Governors

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| Area / Responsibility | Name |
| Class 6, Safeguarding and Attendance/ Pastoral | Miss Tamsin Gittens |
| Class 5, PE | Mrs Mary Heard |
|  Class 4, Science  | Mr Paul Dale (CoG) |
| Class 3, | Mrs Donna Eddy  |
| Art/ DT/ SEN | Ruth Green  |
| Music/ Pupil premium  | Gemma Thompson |
| Class 2, IT/ English  | Mrs Jane Stephens (vice CoG) |
| Class 1/ EYFS  | Mr Dan Hadley |
| Maths  | Mr Chris Gould  |
| Humanities  | Mr Jon Pinkney |
| Staff appointed governor | Mr Matthew Collinge  |
| Head Teacher  | Mrs Vicky Sanderson |

Staff

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| Subject | Lead |
| Maths, History and Student Council  | Mr Martin |
| English – Reading, Writing, Spelling | Mrs Thomas |
| SENCO | Mrs Frost |
| EYFS and French | Mrs Mogridge |
| Science and Music | Mr Collinge |
| PE/ PSHE / RSE | Mr Mutsaers |
| Educational Visits | Mrs Sanderson/ Mrs McGannity |
| Art and Design/ Design Tech. | Mrs French |
| Computing/ English - Phonics | Mr Shainberg |
| Geography | Mrs Wood |
| RE | Mrs Sanderson |

Context

All leaders including governors, are highly ambitious for the school and lead by example. There is a strong emphasis on distributive leadership, with clearly defined roles for all teachers as curriculum leaders, to collectively and strategically manage their subject area in order to ensure pupil outcomes remain ambitious.

In 2019, the school community reviewed the values of Mylor Bridge School, ensuring that all stakeholders believed in this vision and invested in it, in order to ensure our pupil get the very best opportunities to ‘Be The Best We Can Be’.

Teachers, support staff and governors are invested in their continued professional development, with all teachers taking part in CPD across the year, including: Cognition and Metacognition, Autism Awareness, Sensory Processing Theory and Early Reading. New governors have taken part in governor training and TAs have completed training in: Phonics, Makaton, Downs Syndrome Support and Reading Support.

All teachers are given opportunities to develop key leadership skills from the onset of their careers, including Middle Leadership Training.

Our support staff team is a highly valued resource with a wide range of skills and expertise to enhance opportunities for our pupils.

Building on last year’s planned provision (incomplete due to COVID19 lockdowns) research/monitoring time for each subject leader has been built into the monitoring provision programme for 21-22. This will involve knowledge sharing both internally and externally. Leaders will focus on the monitoring of the implementation and impact of the curriculum on our learners.

Governors have revisited skills audits and new governors have be appointed using the gaps knowledge we hold. Governors are developing a more in depth knowledge of the intent, implementation and impact of the curriculum in all subjects; governor monitoring this year will continue to develop this understanding - termly meetings will be extended to allow for subject leaders to brief governors on a rotational basis for each subject. This will then allow governors to use this information to greater effect during monitoring and accompanied subject deep dives.

*IN ORDER TO IMPROVE FURTHER LEADERSHIP AND MANAGEMENT WE NEED TO:*

* **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.**

*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 know where children are excelling and where there are gaps in learning.  | To embed our assessment strategy allowing for monitoring of attainment across all subject areas. | From Sept 21- July 22  | VS and AM | SLT meetings | FGB | Baseline assessments took place for all year groups in September – where significant gaps in all areas were apparent, teachers re-planned units of work to address these. Where individuals had gaps, intervention groups were set up to plug these – again baseline assessment was conducted to act as a progress marker.  | On going assessment and intervention in place  |  |
| **Strategy** | **Tasks** | **Date** | **Key Personnel** | **Cost/Resources** | **Monitoring** | **Impact** |
|  |  |  |  |  |  | **Autumn 2021** | **Spring 2022** | **Summer 2022** |
| **To continue to embed foundation subject curriculum provision; ensure progression of skills and knowledge.** | Subject leads to review long term plans for each year group and check coverage for each year group in line with Essentials curriculum / Purple Mash.  | Oct 20 – SS (IT) Nov 20 – VS – REJan 21 KM FrenchFeb 21- KF DT and Art.  | SSVSKMKF | 1 afternoon releaseAdrian to cover  | HT | Subject leaders have time to complete this across the year – on going  | On going  |  |
| Book scrutinies used to track progression and coverage. | 6x per year – see staff meeting timetable  |  | Staff meetings | HT/ Subject leaders | Careful monitoring timetable and staff training timetable triangulated with subject leadership time in order to allow for scrutinies to date: English maths/science/geog/RE and History scrutinies have taken place  | On going  |  |
| Subject leaders to have in place a subject overview  | INSET Sept  | All subject leaders.  | NA | HT  | Yes all subjects EYFS to be completed Jan 22 |  |  |
| To visit lessons in all key stages focusing on access to the curriculum for all learners.  | From Sept 21- July 22 – See monitoring timetable  | All subject leaders  | Whole school monitoring  | HT and Gov learning walk | HT completed learning walks 2x termlySubject leaders for Maths/ Science/ Phonics/English have completed learning walks  | On going within the confines of the monitoring programme  |  |
| To share full report of subject review with staff and governors including next steps for the subject. | Dates as above  | All subject leaders  | As per above  | HT and Full GB | Feedback has been planned and implemented for staff – governors needs actioning  | Feedback has been planned and implemented for staff – governors needs actioning  |  |
| Knowledge organisers to be used to introduce topics and also to aid assessment. Knowledge Organisers to be used in following year group to share prior learning  | From Sept 21- July 22 | All Class teachers  | NA | HT/ Subject leaders | KO in place for vast majority of subjects – not PE. KO shared but not always printed into books eg DT/Music/ Art KO beginning to be shared where appropriate  | On going  |  |

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| **Strategy** | **Tasks** | **Date** | **Key Personnel** | **Cost/Resources** | **Monitoring** | **Impact** |
| **Autumn 2021** | **Spring 2022** | **Summer 2022** |
| **To ensure that Talk for Writing is used consistently to raise standards in writing, with a focus on modelled texts and WAGOLLS.**  | Lesson visit to ensure staff are using T4W strategies to allow [boys] to verbalise writing before completing.  | 1x termly visit – see monitoring timetable  | JT | 3x release time  | VS | Ht and JT subject lead have monitored lessons and given feedback . In UKS2 learning the text is less enjoyable fo pupils and therefore not always actioned. Alternative input eg video are more often used to ensure pupils are ofay with the text.  | On going |  |
| To share full report of subject review with staff and governors including next steps for the subject. | Feb 2022  | JT | As per above  | VS | Feedback shared with staff Gov feedback needs completing Eng governor has completed a visit to school and observed lessons  | On goingAll govs have visited school at least once  |  |
| Use high quality WAGOLLS to ensure that children know what good looks like.  | From Sept 21 | All class teachers  | NA | JT | WAGOLLS used with increasing consistency throughout sch | On going |  |
| Within TfW first week, children use ‘short writes’ to develop ideas and build vocabulary choices.  | Nov 21 – post staff meeting  | All class teachers  | NA | JT | On going focus  | On going |  |
| **Strategy** | **Tasks** | **Date** | **Key Personnel** | **Cost/Resources** | **Monitoring** | **Impact** |
| **Autumn 2021** | **Spring 2022** | **Summer 2022** |
| **To ensure that reading is taught consistently in school and followed up at home**  | **Training in how to teach reading to be repeated for all TAs**  | **October 21**  | **JT and all TAs**  | **Release time 1 x afternoon**  | **VS** | **VIPERS training took place for TAs – but VIPERS still not consistently understood by pupils**  | On going – better feedback from pupils re: VIPERS knowledge  |  |
| **VIPERS style questions to be re-shared at staff meeting** | **October 21** | **JT all teaching staff**  | **Staff meeting**  | **VS/ Eng Gov**  | **Shared – but VIPERS still not consistently understood by pupils** | On going – better feedback from pupils re: VIPERS knowledge |  |
| **Reading resources to be re-sent home for parents**  | **Oct 21**  | **JT** | **NA**  | **VS/Eng Gov** | **Resources sent home via school newsletter and via website**  | **Sent again Spring term**  |  |
| **Parents to be invited in for reading workshop (PP parents to be focus)**  | **Oct 21**  | **JT** | **1 release afternoon/ after school**  | **VS/ Eng Gov** | **NA due to COVID RA postponed to post Feb 22** | **Staff absence – postponed to Summer term**  |  |
| To share full report of subject review with staff and governors including next steps for the subject. | **December 21**  | **JT** | **Release time as for T4W.**  | **HT / Eng Gov**  | **Feedback shared with teachers****Feedback to gov needs focus**  | **Feedback shared**  |  |
| Pupil conferencing to monitor reading in school and at home. | 1x termly visit Oct/ Jan / April | **JT** | **HT / Eng Gov**  | **Takes place every half term JT** | **On going**  |  |
| Pupil conferencing on lowest 20% to identify trends and plug gaps.  | Half termly - during assembly  | **JT** | **NA** | **VS / Eng Gov** | **On going** |  |
| **Strategy** | **Tasks** | **Date** | **Key Personnel** | **Cost/Resources** | **Monitoring** | **Impact** |
| **Autumn 2021** | **Spring 2022** | **Summer 2022** |
| **To ensure consistent high quality phonics continues** | **Teachers and TAs to continue to use Twinkl phonics**  **Working within small, differentiated groups**  | **Sept – July 2022** | **SS/ KM/KF/ VA/LS/CE/SC/RW** | **Twinkl Phonics – inc in subscription costs.**  | **VS** | **In place and gaining consistency**  | **Training booked for all KS1 and support staff**  | **Training completed**  |
| **TAs to receive phonics update training**  | **Sept 2021**  | **SS/KF TBC**  | **Twinkl resources**  | **VS**  | **Training received**  | **TWINKL bespoke training booked**  | **Completed**  |
| **Lesson/ group visits to ensure consistency of input** | **Nov 2021/ Feb 2022/ May 2022** | **SS/ KF/KM/VA/LS/CE/SC/RW** | **Release time for SS to monitor groups** | **VS** | **Lesson visits have taken place and tweaks made**  | **On going**  | **On going** |
| **Ensure that our phonics programme is in line with current guidance**  | **Investigate future Systematic Synthesised Phonics programmes**  | **May 22**  | **SS** | **NA**  | **VS**  | **TWINKL has been validated as synthetic phonics scheme – we will continue with this until Spring and review**  |  |  |
| **To ensure that early Oral and Language skills are developed quickly**  | **NELI programme implemented in school with 6 identified children**  | **From Oct 21 – July 22**  | **KF/KM/RW/LS**  | **Release time RW – training**  | **JT**  | **Training complete resources awaited**  | **NELI programme running**  |

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| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Autumn 2021 | Spring 2022 | Summer 2022 |
| **To ensure all teaching staff are confident in the key aspects of maths mastery** | Staff meeting CPD time assigned to maintain focus on mastery for Maths focus  | 1 staff meeting assigned per term  | AM | Resources and feedback from RB shared  | VS and maths Govs | Maths staff meeting in staff training timetable and completed to date | Maths staff meeting in staff training timetable and completed to date |  |
| Lesson visits to ensure consistency of calculation policy delivery across school  | In line with RB’s support timetable (TBC) | AM | 1 x term lesson visit(supply cover)  | VS | Maths monitoring taking place as per monitoring timetable | Maths monitoring taking place as per monitoring timetable |  |
| CPD sessions for both teaching and support staff on feedback from Mastery training  | 1 staff meeting termly  | AM | Resources supplied by RB  | VS/ Maths gov | Feedback from mastery training to teaching staff – now to TAs needed  | Feedback from mastery training to teaching staff – now to TAs needed – training for support staff not offered this term  |  |
| KS1 teaching staff to be involved with the CODE Maths Hub- Mastering Number programme  | TBC by CODE  | SS/KM/KF | Supply cover £1200 | AM  | First session completed – follow up needed | Second session completed  |  |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Autumn 2020  | Spring 2021  | Summer 22 |
| **To ensure recall and recap opportunities are built into all medium term planning for all subjects**  | Knowledge organisers introduced at beginning of all units of work and shared with pupils. KO from previous yrs shared to remind children of prior learning.  |  Sept 2021onwards | All teaching staff | N/A | HT and subject leads | In placed and used with increasing consistency | In placed and used with increasing consistency |  |
| Flashback resources purchased through premium resources WRMH. Built into daily starters for each year group | April onwards | SH/NO | £95 for all year groups | Maths lead | NA April onwards  | In place  |  |