

**Primary School Self-Evaluation July 2021**

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| **SCHOOL** | **Mylor Bridge Community Primary** | **HEADTEACHER** | **Vicky Sanderson** | **DATE:** | **July 2021** |
| **NOR** | **142** | **Chair of Governors** | **Paul Dale** | **OFSTED Judgement** | **Good Feb 17** |

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| **SECTIONS** | **SUMMARY EVALUATION** | | | | | | | |
| **SCHOOL CONTEXT** | Mylor Bridge Community Primary School is a good school. The school and all members of it, have the drive and determination to continue to improve the current provision so that it becomes outstanding. The promotion of the school’s Values and Vision statement which focuses upon:   * Kindness, * Respect * Determination * Confidence * Creativity * Self-awareness   Are fostered through our 4 learning powers of: Resilience, Relationships, Reflection and Resourcefulness which underpins all aspects of children’s learning and their experiences at school. This is evidenced in the high levels of engagement and enjoyment seen in lessons and the positive relationships between all parts of the school community (as evidenced by the feedback received from parents during email contact over the lockdown periods.)  Visitors to the school always describe it as having a “lovely feel” which reflects strongly on the attitudes of our children which are fostered by a caring and supportive staff.  Working with 2 local schools, a local director of education and a registered OFSTED inspector, we continue to drive standards forwards – with progress measures at the end of KS2 being consistently in line (if not above) national averages.  TA for 2021 based on the 2019 SATS and sat in accordance to standard DFE guidelines, showed:  KS1:   * Reading: 70% ARE 35% GDS * Writing:60% ARE 15% GDS * Maths: 65% ARE 25% GDS   KS2:   * Reading: 80% @ ARE 40% GDS * Writing: 75% ARE 25% GDS * Maths 70% ARE 30% GDS | | | | | | | |
| **PREVIOUS INSPECTION KEY ISSUES**  Areas for development identified at the previous Ofsted inspection | **Key Issue** | | **Progress against issue** | | | | | | |
| * Precise planning leads to effective support for pupils who needs to catch up to attain in line with national expectations | | **Data review**  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 * 3 year average results for KS 2 are in line in all areas and greater depth attainment is above national in all areas. * 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 concerned, 6 had SEND. Notably, the 2018 cohort (8 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 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 and negative progress in maths.   **Curriculum progress - Maths**   * Whole school plan in place to ensure coverage and embedding of skills in Maths * Calculation policy embedded. * Consistent approach to teaching maths in place across the school * Teachers continue to receive training and support from the Maths Hub. * Consistent assessment strategy in place for Maths * Ready to Progress materials used to identify gaps in learning post lock down   **Curriculum progress – English**   * Whole school plan developed June 2021 to ensure coverage of genre and high quality text, inc class reading books. * Talk for Writing checklist and English policy in place and agreed. * 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.   **SEND and Intervention**   * APDR cycle continues to be used to identify key aspects of learning which need to be revisited or embedded. * Specialist TA has been employed every afternoon to complete very small group intervention for maths/ reading / phonic/ sentence structure. * National tutoring programme resource planned for 2021-22 to support those most affected by the COVID19 crisis. * Pastoral TAs in place to support nurture groups in KS1 and KS2   **Foundation Subjects**   * 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. * Curriculum mapped against milestones to ensure coverage and embedding of knowledge and skills. * 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. * 2021-22 KO to be used by follow-on teachers to help the children to explicitly remember what they learned previously and to build on this knowledge. * Planning is in place for all aspects of the curriculum with 6 weekly medium term plans in place across the school. (A rolling programme is under development Year B in KS1) * Subject leaders have taken ownership of their subject areas and monitor the planning, teaching, learning and assessing of these subjects. | | | | | |
| * Provide more opportunities for pupils to learn about fundamental British Values so that they are better prepared for life in Modern Britain | | * Teachers plan for opportunities to include the teaching of fundamental British values within all areas of the curriculum. * Children share learning in assemblies and in PSHE time. * 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, reporting its actions to the Governing Body. (2021-22) * Community assemblies were introduced this year to allow pupils to have a greater input into decisions made across the school, for example the playground redevelopment, but due to COVID19 restrictions, these have been temporarily halted – re-start 2021-22 * 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 * Through our curricular clubs and opportunities, pupils are given the freedom to make choices inc choosing the focus of the clubs we offer. * 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.   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 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. | | | | | |
| **OVERALL EFFECTIVENESS** | | | | | | | **Grade** | **2** |
| THE QUALITY OF EDUCATION  **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?  SCHOOL Grade: 2 | | **Strengths** | | | **Areas to Develop** | | | | |
| * Teachers are 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 June – July 2019, leading to a planned re-assessment of our school curriculum provision throughout 2020-2021. * 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. * 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. * Clear planning for wider opportunities ensures that our children have access to a rich and stimulating curriculum which utilises local resources * POP quizzes are being used at the end of a unit of work – based on the knowledge organisers – (the outcome of these shows that pupils are not always confident or can remember all they have learned.)   **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. This needs to be developed for foundation subjects and EYFS. * 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. * Live Zoom lessons across KS2 and pre-recorded Zoom lessons across KS1 and EYFS allowed for pupils to continue learning through lockdown.   **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.  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.  **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 progression based curriculum in order to ensure skills and previous learning is built upon- on going  Develop 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.  To continue to develop localised curriculum in line with considerations of intent, impact and implementation.  To develop the use of outside space, including community spaces. (Particularly for PE)  To ensure that all wider curriculum opportunities are well-planed and make the most of all of the resources available. (In light of COVID19 we may need to consider how and where we take children on trips and visits) A. Martin to lead on this.  Develop curriculum support with specific focus on PP pupils in all areas including foundation subjects – focussing on engagement, recall and retention. Use EEF guidance to plan learning opportunities.  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.  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 and be able to answer qs like.. why was the Brazilian rainforest and not the Australian rainforest studied in Y4?  Ensure that progress of all pupils is monitored carefully, especially those children identified as not making adequate progress EYFS – KS1.  Ensure that PP pupils are closely monitored and gaps in learning filled quickly.  Continue to work creatively to develop strategies to develop girls’ enjoyment and engagement in maths.  Re-establish mathmagicians when allowed.  Investments now need to be 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)  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.  Spelling to be high priority moving forwards – embed the Spell Shed scheme.  Continue to use with consistency the twinkl phonics – with supporting games strategies  Continue to embed this handwriting strategy. | | | | |
| •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. | | | | |
| BEHAVIOUR AND ATTITUDES  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.  School Grade: 2 | | **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.  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.  For the 2x children who did not feel safe, specific interventions have been put into place to overcome this.  A clear Mylor Manners policy has been established – which now needs time to embed. This policy focusses on the promotion of positive manners and behaviour in all aspects of school life.  Whilst in lockdown we have had consistent engagement from the vast majority of our children with attendance averaging 92% during lock-down home learning.  For those pupils who struggled to engage with on line learning, we offered time in school alongside offering alternative learning packages. Only 3 children did not take this up. | | | We have a number of new children moving into our school next year (in yr admissions), we will need to ensure that these children understand our behaviour policy and that they work within it from admission.  SEND children have in the past struggled to engage with this behaviour policy, so consistency is key to ensuring that all children work in line with expectations  Pupils also reported that there is some bullying which takes place in school – this has become a specific area of focus. Safeguarding governor to complete pupil conferencing to establish what the children mean by bullying.  Assemblies to establish the difference between bullying and falling out to be rolled out in September.  Close monitoring of feedback and higher profile conversations with pupils to establish a culture of ‘calling out’ bullying to be established.  Embed Mylor Manners policy | | | |
| PERSONAL DEVELOPMENT  How schools support pupils to develop in many diverse aspects of life  School Grade: 2 | | **Strengths** | | | **Areas for Development** | | | |
| (Due to Covid19 restrictions, these opportunities have been less than usual this year, the highlighted areas show where business as usual has taken place, non highlighted areas show where COVID19 has disrupted the usual provision.)  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.  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)  Working with Primary Futures – raising aspirations allowed our Y5/6 children to develop their aspirations and long-term goals.  Working with older members of our community eg when completing sewing and DT / art activities allowed our children to develop empathy, gratitude and an understanding of the lives of others.  Our well-being week allowed all of our pupils the opportunity to gain cultural capital through visits from the Falmouth Art Gallery/ National aquariums/ Plymouth Argyll.  We visited Mount Hawke Skate Park, The Seal Sanctuary/ Geevor Tin Mine/ Travaskis Farm/ Elemental water sports/ Screech owl sanctuary/ Bissoe Bike Trail/ Stithians Water Park alongside taking part in wellness activities based in and around our beautiful school location.  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. | | | * 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. * Post restrictions, return to the multi-school model of sharing working and working collaboratively. * Reinstate the links with the local university * Develop national and international links to better understand diversity. * 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 | | | |
| LEADERSHIP AND  MANAGEMENT  How leaders, managers and those responsible for governance ensures that the education that the school provides impacts positively on its pupils.  SCHOOL Grade: 2 | | **Strengths** | | **Grade 2** | **2** | **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 not been able to run this programme, but will re-instate it next year- subject to restrictions.  Regular Zoom meetings between 3x HTs has taken place to offer help and support during COVID19 restrictions.  New SIP (Mark Lees) has completed an initial visit to school and will return in September, alongside the other 2x HTs to re-instate the monitoring model. | | | COVID19 restrictions have reduced the capability of leaders to monitor lessons. Though monitoring of on-line lessons took place weekly to ensure consistency and equality of access, alongside quality of delivery.  In school monitoring resumed March 2021 on return to school, and subject leader monitoring has taken place, socially distanced – this has not been easy to establish a regular and impactful monitoring schedule. | | | |
| •Subject leaders have taken ownership of their subjects including the monitoring or planning, teaching and assessment.  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.  Strength is maths leadership in school as well as through maths governor ensures that this remains high priority within school.  Strengths of English subject 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 ensure that standards in maths are improved from 2019 – with a focus on girls’ maths in both KS1 and KS2 .  To ensure that PP pupils narrow the intraschool gap in Reading, writing and maths  To ensure that standards in phonics continue to improve, above national expectations through close monitoring and intervention if necessary.  To assess and identify 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. | | | |
| All teachers are subject leaders – this allows ownership and accountability of subject input, planning and consistency. | | | Continued focus on developing the role of the subject leaders to ensure leaders are able to continue to take ownership of the strategic direction of their subjects. | | | |
| **EARLY YEARS**  The Intent, Implementation and Impact of the Early year Curriculum, including meeting the needs of children with SEND  SCHOOL Grade: 2 | | **Strengths** | | **Grade 2** | **1** | **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 interests.  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 in Summer 2 has allowed for quick catch up in phonics where children are struggling. | | | An increasing number of children are starting school with reduced language skills alongside emotional and behaviour difficulties. 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.  Inclusion into the NELI project from Sept 2021 will support early language development. | | | |
| 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. | | | |
| • Tapestry is used to track progress and is an interactive learning journey which parents access and input into at home very successfully. | | | Train in the new EYFS framework  Ensure boys’ engagement in learning opportunities in EYFS. Early intervention with those boys underachieving to ensure gaps are narrowed **esp in writing** | | | |