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***Mylor Bridge Community primary School***

***School Development Plan 2019-2020***

School Vision Statement

Mylor Bridge Community Primary School provides a welcoming, safe, happy environment where everyone is respected and listened to and the ethos of ‘Being the Best We Can Be’ is valued and striven for.

Our focus is to foster in our pupils: Kindness Respect Determination Confidence Creativity Self Awareness

4 Learning Powers drive our values:

Resilience, Reflectiveness, Resourcefulness and Relationships

Through these powers our children develop:

* Confidence and success in their learning
* Strong self-esteem and high personal expectations.
* Enquiring minds that want to know more.
* Independence, imagination and creativity.
* Strong spiritual and moral values of honesty, integrity and good judgement.
* Tolerance and respect for others.
* A sense of justice, self-discipline and personal responsibility.
* Empathy, team-work and skills for life.

Our vision ensures that children leave Mylor Bridge School with skills that enable them to embrace their next steps with

confidence, excitement and a love of learning

Curriculum Statement

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| INTENT  What we intend to achieve through our curriculum | IMPLEMENTATION  How we will deliver our curriculum | IMPACT  How we will measure the effectiveness of our curriculum |
| Curriculum Intent  It is our intent to ensure that our curriculum 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 to develop their social and academic learning, in order to:   * Provide outstanding outcomes for the future of young people. * Engage children in a relevant, meaningful and challenging curriculum that stimulates and engages children, allowing and supporting the development of fluency and expertise. * Ensure that every child exceeds their full academic potential. * Develop children's desires to be ambitious, use their initiative, have a strong sense of community and have positive mental and physical health. * Ensure excellent delivery of carefully sequenced, powerful knowledge that children can transfer between subjects and phases of their education. | In order to ensure that learning in every subject is sequenced appropriately, we have linked progression documents to our curriculum maps– through the Essentials Curriculum. These ensure that learning is staged and builds on prior knowledge. This provides the children with the opportunity to revisit vital skills and knowledge regularly and embed this learning; therefore becoming experts. | As demonstrated in school data outcomes, children achieve in-line with other schools nationally in English, Maths and Science. This ensures that children are ready to face the next stage of their education because they are working in-line with national expectations.  Within Foundation subjects, Proof and Progress quizzes are used to monitored and ensure retention of information, in order to allow children to build on this knowledge and skills as they progress through their learning.  Monitoring opportunities within school show that children can apply key developmental skills independently in a range of contexts.  Children talk with excitement about learning opportunities, attainment and development of skills. Through specific child-lead examples, pupils talk about developing the 4Rs and how this is positively impacting upon their learning. |

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| **The strategic objectives in the SDP are to:** | |
| 1 | Raise the standards achieved by all pupils in all curriculum areas – with particular focus on attainment and progress in English and maths |
| 2 | Continue to continue to improve and develop our curriculum so that it provides breadth and balance. |
| 3 | To work with our learning community to continue to drive standards forwards. |

Mylor Bridge School Structure and Responsibilities

Governors

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| Area / Responsibility | Name |
| Science, Whistleblowing, Class 2 | Mr Paul Dale (PD) |
| Student Voice, English, Class 2 | Mrs Vanessa Kitts (VK) |
| Safeguarding, Attendance, Class 6 | Miss Tamsin Gittens (TG) |
| SEND, arts and music, Class 3 | Mrs Polly Radford (PR) |
| Maths | Mr Chris Gould (Associate member - CG) |
| Computing, (Inc on-line safety)Class 5 | Mr James Prentice (JP) |
| Pupil Premium + EYFS, PE, Class 1 | Mr Dan Hadley (DH) |
| Learning to Learn , Languages, DT | Mrs Jane Stephens(JS) |
| Staff Governor | Mrs Tracy Wilkes (TW) |
| Pastoral and Humanities inc RE, Class 4 | Rev. Jeff James |

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| Committees | |
| All governors sit on the FGB | |
| Health and Safety | PD, JP, JJ, LS |
| Finance | PD, JP, JJ, LS |
| Standards and achievement | DH, CG, TG, VK, PR |
| Pay Committee | PD/ TBC / TBC |
| Personnel | To be convened if necessary |

## 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 |
| SENCO / Class 4 Teacher | Mrs Tracy Wilkes |
| Class 6 Teacher | Mr Matthew Collinge |
| PE Teacher | Mr Adrian Matsaeurs |
| Music Teacher | Mrs Stephanie Barry |
| 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 + LTS - Class 3 | Mrs Helen Medlin |
| Teaching Assistant + LTS - Class 4 | Mrs Carly Garraway |
| Teaching Assistant – Class 5 | Mrs Rachel Garland/  Mrs Audrey Stevens |
| HLTA – Class 6 | Mrs Jane Fenton |
| KS2 Intervention | TBC |
| 1:1 Support | Mr Simon Collier |
| LTS | Mrs Jenny Godden |

## Curriculum Leads

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| Maths | Mr Martin |
| English | Mrs Thomas |
| SENCO / PSHE / RSE | Mrs Wilkes |
| EYFS | Mrs Mogridge |
| Science | Mr Collinge |
| PE | Mr Matsayers |
| Music | Mr Collinge |
| Educational Visits | Mrs Sanderson |
| Art and Design/ Design Tech. | Mrs French |
| Computing | Mr Shainberg |
| History | Mrs Thomas |
| Geography | Mrs Sanderson |
| RE | Mrs Sanderson |
| French | Mrs Mogridge |
| Student Council | Mr Martin |

Inspection Data Summary Report Indicates;

Foundation Stage

EYFS

* 70% ELG (National 72%)
* Reading: 80% (National 77%) Exceeding 15% (National 19%)
* Writing: 70% (National 74%) Exceeding 10% (National 11%)
* Number: 75% (National 80%) Exceeding: 20% (National 16%)
* SSM: 75% (National 82%) Exceeding 15% (National 15%)

Phonics Screening Results 2019

16/20 80% (2018 Nat: 83%)

KS 1 Outcomes 2019

Reading Exp: 74% (National 76%) GDS: 26% (National 26%)

Writing Exp: 68% (National 70%) GDS: 16% (National 16%)

Maths Exp: 74% (National 76%) GDS: 21% (National 22%)

Science Exp: 84% (National (83%)

KS 2 Outcomes 2019

Reading Exp: 81%(National 75%) GDS: 33% (National 28%)

Writing Exp: 81% (National 78%) GDS: 20% (National 20%)

Maths Exp: 71% (National 76%) GDS: 19% (National 24%)

SPAG Exp: 76% (National 78%) GDS: 38% (National 34%)

Combined: R/W/M: 67% (National 64%)

Progress Scores

Reading: 1.36 (National 0.03)

Writing: 0.53 (National 0.03)

Maths: 0.11 (National 0.03)

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| *Target Area 1: Outcomes for Children - Raise standards in maths attainment and progress (with a focus on girls)* | | | | | | |
| *Success Criteria*  *How will we know we have met the target?* | | *Increase % of children achieving expected standard in Maths (specifically Year 6 girls) Target for Y6 85% of pupils to gain NARE Girls % to move from 60% to 80%*  *Increase progress measure for all pupils and girls in maths across KS 2 - the focus is for the progress measure to be above 1 for the whole cohort and girls to move to a + measure* | | | | |
| *Rationale behind objectives* | | *2019 Y6 Maths lower than national averages. (71% achieved standard with a progress measure of 0.11)*  *2019 Y6 girls not performing as well as boys and pupil premium children Girls’ progress measures -2.78*  *In house school data highlights maths is a focus* | | | | |
| *Success criteria link* | *Objective/success criteria* | *Responsibility* | *Key actions to meet objective (with dates)* | *Resources* | *Date* | *Evaluation of Impact and evidence* |
| *1* | *Ensure that consistency of planning linked to teaching for mastery* | *AM/MC*  *Gov:CG* | * *Revisit calculation policy – ensure that all staff are using this consistently.* * *Consider approach to teaching fluency – fluency 5 to be used daily to ensure retention of skills for the 4 operations.* * *Ensure all new teachers and TAs are working in-line with White Rose planning and that they are following agreed structure and assessments.* * *All staff to work with Ross Barnes – Maths Specialist to develop CPD for Mastery teaching.* * *Shared best practise model to be used across the school to ensure that all teachers have the opportunity to watch one another and share ideas and feedback.* * *Working with partner primary schools – staff have the opportunity to complete learning walks for maths at 2 x primaries.* * *Termly Maths monitoring to take place: MC and AM to lead on this. Book Looks and Pupil conferencing.* * *SIP focus to be girls engagement in maths and pupil conferencing to identify misconceptions/ difficulties.* | *£1000 funding from NCETM release time for staff*  *Ross Barnes – Mastery specialist*  *SIP/ M.Hunter and S. Frater*  *HIP programme* | *Induction-Sept 19*  *Sept 19*  *Dates throughout the year – see calendar*  *Termly visits* |  |

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| *2* | *PP pupils and girls to make accelerated progress in Maths.* | *MC/AM*  *TW/ MC/AM*  MC  MC/AM | Analyse the KS1/ KS2 Sats results to find and understand Gaps  Adjust planning in light of analysis to combat girls focus.  Whole staff training in SATs-style questioning, allowing all staff to analyse the question type and expectation.  Develop awareness of positive female role model who use maths in everyday life: Actuary/ Accountants/ Estate Agents etc  Effective use of interventions to close gaps  Focus on number and place value in first term – ensure that pupils are able to complete the 4 operations and that fluency is developed in these areas.  Parent workshops to share how maths is taught in school – shared learning in maths  Y3/4 Girls Maths Challenge Day – interactive and engaging day to promote positive experiences of maths - followed up by a Maths enrichment extra curricular club to ensure engagement and enjoyment of maths  Raise interest and engagement in Number through NSPCC Number Day – whole school number focus | White Rose gap analysis tool to be used termly to inform planning  SATs q 2019 KS1/2  Intervention TA to focus on gap- filling £3500 | Dec 19/ March 20/ June 20  Oct 19  Sept19 – June 20  (reviewed half termly TW)  *October 19, repeated in March 20*  *October 19*  **1/2/2020** | Y2 and Y5 gap analysis in place ready for Y6 |

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| *3* | *To develop interventions to support children to make progress in maths* | *AM/VS/TW* | *Analyse formative and summative data to identify which children are in need of intervention and support.*  *Develop interventions and monitor impact – these will include pre teaching and one to one tuition delivered by specialist TA*  *Ensure Assessment systems (end of block units and end of term assessments ) are used consistently. Use this data to identify those children in need of further interventions.*  *Parent Workshops on maths sharing approaches including calculation* | Sept 19  Sept 19  Dec 19/March 20/ June 20  Oct 19 repeated March 20 |  |
| *4* | *To ensure that pupils are secure with the basic skills of maths - and staff feel confident in their delivery of these* | *CG /CF/KR*  AM | Continue to use the 99 club to develop rapid recall of number facts (weekly tests) increase the profile of 99 Club through displays in classrooms and/ or 99 club badges.  Develop the use of Timetable Rockstars to include year 2 children. Use this focus to develop interschool challenges.  To ensure that we have a consistent approach to fluency teaching – Staff meeting | *Staff meeting time*  Termly inter-class challenges  Sept INSET reviewed Nov 19 | *Governors have undertaken monitoring in this area - positive impact* |

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| *Target Area 1: Raise the attainment and progress within English (focus on Boys)* | | | | | | | |
| *Success Criteria*  *How will we know we have met the target?* | *Increase % of boys achieving expected standard in reading and Writing.*  *KS1 target for boys’ reading: 67% (vs 55% 2019)*  *KS1 target for boys’ writing 67% (vs 55% 2019)*  *KS2 target for boys’ reading: 77% (vs 73% 2019)*  *KS2 target for boys’ writing: 77% (vs 73% 2019)*  Pupil voice will highlight a clear enjoyment of reading and writing  Reading and writing will be embedded through the curriculum | | | | | | |
| *Rationale behind objectives* | | *In house data shows that 19% of children are not art ARE for reading and 25% for writing. This includes 29% of boys( Vs 9% of girls) in reading and 35% of boys (vs 12% girls)* | | | | | |
| *Objective/success criteria* | | | *Responsibility* | *Key actions to meet objective (with dates)* | *Resources* | *Date* | *Evaluation of Impact and evidence: (different colours for each term)* |
| Ensure that consistency of planning linked to Talk for writing is maintained across the school | | | JT/ VS | Talk for writing checklist to be shared with all staff at the start of the year.  Staff to set guided reading books/ book hook for each half term/ term dependant on age – high quality text with high quality vocabulary.  Planning to ensure oral rehearsal of before writing.  Planning to ensure modelled writing and shared writing is in place before writing begins.  Planning to ensure that those with gaps in learning are supported through high quality resources eg word mat, talking tins, wall displays.  Use of talk partners to share ideas and to aid in editing and redrafting  Teachers to encourage magpie-ing and sharing if best words.  Cold tasks to be completed by all children at the start of a topic/unit and recorded in BEST writing books  Hot task to be completed at the end of the topic/ unit and recorded in BEST writing books.  Shared best practise observations for all staff to share ideas and develop a consistent approach across the school. | Talk for writing checklist and talk for writing website  <https://www.talk4writing.co.uk/>  HLTA time | From Sep 19  From Sept 19  From approx. Oct 19  From Oct 19 |  |
| To ensure spelling strategies are developed | | | JT/VS | Spellings to be sent home weekly – Twinkl |spelling lists. (from Y1)  Children to have time in school to practise and rehearse these spellings.  Spellings to be tested weekly Y1 individual words and from Y2 as a spelling dictations which also develops sentence structure and punctuation.  In phonics lessons children to use white boards to record words alongside segmenting and blending words.  High expectations and support from teacher and TAs allows children to ensure correct spellings are used through writing | Sept 19 | Twinkl |  |
| To ensure letter formation and consistent handwriting. | | | JT/VS | Handwriting to be joined from Y2.  Handwriting practise to take place in all class, focus on correct letter formation - in line with policy. | Handwriting policy | Sept 19 |  |
| Ensure that focus boys make accelerated progress in writing | | | JT/VS | Assessment grids to be used after every hot task – analysis from these grids to be used to identify those children with specific difficulties.  Interventions to be used to gap fill – initially in spelling and punctuation.  Pupil conferencing of boys to identify their likes and dislikes in writing. Adaptation to planning to reflect this feedback and engage boys I their writing.  Male role models to be used to exemplify writing in everyday life.  Opportunities for these boys to write to role models – eg through twitter/ email/blogging.  Book scrutiny of individuals to ensure progress is being made.  Writers’ workshops – older boys modelling best practise to younger children.  Explicit use of good examples and why they are good – including how they could be improved. (WAGOLLS) <http://www.literacywagoll.com> | Assessment grids TBC  Sept 19 - | Half termly from Oct |  |
| Feedback shows children how to improve | | | JT/VS | Where possible immediate verbal feedback to be given to children re: how to improve their writing – children action this using purple pens to show feedback has been actioned.  Where children are making the same errors consistently – pupil conferencing to be used to discuss these errors with children (and parents if errors continue)  . | Sept 19 |  |  |
| Reading will form an integral part of the school day | | | JT/Vs | Children will have the opportunity to read and/or be read to daily.  Children in KS1 and Y3 will be read to daily  Children in Y4-6 will be read to at least 3 x weekly.  VIPERS to be used as a comprehension focus, children to use text as a focus to complete comprehension questions. |  |  |  |
| Reading to be completed at home | | | JT/VS/ Parents | Parents workshop to discuss reading strategies and how to complete reading at home. But letters and information have been sent home.  High expectations for reading to be completed at home at least 4x weekly in all classes.  Diaries to be monitored in school and any children not reading consistently at home to have a letter sent home requesting that parents listen to their children read. | Prep. Time  Letter from the HT | Nov. 19  Sept 19 |  |
| Focus children make accelerated progress | | | VS/TW  TW | Through assessment details – children to be identified for extra reading with adults.  Adult volunteers to be encouraged to come into school to listen to children read.  Phonoligical awareness intervention to continue in the afternoons – KS1 TAs to lead this. Phonics intervention is replacing this + reading comprehension Y2 | VS to speak with luncheon club. | Oct 19. |  |

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| *Target Area 2:* Continue to improve and develop our curriculum so that it provides breadth and balance. | | | | | | | |
| *Success Criteria*  *How will we know we have met the target?* | Pupil voice will highlight that children can identify how curriculum has impacted on their learning  Broad and balanced curriculum inspires pupils to learn – range of subjects helps pupils acquire knowledge, understanding and skills in aspects of their education  Children develop skills and knowledge as expertise ie they become historians because they can transfer the knowledge that they gain in one year, into another. | | | | | | |
| *Rationale behind objectives* | | OFSTED focus on how schools are developing their curriculum being very clear on the intention, impact and implementation.  Link curriculum into 4 R’s  New staff in role is a great time to evaluate and adjust the curriculum, pulling on new skills and subject knowledge. | | | | | |
| *Objective/success criteria* | | | *Responsibility* | *Key actions to meet objective (with dates)* | *Resources* | *Date* | *Evaluation of Impact and evidence: (different colours for each term)* |
| Ensure that a broad and balanced curriculum is in place | | | All subject leaders | Curriculum audit has taken place June 19 – focus now is to planned yearly outlines to ensure that all learning objectives are planned for.  Knowledge organisers for Science and History and Geography are used to highlight specific vocabulary/ knowledge and questions - these will form the basis of the POP quizzes at the end of the unit/ topic.  Review of knowledge organisers and how they impact upon learning to be completed | Staff meeting time | Throughout the year  March 20 + June 20 |  |
| Ensure that skills build upon one another and there is a progression of learning in place | | |  | Curriculum maps link to Essentials curriculum to ensure that progress is made and learning is built upon. KS1 Year B is still to be completed |  | Review April 20 |  |
| Ensure that children retain their knowledge | | |  | Pop quizzes based upon Knowledge Organisers used to ascertain the knowledge that children have retained.  Trialling, revisiting of these quizzes to take place (Y3 and Y5) to monitor retention. |  | At the end of each topic.  Throughout the year. |  |
| Give children opportunities to become experts and learn at great depth. | | |  | Teachers know why they are teaching specific objectives and know that well panned activities are meeting those Lo and not just activity based.  Now teachers need to have a better knowledge of the previous year group in order to know where the learning has come from. And where it leads on to.  Teachers to plan for greater depth questioning - CDP to be developed this year to promote GD questioning | CPD opportunities to develop GD questioning |  |  |
| Ensure that the curriculum is enriched through visitors, specialist teachers and trips | | | All staff | Specialist teachers support the development of the curriculum –Classes 2/4/5/6 to have weekly lessons lead by music teacher and PE teacher.  KS 1 to have access to Forest School area (Eyns Woods) in order to take their learning outside.  Curriculum is supported by development of real life skills – Bikeability/Hit the Surf/ Elemental/HRCSC/Christmas play/ Harvest etc etc  Planned visits in place to enrich the curriculum planned for each half term. | Financial – see budget  Parental contributions | Sept 19  Throughout the year. |  |
| Continue to develop “wider” curriculum through extra curriculum focus as well as opportunities for children to take on roles of leadership (Y6 leadership roles and responsibilities) | | | VS/MC/AM  + All teaching staff | School Council to focus upon the development and implementation of core British Values  KS1 to have huff and puff club/ cookery club  Year 6 children hold positions of responsibility – areas to be decided eg: playground sports leaders/ librarians/ team captains/ chair of school council/ should these posts be fixed or rotating? | Meetings  Sports prem budget |  |  |
| .Children are aware of how their learning through the curriculum fits in with their locality and future | | | - all staff | -Links and opportunities are made within the local community for children’s learning - children are aware of how they fit into their local community  -Opportunities to undertake visits around the village and use facilities – St. Pauls Church, the Village Hall, Bowls lessons | Trips and visits - working alongside parent forum | Key focus is engagement of local community |  |
| Subject leaders are able to talk with confidence about the intent, implementation and impact of their curriculum areas. | | | All teaching staff | CPD opportunities for foundation subject leaders are sort – including how to monitor learning in foundation subjects and how to assess to ensure that knowledge is maintained.  Working with PC in the summer term to bring together STEAM leaders | CPD course | £cost unknown – CPD budget limited to £2000 |  |

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| *Target Area 3: To* work with our learning community to continue to drive standards forwards. | | | | | | | |
| *Success Criteria*  *How will we know we have met the target?* | *Children attainment at the end of KS1 and KS2 will be in line with target set above*  *Teachers will talk with confidence and positivity about sharing best practise, observing teaching and learning, and receiving feedback.*  *Feedback given will be actioned and further observations will show improvements in lesson design/ input/ outcomes* | | | | | | |
| *Rationale behind objectives* | | OFSTED focus on how schools are developing their curriculum being very clear on the intention, impact and implementation.  Teachers in our learning communities have not had a breadth of opportunity to visit colleagues in other schools.  Sharing best practise and exemplifying for others is the best CPD. | | | | | |
| *Objective/success criteria* | | | *Responsibility* | *Key actions to meet objective (with dates)* | *Resources* | *Date* | *Evaluation of Impact and evidence: (different colours for each term)* |
| Joint SIP/Hip visit monitors impact of SDP upon outcomes for children | | | VS/ AM | SIP visit produced a clear trackable next steps for MBS  HIP visit to focus on these points and investigate progress and impact on children | Sip and HIP visits | July 18  Nov/Dev 18 |  |
| Joint creative arts/ oracy project to promote Talk for Learning/ confidence | | | VS/ SB/MC | Boys in particular to be a focus of this project. Children will be encouraged to Talk their learning. Ensuring direction from the CT to develop language skills – inc. using sentence stems, word banks and ‘up-levelled’ answers.  Children will use WAGOLL material <http://www.literacywagoll.com> to orally rehearse writing before recording. | Prep time  Movement of children | Nov/Dec 19 |  |
| Joint coordinators’ meetings to share best practice and develop the leadership role | | | VS | Core group meetings to be held termly at PC for Eng/Maths/Sci.  Develop these into Humanities and EYFS also.  The role of the subject leader to be investigated alongside sharing resources/ planning/ curriculum development |  | See calendar for dates. |  |
| Develop AHIP/ middle leader programme across partnership schools | | | VS | AHT and middle leaders to have the opportunity to observe colleagues in partnership schools in order to develop best practice. | Time  Supply costs | Termly |  |