living impacting upon families – we have adapted extra-curricular provision/ uniform provision/ become a food bank referrer * Seasonal workers so we support parents applying for FSM / also see above * Low aspirations for some familiesso we promotion of high inspirations with visitors , visits and out of school experiences * County Lines so we have a strong commitment to safeguarding inc. specialist county lines training / working with partner schools inc. the receiving secondary school. * Remote location so wecreated a curriculum that 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 |

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| **Data Review** | | | | |
| **KS 1 Data**   * From 2019 standardised data: 3 year average results of KS1 show in line attainment in reading, above in writing but below in maths. GDS shows in line attainment in reading and writing but below in maths - with significant improvement in Maths GDS in 2019   **KS1 2022 19 children in cohort (12 boys / 7 girls)**   * 2022 results show improvements in all EXS levels including in-line data (2019 standardised) for **ALL subject areas inc MATHS** attainment @ R 79%/ W 68%/ M 74% – but lower GDS levels in all areas (as a result of reduced school through COVID pandemic) * PP (1/19) made expected progress from EYFS * SEND (1/19) made expected progress from EYFS (2/19) made less than expected progress from EYFS   **KS2 20 children in cohort (10 girls /10 boys)**   * 3 year average results for KS2 are in line in all areas and greater depth attainment is above national in all areas. 2017-2019 * 2022 Data shows **above average (2019 standardised) attainment in all areas Reading 95%/ Writing 90%/ Maths 90%** , with average points score of **107** in reading and **105** in maths. Please note SPAG scores cannot be shared due to them not being returned from DFE marking process. * 1 x SEND pupil * GDS in Reading and Maths * EXS in Writing * Minority Ethnic pupils 2x pupils * EXS all areas (1x GDS Reading)      * Progress measures shows (awaiting PAG calculation model) Reading +3/ Writing + 1/ Maths +5   **Disadvantaged Data 3 year average (due to very small numbers)**   * KS1 3 year average shows that disadvantaged pupils attain in line with nationals * KS2 3 year average shows that disadvantaged pupils attain below nationals. (Of the 11 children (across all 3 years) concerned, 6 had sig. vulnerabilities. Notably, the 2018 cohort (5 pupils: no sig difference in attainment in writing and positive progress scores in reading/writing/maths above LA averages, but intra-school disparity remains. Where very small groups occur (1-3 pupils) the data is hugely inconsistent.   In house data   * In house data for Y6 2020 shows 1x PP child @ EXS is all areas making positive progress on KS1 scores of EXS/WTS/WTS. * In house data for 2021 shows 4x PP children expected progress in reading, positive progress in writing but negative progress in maths. | | | | |
| **PREVIOUS INSPECTION KEY ISSUES**  Areas for development identified at the previous Ofsted inspection | | | | |
| **Key Issue** | | **Action** | | **Impact** |
| Precise planning leads to effective support for pupils who needs to catch up to attain in line with national expectations  Provide more opportunities for pupils to learn about fundamental British Values so that they are better prepared for life in Modern Britain | | **Maths**   * Whole school plan in place to ensure coverage and embedding of skills in Maths * Calculation policy embedded and regularly updated * Consistent approach to teaching maths in place across the school * Ready to Progress materials used to identify gaps in learning post lock down * RTP materials planned into yearly overviews to ensure that gaps are filled. * Teachers continue to receive training and support from the Maths Hub. * Consistent assessment strategy in place for Maths | | Pupils have a better understanding of maths concepts as consistent strategies are being used and modelled in all classes. Knowledge is being built upon and pupil conferencing/ book look/ lesson visits evidence impact of calculation policy.  The majority of pupils with gaps in knowledge due to COVID 19 lockdowns, have had these gaps filled.  Teachers are more confident with maths calculation strategies, how these build upon prior knowledge and how the small steps build into solid conceptualisation.  Consistent assessment leads to early identification of misconceptions which are then filled quickly either in class or through intervention. |
| **English**   * Whole school plan developed June 2021 to ensure coverage of genre and high quality text, inc class reading books. * English policy in place and agreed, using T4W as our writing conduit * Consistent approach to teaching English is in place across the school. * Consistent assessment strategy for assessing reading and writing in place. * VIPERS used as a whole class guided reading strategy across the school. * Consistent teaching of phonics and thorough re-categorisation of reading books allows for reading books to be match with phonics being taught. * Close monitoring of reading and phonics ensures good progress of all pupils * Funding for new decodable phonic-linked books has been secured and books ordered. | | Children’s use of modelled texts has improved the quality of writing.  Children’s resilience for writing has improved (post return from COVID)  Identification of misconceptions/ next steps are clear through the consistent assessment strategy  VIPERS has begun to impact upon children’s comprehension skills – this needs further embedding  Consistency of phonics teaching has improved the children’s understanding of phonics and their ability to segment and blend and to decode texts.  90% of Y1 children passed the PSC 2022 |
| **SEND and Intervention**   * APDR cycle continues to be used to identify key aspects of learning which need to be revisited or embedded. * Specialist TA employed to deliver NELI intervention/ KS1 maths intervention. * Regular and at least 6 weekly reviews of intervention ensures that pupils move into and out of intervention as appropriate. * Pastoral TAs in place to support nurture groups in KS1 and KS2 * Specialist TIS practioner holds a case load and ensure pastoral support * Meet and Greet TA ensures that pupil is ready to learn. | | Teachers and pupils are clearer on individual areas of focus and pupils make progress towards these targets. Targets are reviewed regularly and at least 6 weekly.  Pupils progress quickly through NELI intervention and are ready to continue work in class.  Pupils accessing intervention have had gaps filled and have returned to whole class teaching.  Pupils have built (and continue to build confidence) through intervention strategies, which are then built upon in the classroom.  Pupils with ACES are supported through periods of anxiety/ difficulty and are able to access learning.  Subjects are taught using the agreed frameworks and coverage.  Pupils are able to use prior learning to build upon – pupils make connections between learning – (or example comparing the structure of a Viking Long ship to a Roman Galleon and using this to draw conclusions about areas of land conquered.)  Pupils study a comprehensive curriculum in all mandated areas (+PSHE)  With appropriate resources to support this learning.  Metacognition skills are being built (needs embedding) in order to know more and remember more .  Assessments highlight areas of attainment and also misconception – which are either actioned in year, or passed to follow-on teacher (time of year dependent)  Children know the importance of British Values and can identify where British Values and School values impact positively in their lives.  Children talk with confidence about difference and know that differences should be and are celebrated at school and in wider society.  Children have experience of the democratic process and understand that this impacts upon their lives.  Pupils take risks with their thinking and overcome barriers to learning.  Pupils are able to follow safety rules both in the physical and virtual world.  Pupils make links in their learning and understand that these values are real and lived experiences.  Incidents of poor behaviour choices are limited – when poor behaviour choices occur, pupils tell us that they feel that they are dealt with quickly and fairly. |
| **Foundation Subjects**   * Subject leaders have taken ownership of subjects including regularly reviewing teaching provision, learning outcomes, pupil voice and breadth of coverage. * Adaptations to provision and tweaking of foci, have ensured breadth, balance and spiralisation of knowledge and skills throughout all curriculum areas, with significant developments in building of K+U in Maths, phonics, reading, writing, history and science. * Whole school curriculum plan in place to ensure coverage of all aspects of the national curriculum – The Essentials Curriculum supports this; with consideration given to local content and localised curriculum links * Planning is in place for all aspects of the curriculum with 6 weekly medium term plans in place across the school. (A rolling programme for KS 1 has been completed this year) * High quality resources have been invested in, in order to support teachers’ subject knowledge, planning and implementation, and pupil voice. * PME grids used to baseline current knowledge and aid children’s independence in planning and evaluating of learning. * Knowledge organisers shared with pupils at the start of a new area of learning with explicit sharing of vocabulary beginning to be embedded. * POP quizzes are used to assess pupils at the end of a unit of work. Work has been completed on these quizzes to ensure retrieval and reasoning questions are included. * KO are beginning to be used by follow-on teachers to help the children to explicitly reignite what they learned previously and to build on this knowledge. | |
| * Teachers plan for opportunities to include the teaching of fundamental British values within all areas of the curriculum. Our PSHE curriculum (Jigsaw) directly teaches the British Values of * democracy. * the rule of law. * individual liberty. * mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. * Children share learning in assemblies and in PSHE time. * British Values have been linked to School Values and the importance of school values has been shared – with School Vision challenges being completed in playtimes/lunchtimes. * Children are encouraged to talk about their similarities and differences and to celebrate these through dedicated PSHE lessons. * Children are involved in Democratic processes e.g. voting for school councillors and shared rewards. * The school council itself is led by a member of staff and adheres to democratic processes – leading whole school initiatives this year (litter pick) * Through our curricular clubs and opportunities, pupils are given the freedom to make choices inc choosing the focus of the clubs we offer * Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment eg: ‘talking their thinking’ or asking questions about their learning inc. miscomprehensions. * As a school we educate and provide boundaries for young pupils to make choices safely eg: walking through our village where there are no pavements/ how to converse safely on line/ the importance of listening to their inner voice and telling adults when they feel uncomfortable (esp in light of county lines focus)   .   * Following the Cornwall RE curriculum, we also cover this final value in respects of understanding what we mean by multi-faith and multi-cultural. We use cultural visits (eg to The Cornwall Islamic Centre) and visitors – eg Jewish visitors in school to allow the children to ask questions and have real-life experiences. * We have a clearly structured behaviour policy which all stakeholders understand and follow; Respect is key to this policy. * Our family ethos and (post COVID restrictions) playground opportunities promotes mutual respect between pupils across different phases of school. * We regularly review behaviour incidents in school and share these with key stakeholders. | |
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| THE QUALITY OF EDUCATION  School Grade: 2 | | | | |
| **Intent**: How curriculum leadership is provided by the school, subject and curriculum leader.  **Implementation:** How the curriculum is taught at subject and curriculum level.  **Impact:** What have the children learned? | **Strengths** | | **Areas to Develop** | |
| * Teachers and support staff re passionate about providing the very best of opportunities for our children. Lessons are engaging and enjoyable.   **Wider curriculum:**   * A whole school curriculum review took place in 2018- 2019, leading to a planned restructure of our school curriculum provision throughout 2020-2021 including building a 2 year rolling curriculum in KS 1 * Building on current good provision, the inclusion of The Essential Curriculum to ensure that skills are built upon and key knowledge is developed across the age ranges and key stages is key to the further development of our curriculum. * Knowledge organisers have been employed in History/ Geography/ Science/RE/DT/Art and Design/ Computing to ensure that all children are very clear about the learning for that subject. * KO from previous linked learning beginning to be shared at the start of a topic to reignite learning. (introduced but not embedded) * Clear planning for wider opportunities ensures that our children have access to a rich and stimulating curriculum which utilises local resources. Careful planning ensures that local focusses are in place throughout all year groups, with varying learning objectives. * POP quizzes are being used at the end of a unit of work – based on the knowledge organisers –Quality of KO is improving as is the quality of POP quizzes,   **Maths**   * Staff are keen to develop their pedagogical skills – exemplified by the attendance of many of our staff at Math hub training and the keenness of teachers to be involved in in-school training with a mastery specialist. * Staff also work closely with colleagues in the Penryn Partnership to develop teaching strategies esp within English, maths and Science. * Consistent implementation of the whole school calculation policy, support in the main by WRM and supplemented by resources such as NCTEM/ Mr Corbett maths etc * Use of RTP materials in order to highlight gaps in learning has aided planning for progression. * Google classrooms allowed pupils to access learning whilst at home awaiting COVID results/ whilst isolating   **Reading**  Whole school reading has been made a priority –children in KS1 have a reading book which meets their phonic level – reading books have been re categorised.  Further reading books have been ordered in line with our Approved Phonics Scheme  KS2 children continue to use the AR reading scheme. Reading takes place in class daily.  VIPERS is used across the school to support reading for comprehension.  TAs have been trained in using vipers questions, volunteers also use this resource to help them formulate questions.  Choral reading is used in Class 1 to support comprehension and decoding skills.  **Writing:**  Talk for writing is now established within the school – particularly in KS1 and LKS2 – UKS2 use a variety of the T4W strategies, but often dove-tail these with shorter weeks/ video inputs  **Spellings and Phonics**  Phonics is being taught very successfully in KS1 – groups had been split into phase levels and vertical streaming (assessed 6 weekly) ensure progression across EYFS and KS1  Spelling has been taught with increasing consistency - Spell Shed is used from Y2 to allow children to practise spellings at home and also to provide an exciting reason to practise spellings – still an area of focus.  **Handwriting**  Significant improvements have been seen in pupils’ handwriting. A consistent approach to teaching handwriting is now in place across the school – with joined writing being taught from Y2. | | Embed the golden threads agreed in History, Science and RE to allow children to make links between History/ Science/ RE learning.  Teachers make links explicit through the embedding of explicit subject-based vocabulary and explicitly teaching of the Golden Threads and prior learning.  Embed retention strategies, so that lower attaining pupils retain the knowledge learned after the lesson has finished inc. follow-up teachers reminding the children of previous years’ learning, through use of KO.  Embed localised curriculum in particularly in RE/ History/ Geography/ Music/ Science  To develop the use of outside space, including community spaces. (Particularly for PE)  Feedback from children requests further visits/ visitors – careful planning needs to be completed to ensure the best use of time and impact from subject-link visit/ors. Use of video conferencing to be developed  Develop curriculum support with specific focus on PP pupils in all areas including foundation subjects – focussing on engagement, recall and retention. Use EEF guidance – High Quality Teaching  To continue to develop learning powers to support children’s resilience, reflectiveness, relationships and resourcefulness, through the use of metacognition strategies – M Collinge to lead. In light of COVID19 this will need to be re-established.  EEF guidance – Metacognition and self-regulation  Continue to work creatively to develop strategies to develop girls’ enjoyment and engagement in maths.  Re-establish mathmagicians  Durham university – Creative Partnerships Action Research  Ensure that all maths intervention begins with a base-line assessment (when topic focus changes) to allow for effective quantitate data on progress measures.  Ensure that PP and SEND pupils continue to be closely monitored and gaps in learning filled quickly.  Review WRM updates and adapt curriculum content as necessary from Jan 23  To ensure that standards in girls’ maths attainment at KS 2 improves – EEF high quality teaching guidance  To ensure that PP pupils narrow the intraschool gap in Reading, writing and maths  Investments now being made in new reading materials and also into new non fiction text  KS1 teachers to ensure that when TA/ volunteer reads with children that they are asking the correct type of questions. (Guidance has been given, now needs following up)  Reading cafes to be established to allow clear demonstrations to parents re: reading expectations/ AR quizzes/ comprehension questions to ask.  Phonics training for parents to be shared Oct 22  Open afternoons for care-givers to focus on and celebrate reading.  Ensure that the selected genres are taught with high quality WAGOLLS.  English action plan to include KO/ toolkit expectations in order to be explicit in learning outcome expectations  Develop strategies to ensure boys’ engagement in writing – post lock down, writing has become the area of least progress. Include quick write and target cards/ marking ladders to explicitly show boys what they need to include. Continue to model how to write, sharing thoughts and ideas from the class.  Ensure high expectations of correct spellings transferring from spelling tests into everyday writing.  Develop explicit KO to share vocabulary and grammar expectations.  Continue to embed this handwriting strategy through weekly handwriting lessons. | |
| •Learning support is provided by Teaching Assistants through individual support, group work or interventions.  TAs are thorough and personalised in their approach to individualised curriculums and are beginning to follow the ‘least help first’ model. | | **Least help first** model to be re-shared – using EEF guidance as model for training. | |

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| BEHAVIOUR AND ATTITUDES  School Grade: 2 | | |
| How leaders and staff create a safe, calm, orderly and positive environment in school and the impact that this has on the behaviour and attitudes of pupils. | **Strengths** | **Areas for Development** |
| Behaviour and attitudes of pupils is consistently good. Our pupils are engaged in their learning, ask pertinent questions, feel valued and understand and share similarities and celebrate differences.  Recent pupil conferencing showed that pupils enjoy foundation and core subjects and that they enjoy practical learning opportunities.  100% of pupils say that they feel safe in school and that there are adults with whom they can talk if they have any problems or worries.  Safeguarding governor has completed pupil conferencing – See governor monitoring – vastly positive,  A clear Mylor Manners policy was written in 2019 – this now needs to be reviewed by the student council.  Whilst in lockdown we have had consistent engagement from the vast majority of our children with attendance averaging 92% during lock-down home learning. 100% of pupils in UKS2 were in attendance.  Attendance 2021-2022 - 94% | Some poor low-level playground choices effect a small minority of children. TIS practioner to continue to work with these children.  Anti-bullying week to be used to tackle understanding of bullying and the need to call out unkind behaviour.  Embed Mylor Manners policy  Student council input across school to be more prevalent esp in re-working the Behaviour and Manners policy  Subject Ambassadors to be established, focus to promote subjects across the school, engagement and peer teaching.  PA focus children – 14/140 children working with EWO inc: 5/14x PP |
| PERSONAL DEVELOPMENT  School Grade: 2 | | |
| How schools support pupils to develop in many diverse aspects of life | **Strengths** | **Areas for Development** |
| Our very good wider curriculum provision ensures that our pupils have access to a variety of exciting and informative experiences. It also ensures that we engage with our local community, local schools, colleges and the university. Post COVID restrictions lifting, we have re-established these activities.  Pupils have the opportunity to learn at our local secondary school and university when taking part in sporting events eg: football league/ netball league/ KS 1 Balance Bike festival/ Y5 Science Investigators / Y3 Habitats lectures/ Y5 biodiversity etc.  Our children also had opportunities to develop skills such as water sports, musical and drama performances (eg Summer and Christmas plays/performances)  Working with older members of our community eg when completing sewing and DT / art activities/ open the book has allowed our children to develop empathy, gratitude and an understanding of the lives of others.  Our Making the Most of … Month allowed all of our pupils the opportunity to gain cultural capital through visits from/To:  Falmouth Art Gallery/  Mount Hawke Skate Park/ Bissoe Cycle Trail/ Community Gardens/ Feadon Farm/ Weir Beach/ Gyllanvase Beach/ Falmouth Fire-station/ Flambards/ Working with a local artist/ Falmouth Boxing Club/ Stithians Dam/ Surfing  Our PSHE curriculum promotes the development of positive mental health, RSE, Positive relationships and is supported by mindfulness moments.  Volunteers support learning through reading with our pupils and also through supporting Art and Design and DT.  Assemblies celebrate excellence within all aspects of school life.  Assemblies celebrate Icons of our World  Texts and units of work highlight similarities and differences in the way we live our lives, promote positive relationships and allow for discussion re: negative intentions of people or characters. Eg Holes by Louis Sachar/ The Great Kapock Tree by Lynne Cherry.  Planning to ensure that the protected characteristics are highlighted throughout each curriculum year with planned teaching opportunities, | * Further developing mindfulness in the classrooms. * Support the growing demographic of pupils in need of Trauma informed schools programme. * Use draw and talk to support pupils’ well-being. * Establish subject ambassadors * Further develop the links between the university and school. Eg geology * Develop national and international links to better understand diversity – inc video links * Continue to tweak the curriculum focus to include persons promoting positive messages for our pupils/ provide discussion points of the behaviour and choices which people make. Eg War Horse/ Varjak Paw * Ensure cultural visits planned are implemented – 2023-2024 develop further cultural visits eg RE Humanists, Hot rock project Geog / Trebah garden – History / Minack Theatre – English * Local creative partnership project partners with Hall for Cornwall. * Extra curricular provision offered by a variety of adults in school and also from local clubs (Enhance Dance/ KA Yoga/ Cornwall Cricket) |
| LEADERSHIP AND MANAGEMENT  School Grade 2 | | |
| How leaders, managers and those responsible for governance ensures that the education that the school provides impacts positively on its pupils. | **Strengths** | **Areas for Development** |
| •The Head teacher Improvement programme sees the school working alongside two other schools (with one meeting a term.) This year we have reinstated this programme  Regular Zoom meetings between 3x HTs took place during COVID 19 to offer help and support during restrictions.  Monitoring of on-line lessons took place weekly to ensure consistency and equality of access, alongside quality of delivery during COVID 19 online learning.  Justine Hocking has completed SIP visit to school alongside the other 1x HTs to re-instate the monitoring model.  In-school monitoring resumed March 2021. Lesson visits and lesson observations have taken place across this year. 2021-22  HT completes learning walks and drop ins throughout the year feedback and support given and practise adapted. | New SIP (Justine Hocking) employed from Sept 22 – due to Mark Lees retiring.  Further development of middle leaders – including through the Durham university Creativity Project (action research project)  Further development of middle leaders – through supporting writing moderators’ training/ SATS marking/ Science subject leadership leader  ITT placements to be offered through Cornwall SCITT.  Areas of focus identified and actions in place – need embedding. |
| Subject leaders have taken ownership of their subject areas and monitor the planning, teaching and assessing of their curriculum area to ensure that intent statements are ‘alive’ within their subject. Time has been given for this process.  Subject leaders have used on-line forums to keep up to date with subject-specific initiatives.  Governors have been supportive and have completed a monitoring cycle in order to triangulate information given by HT and subject leaders.  Governors have managed the school budget well, to carry forward a budget that allows for extra procurement of IT resources and also the redevelopment of the EYFS area, alongside continuing finance for TA post COVID support.  Strength is maths leadership in school as well as through maths governor ensures that this remains high priority within school.  Strengths of English / History/ Phonics/ Science/ Early Reading/ RE/ Music/PE leadership ensures that developments in curriculum are considered and regularly revised. | Governors to continue to complete monitoring inc. pupil conferencing, to ensure that learning is being developed as per agreed protocols.  To continue to work with children who have become educationally vulnerable due to the COVID19 situation, inc. emotionally and academically vulnerable. Use TIS and draw and talk to support these pupils.  Build strength in subject leadership in Geography/ DT/ Art/ French |
| All teachers are subject leaders – this allows ownership and accountability of subject input, planning and consistency. | Join subject leadership training within Cornwall Council in order to further develop subject knowledge and leadership foci for subject leaders.  Ensure subject leaders for Geog/ Science/ French attend Penryn Partnership learning walks – development plan 2022-23  Continue to develop the role of subject leaders, so that individuals can talk with knowledge about their subject development. Empowering subject leaders to take ownership of their subjects  . |
| **EARLY YEARS**  **School Grade 2** | | |
| The Intent, Implementation and Impact of the Early year Curriculum, including meeting the needs of children with SEND | **Strengths** | **Areas for Development** |
| Focus of EYFS is ‘Playful Learning’ – in order to develop our children’s understanding of how to learn through play. Purposeful activities, co-operative learning strategies and an emphasis on independence for each child provides a stimulating but supportive environment for our children to thrive based on children’s shared interests.  Phonics taught from Day 1  A more formalised learning environment is introduced from Summer 2, allowing the children time to get used to working at a desk for a slightly longer period of time – in readiness for year 1.  High ratios allow adults to know children well and to offer help and support when needed.  Phonics intervention from September allows for quick gap filling and consolidation.  NELI intervention in place for 4 children with S+L difficulties  Specialist support for 1:1 pupil in place with medical needs in place – very close working relationships with parents and external agencies supports medical need. | Writing both boys and girls. Ensure that there are a variety of writing opportunities throughout EYFS provision – use adults to model this writing provision in order to promote independent access to writing.  An increasing number of children are starting school with reduced language skills alongside being highly anxious and emotional. We need to ensure that we offer these children the modelled support which they need to order to progress quickly and catch up with peers. |
| Continue to closely assess phonics input and quickly pick up pupils who are falling behind, offering intervention.  Monitor emotional health and wellbeing – offer nurture/ play therapy to those exhibiting difficulties.  Ensure high ratios of staff to pupils continues to ensure positive adult/child relationships and also to allow for positive, supportive relationships to be built quickly. |
| • Tapestry is used to track progress and is an interactive learning journey which parents access and input into at home very successfully.  Investment in resources has developed learning opportunities  Financial input has secured Forest School provision 2022-23 | Embed training in the new EYFS framework  Share best practise and moderation opportunities for EYFS teachers across the Penryn partnership 2022-23  Ensure boys’ engagement in learning opportunities in EYFS. Early intervention with those boys underachieving to ensure gaps are narrowed **esp in writing**.  Use disco-dough/ fine motor skill development as a precursor for writing.  Continue to develop outdoor area –inc large construction and real-life experiential areas. |