## 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 Tracy Wilkes/ 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 |
| Teaching Assistant - Class 3 | Mrs Helen Medlin |
| Teaching Assistant + LTS + PPA cover - Class 4 | Mr Shaun Wilcox |
| Teaching Assistant – Class 5 | Mrs Audrey Stevens |
| Teaching Assistant– Class 6 | Mrs Rachel Garland |
| KS2 Intervention | Mrs Karen Hamilton |
| 1:1 Support | Mr Simon Collier  Mrs Ruth Wilkes |
| LTS | Mrs Jenny Godden / Mrs Rachel Holmes |
| Breakfast Club | Mrs Tracy Stevens |
| Cleaning Staff/ Caretaker | Mr Phil Stephens  Mrs Tracy Stephens  Mr Andy |

*Context*

*The team at Mylor Bridge School is experienced and capable, with the vast majority of lessons judged as good or outstanding. Teachers are supported by qualified teaching and learning assistants and though, after a period of change, this team is relatively new - 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 They Can Be.*

*Monitoring by the head teacher, assistant head teacher and HIP colleagues is robust with quality feedback ensuring that CPD and adaptations are constantly reviewed and improved.*

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*The mastery approach to the curriculum is now embedded and all staff have high expectations for all pupils and differentiation is used to challenge pupils who are ready to deepen their subject knowledge and understanding. Learning is built on solid foundations and references to prior learning can now take place. Knowledge organisers have been introduced for History, Geography, Science and RE with the intention for these to be across all foundation subjects by the end of 2021.*

*Within maths, a consistent approach to written and mental calculations is used by all staff. Lesson design ensures for fluency, reasoning and problem solving throughout the lessons and CPA resources are used to support conceptualisation. Same day interventions now happen each to ensure the high 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 2 years ago. This ensures that oracy is at the forefront of developing ideas and ensuring confidence of writers.*

*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. Units of work are well planned and resourced and as a result, pupils learn well. Teachers systematically and effectively check pupils’ understanding throughout lessons.. Consistent application of the Marking and Feedback Policy is robustly monitored by the SLT and subject leaders with regular book scrutinies and therefore ensures that AFL is effective in driving pupil progress.*

*A deep review of the foundation subjects took places 2019-2020, with the implementation of the Essentials Curriculum to ensure effective progression within each subject area. This lead to revised curriculum coverage throughout the school with particular focus on History, Geography, Science and PE. Subject leaders in all foundation subjects now have ownership of their subject areas. Building on this throughout 2020-2021, we will focus on DT/Art/ French/ Music/ RE and IT to ensure that the same rigour and strength of curriculum offer is in place for this subjects areas*

*We believe resources invested in early years education is crucial to stop gaps developing and widening for pupils leading to self-esteem issues moving into LKS2. Significant investment in terms of staffing and ensuring of smaller ratios is in place in EYFS (1:10, discounting 1x 1:1). This year will also see significant investment in re-resourcing role play and small world equipment, alongside continuing to embed small group phonics.*

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

* **Conduct a deep review of 6 foundation subjects to monitor the effectiveness of the implementation, intent and impact (III) strategy for each subject**
* **Ensure our curriculum offer is ambitious for all including our SEND pupils and more able pupils**
* **To ensure all teaching staff and new to year group and new to school are confident in the maths mastery approach to teaching.**
* **To ensure all teaching staff and new to year group and new to school are confident in Talk for Writing focus for English teaching.**
* **To ensure recall and recap opportunities are built into all medium term planning for all subjects**

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| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact | | |
| Autumn 2020 | Spring 2021 | Summer 2021 |
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| **To continue the review of the foundation curriculum focusing on ICT, Music, PE and MFL to ensure the III is effective for all year groups.** | ICT, Music, PE and MFL leads to review long term plans for each year group and check coverage for each year group | Summer 2/Autumn 1/spring 1 | KS/RP/DM/NO | 1 afternoon release  Thurs PM  (PR to cover) | HT |  |  |  |
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| To visit lessons in all 3 key stages focusing on access to the curriculum for all learners | Summer 2/Autumn 1/ spring 1 | KS/RP/DM/NO | 3 lesson visits per term | HT and Gov learning walk |  |  |  |
| To share full report of subject review with staff and governors including next steps for the subject. | Summer 2/Autumn 1/ spring 1 | KS/RP/DM/NO | 1 afternoon release  Thurs PM  (PR to cover) | HT and Full GB |  |  |  |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring |  | | |
| **Ensure our curriculum offer is ambitious for all including our SEND pupils and more able pupils** | To develop “Breakthrough to Literacy” approach for all non-independent writers’ summer EYFS/KS1 | April 2020 | Literacy lead KS1/Y1 teacher | One session for TA to construct folders and word cards | HT and literacy lead |  |  |  |
| NOFANS approach to be introduced across all independent writing lessons | October 2020 | Literacy leads KS1 and KS2 | N/A | HT and literacy lead |  |  |  |
| To train all staff on the use of technology/learning aids to allow SEND pupils full access to curriculum offer | May 2020 | SENCO | Apps for Ipads | SEN governor |  |  |  |
| Design a personalised curriculum offer for all pupils with complex needs including SEB. | Sept 2020 | SENCO/learning mentor | 2 sessions learning mentor support each week | SEN governor |  |  |  |
| Inclusion programme for the Hub pupils to now include modelling lessons by the specialist teacher | April 2020 | Lauren Cook Specialist Teacher/Debbie Sweet head of Highbury | Planning time with CTs 30 mins per week | SEN governor/HT |  |  |  |
|  | To research the B-Squared assessment tool for evidencing progress of SEND pupils. After visiting schools and evidence shows definite impact to implement from Sept 2020 | June 2020 | SENCO/HT | £1500 | SEN governor/HT |  |  |  |
| To research the use of BOP approach to feedback for SEND pupils (Behaviour/Objective/Prompt) | June 2020 | SENCO/HT | 1 session release SENDCO | SEN governor/HT |  |  |  |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring |  | | |
| **To ensure all teaching staff and new to year group and new to school are confident in the 5 key aspects of maths mastery** | Staff meeting CPD time assigned to the 5 key areas of mastery refresher training | 1 staff meeting assigned per half term | Maths Lead | SLT x1 per ½ term to prepare materials and delivery | HT and Full GB |  |  |  |
| Gap tasks set for each of the 5 key areas | Sept onwards | Maths Lead | SLT x1 per ½ term monitoring of gap task and support for CTs | HT and Full GB |  |  |  |
| Fluency policy developed and shared with staff and governors | Sept 2020 | Maths Lead | SLT 1 PM release and 1 staff meeting | HT |  |  |  |
| CPD sessions for both teaching and support staff on effective use of stem sentences | Jan 2021 | Maths Lead | SLT 1 PM release and 1 staff meeting | HT |  |  |  |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact  Summer 2020 Autumn 2020 Spring 2021 | | |
| **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 | April 2020 onwards | All teaching staff | N/A | HT and subject leads |  |  |  |
| 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 |  |  |  |
|  | Termly activity planned to allow opportunities for pupils to draw on previous knowledge and skills in a cross curricular way. | April onwards | All class teachers | N/A | HT |  |  |  |