

TPAT vision and values – “We believe all children and young people should have the best possible life chances and we do this with a relentless drive for the highest possible level of achievement involving academic, creative, sporting and cultural opportunities. “

In order to achieve this, we will:

- recognise and encourage local distinctiveness and individuality
- acknowledge the diverse nature of the communities our schools serve with a focus on equality, diversity and inclusion
- inspire our Schools to become beacons of aspiration in the communities they serve
- focus on improving learning and teaching for all – to enable all children and young people to have the best possible learning experience, leading to the highest levels of achievement
- be an employer of choice – valuing the skills, contribution and expertise of all employees and providing professional growth opportunities
- work in partnership with our associates to provide bespoke support and improvement activities of the highest quality in our Schools
- support our Schools to be financially sustainable and to retain reserves

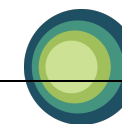
At Mousehole we aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life.

Key Information

NOR 78 Including Mouse Mice 96	27% Pupil Premium School	National 25%	3.8% SEND EHCP School 11.6 % School SEND support	National 4% National 12.6%
Actions Since Last Ofsted Inspection				
Area Identified	Actions			
KS2 reading curriculum	Currently using Vipers from the Literacy Shed, books are banded and children are able to access the library weekly for books to read for pleasure. AM designed a grid to track bottom 20%, SEND, PP, intervention groups for the year. AH completed rapid catch up with targeted Yr 5/6 children. AM updated the whole school reading curriculum. Above national attainment over the past 2 years.			
PSHE/RSE/SMSC curriculum	Staff using PSHE/RSE Kapow curriculum as whole school approach in 2024			
Rigorous assessment systems for all subject areas	Termly NFER testing Years 2-5 Implementation of Arbor assessment to assess all subject areas termly looking to develop in other subject areas this year 2024.			
Raise attainment in EYFS in line with national	Sept 2022-Worked with the Early Years Quality Improvement support programme to support provision and environment. Joined a network hub in West Penwith of EYFS staff in other schools to support and share practice. AM as English lead observed and monitored sessions in EYFS/KS1/SW delivery. Attainment improved compared to last year from 67% to 72% Developing EYFS curriculum EYFS staff visited another setting with mixed EYFS and KS1 provision			
Raise attainment in KS1 reading and writing in line with national	Sept 2022 AM as English lead observed and monitored sessions to ensure that there was consistency across EYFS and KS1 delivery. Sept 2022 Implementation of Arbor assessment Termly SATs practice papers, reading and writing have both improved by 10% this year on previous year. Use of writing assessment proformas to ensure coverage. Implementation of handwriting curriculum to improve presentation.			
Whole school writing	Spring 2022-KS2 West Penwith Hub moderating consistency of marking, content, progression and coverage across all schools June 2022- KS1 TPAT moderation Introduced handwriting scheme in September 2023			

Year on year falling number on roll	<i>New website design in place continuing to update. Open mornings in Mousehole Mice and EYFS. Engaged and formed strong links with the community. Competing with a local school that provides wrap round care throughout the whole year and 4 of the 5 children in an already small Reception cohort for 2024 moved there for parents to work. 12 children in Nursey who we hope will attend Reception in 2025.</i>
Internet, WIFI and ICT resourcing	<i>Ongoing work with the internet and WIFI connections throughout the year. Implementation of sign in app on entering the school. Training for head, Year 5/6 teacher for Sept 2023 implementing Advantage Project in Year 5 and 6. 30 iPads purchased for this project. Advantage Project shared with parents remotely. Year 5/6 children using Showbie to access their learning resources, store, edit and share their work. They can also receive reactive and timely feedback.</i>

2024 Inspection data summary report indicates:													
KS2 progress over time			KS2 attainment over time			KS1 attainment over time			Y1 Phonics over time			GLD over time	
Reading	All	PP	Reading (nat exp+)	All	PP	Reading (nat exp+)	All	PP	2019 nat 82% sch 77%	2019	Mousehole ...75%		
2019	3.3	0.8	2019 (73%)	95%	66.7%	2019	73.3%	50%	2020 (Aut yr2). sch 81.8%	2021.	Mousehole ... 63.6%		
2022.	1.5.	-1.7	2022.(75%)	81%.	50%	2022	50%.	0%	2022- Nat 76% sch 92%	2022 Nat 65%	Mousehole...41.7%		
2023.	4.7.	3.63	2023. (73%)	93%.	80%	2023	73%.	0%	2023 Nat- 81% School 92%	2023. Nat 67%	Mousehole 67%		
2024.	%.	%	2024 (74%).	86.7%.	75%	2024	84.6%.	100%	2024 Nat 81%- School 83.3%	2024 Nat %.	Mousehole 72.7%		
Writing	All	PP	Writing (nat exp+)	All	PP	Writing (nat exp+)	All	PP	Pupil premium Phonics data	Pupil premium GLD data			
2019	2.1	0.9	2019 (78%)	95%	66.7%	2019	73.3%	50%	2019 – 50%	2019 – 50% (2 children)			
2022			2022. (69%)	75%.	50%	2022	35.7%.	0%	2020 (Aut yr2) – 100%	2022- 100% (1 child)			
2023.	0.87.	0.22	2023. (71%).	73%	60%	2023.	73%.	50%	2022- 100%	2023- 100% (2 children)			
2024.	%.	%	2024 (72%)	93.3%.	100%	2024.	84.6%	100%	2023-100%	2024- 50% (1 of 2 children)			
Maths	All	PP	Maths (nat exp+)	All	PP	Maths (nat exp+)	All	PP					
2019	1.3	-2.1	2019 (79%)	90%	66.7%	2019	80%	50%					
2022.	0.7.	0.2	2022. (71%)	75%.	50%	2022	64.3%	0%					
2023.	2.55	3.04	2023. (73%)	93%.	80%	2023.	64%.	0%					
2024	%	%	2024 (74%).	100%	100%	2024.	69%.	66.7%					



Section 1: Quality of Education:

Outcomes in the most recent national tests/ exams are at least in line with national averages as measured by national school's performance data for progress and attainment.

KS2 above national in all subject areas and in RWM combined.

KS1 Improved across the board on previous year- need to focus on developing Maths attainment further this year.

Year 4 Multiplication Test- slightly below average due to speed more than understanding- look to compete in Trust TT Rockstars Competition

Phonics in line with national- child on PPT achieved and the one child in Yr 2 resitting passed.

EYFS GLD up on previous year to 72.7%

Outcomes for vulnerable and disadvantaged children (those with SEND, FSM, CiC) are at least in line with national averages and the gap with their peers is decreasing

KS2 Pupil premium children (4) achieving above national.

KS2 SEND (3) 100% in Maths/Reading 66% in Writing/SPAG

KS1 Pupil Premium (3) Maths/Reading/Writing 100% achieved

KS1 SEND (1)100% in Maths/Reading /Writing

Phonics Pupil Premium (2) 100%

Phonics SEND (2) 50%

EYFS GLD Pupil Premium (2) 50%

EYFS GLD SEND (1) 0% awaiting Speech and language support- EHC declined.

Curriculum: All pupils learn the intended curriculum, reflected in results; high-quality written work; able to read at an age-appropriate level; preparation for next stage.

Why is it like that?

- Consider intent: high ambition for all pupils, particularly DA pupils (including pupils with SEND); scope, components, sequencing, rigour and end points; addressing gaps in knowledge; breadth.

- Consider implementation: subject knowledge; presenting information clearly; checking understanding; long-term memory; sequencing, use of assessment.

Children have access to the intended engaging curriculum and due to high expectations, high quality first teach, careful monitoring and ongoing assessment the children achieve high attainment-above national in all areas at the end of each Key stage. (See above data for PP, SEND achievements) There is a clear lesson structure and marking policy in place. Use of enquiry questions and key vocabulary has focused the learning in each lesson. Interventions are put in place to address any gaps in learning and groups of children. NTP has been used to support maths and writing with good impact. Governors meet with subject leader to look at curriculum, book scrutinise and talk to the children in a cycle throughout the year. Pre and post quizzes have been introduced to adapt planning and to assess progress of each child.

The school has an embedded whole school reading strategy which is consistently effective in ensuring children read regularly and well and can communicate their learning and ideas with confidence. This is matched by a clear approach to phonics.

We have Little Wandle embedded across the whole school which Catch up interventions in place if required. KS1 focus on decoding, prosody and comprehension and read 3 sessions a week. KS2 use Vipers question prompts to encourage textual discussion. Reading is taught through Vipers specific, differentiated reading practise and shared reading.

The bottom 20% are monitored carefully by class teachers and Reading Lead Alex Mullaney.

All children have access to the school library weekly.

SEND – SMART IEPs are in place for all children on the record of need. Curriculum adaptations are in place and effective to ensure that all pupils are accessing the curriculum.

Head teacher has been accepted onto NPQSEND

Work in progress to ensure all IEPs are clear SMART for all children on the record of need across the school.

Curriculum adaptations have been created and shared with staff

Termly IEP reviews with Parents, Class teachers and SENDCo

Clear concise interventions in place for children's needs with Speech and Language, Funfit, Play therapy and ELSA for targeted children to help access their learning.

SEND are monitored in data collections to see if accelerated impact has occurred in progress and attainment.

Use of the Neurodiversity Profiling Tool, Dyslexia Screening and Speech and Language Tool has now been implemented.

Pedagogy is consistently effective in delivering the intended curriculum -based on the trust pillars

The trust is moving to a collaborative approach in terms of pedagogy based on the Trust 4 pillars and the Walkthru programme.

Sian Williams and Alex Mullaney have attended the initial meetings, shared in September Inset with all staff and will be implementing the Walkthru programme set out by the Trust throughout the year.

Advantage – school is effectively implementing the Advantage programme and there is evidence of impact particularly for our disadvantaged learners.

Ongoing staff training has supported the implementation of iPads and the Advantage Project to our current year 5/6. Children using Showbie to access their learning resources, store, edit and share their work. They can also receive reactive and timely feedback.

Themes - To ensure there is a consistent approach to the delivery of pedagogy based on the Trust model with the impact of raising standards					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Trust to share principles of project and Core 10 with staff in INSET</p> <p>Schools to launch behaviour Walkthrus helping to establish routines and behaviours in school. Drop ins and monitoring to gauge impact</p>	<p>INSET day led by Walkthrus – all staff</p> <p>School coach to undertake training on instructional coaching lead by Walkthrus</p> <p>Walkthru 1 - sequencing concepts in small steps to be focused on by school and supported by school coach</p>	<p>Coach to attend Trust review of last term</p> <p>Walkthru 2 – guided practice to be implemented</p> <p>PEL visits to focus on implementation</p>	<p>Coach to attend Trust review of last term</p> <p>Walkthru 3 independent practice to be implemented</p> <p>PEL visits to focus on implementation</p>	<p>Coach to attend Trust review of last term</p> <p>Walkthru 4 to be implemented - probing questions</p> <p>PEL visits to focus on implementation</p>	<p>Coach to attend Trust review of last term</p> <p>Walkthru 5 – metacognitive talk to be implemented</p> <p>PEL visits to focus on implementation</p> <p>School review of impact of Walkthrus – outcomes, attitudes to learning and motivation of pupils.</p> <p>Plan for Year 2 to be developed with Coaches</p>
Themes : To raise standards in writing across the school					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Alex M to liaise with Louise Williams regarding updating current Writing Curriculum.</p>	<p>Staff meeting Whole school writing moderation 27.11.24 to look at coverage, presentation, content and consistent approach</p>	<p>Alex M working with Chris Gould 23.1.25</p> <p>KS2 moderation within TPAT</p>	<p>Writing Twilight 5.3.25</p>		

<p>Device and implement a set of structured lesson observations.</p> <p>Monitor progress/attainment closely of SEND and disadvantage children through adaptive interventions</p> <p>Staff meeting to write concise IEP's 26.9.24</p>	<p>of lesson structure and marking.</p>				
<p>Themes : To continue to develop subject areas within the curriculum-Science, RE, ICT, PSHE, PE</p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Continue development of our clear and concise curriculum with lesson sequencing, clear progression and use of key vocabulary</p> <p>Subject leaders given time to develop their subject, monitoring and feedback in staff meetings so all staff are part of the</p>	<p>Subject leaders given time to develop their subject, monitoring and feedback in staff meetings so all staff are part of the process.- ICT/PSHE</p> <p>Monitoring with Isabel Stephens in Art/DT</p> <p>Suzannah Teagle in Geography and History with subject leaders.</p>	<p>Subject leaders given time to develop their subject, monitoring and feedback in staff meetings so all staff are part of the process.- Music/PE</p> <p>ST observing maths with CG 23.1.25</p> <p>Curriculum subject Twilight 22.1.25</p>	<p>Curriculum subject Twilight Writing 26.3.25</p> <p>Subject on a page</p>	<p>Curriculum subject Twilight 7.5.25-PD across the year groups</p>	<p>Curriculum subject Twilight 11.6.25/ 2.7.25-</p>

process.- Science/RE/MFL	Staff meetings allocated to ICT/PE/Maths/Reading progression Maths, phonics and reading lessons observed by ST and AM	AM/SW Art/DT ESP-RE ES-EYFS			
Themes To continue to embed quizzing as a form of assessment in all lessons					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 5 and 6 to develop the use of Socrative.</p> <p>Continue to embed the use of pre and post quizzes as part of Grammarsaurus in all year groups.</p> <p>Use of wall art maps and timelines to embed knowledge and understanding.</p> <p>Use of Knowledge organisers to develop</p>	<p>As Autumn 1</p> <p>To look at and develop a whole school approach to assessing subsidiary subjects.</p>	<p>Knowledge organisers to be more specific to specific vocab and the individual sessions outcomes.</p> <p>MH meeting with AM to look at implementation of the Advantage project with Showbie and quizzing</p>	Ongoing		

retrieval and memory. Shared with parents to embed learning at home.					
Themes To raise standards in Year 4 Multiplication tests in line with National					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Luggar Class to sign up to the inter school TT Rockstars competitions Track progress using TT Rocks Stars	Reintroduced 99 Club in Luggar to boost speed and knowledge. Sian W liaising with David Hick to join TT Rock stars league.	Daily quizzing for speed Sian W liaising with David Hick to join TT Rock stars league.	TT Rock Stars Mastering Number daily sessions for 10mins after break Hit the Button Daily activities and games		

<p>Behaviour</p> <p>Pupils engage well in learning. Disruption to lessons and at social time is rare.</p> <p>Visitors and governors always comment on good behaviour and engagement when visiting the school.</p> <p>Children are consistently well behaved and engaged in their learning in KS 2.</p> <p>Monitoring behaviours of some in KS1 particularly Year 1 this year. More challenging currently due to Reception/1 and 2 in one class and 1 child who has joined with disruptive behaviour from another school.</p>
<p>Incidents warranting use of suspension are rare. Exclusion rate is below national average.</p> <p>No suspensions or exclusions to date</p>
<p>Bullying is rare. Where it does occur it is dealt with effectively and in a timely manner.</p> <p>Clear systems in place for all staff to address any incidents of bullying, recorded on CPOM's and parents spoken to. In Parent surveys 92% of parents felt bullying was dealt with effectively. Encourage positive behaviours through Progression assemblies and school ethos and values.</p>
<p>Attendance</p> <p>Attendance (including that of children with FSM) is at least in line with national average and is improving-</p> <p>Attendance is good- hindered by long holidays in school time due to parents being seasonal workers, 2 children who have fathers in Ukrainian war and have gone back to visit them and their families and 1 child whose father is in Africa and a family who visit their Indian relatives each year as they are seasonal workers.</p> <p>We had a several children with whooping cough who were off for a long period of time.</p> <p>Continue to monitor children who are late and talk to parents regarding options to help.</p> <p>Implementing the penalty notice and fines has already hindered one parent from taking their child on holiday this term.</p> <p>Head teacher on the playground each morning to catch up with parents if required.</p> <p>Office staff chase and record absences and lateness on Arbor.</p> <p>Meetings with Katie Laity to support with attendance- she acknowledged strong procedures were in place.</p> <p>I have a governor who was an EWO and is very supportive.</p>
<p>Persistent absence/Severe absence (including that for children with FSM) is higher than national average.</p> <p>This was higher than last year national average for the same reasons as above.</p>
<p>The TPAT attendance strategy is consistently implemented to support all children to attend school regularly</p> <p>Attendance Officer-ST monitors attendance and speaks to parents where trends are occurring to offer support. Shared Penalty Notice with parents before the Summer and again this September for holidays as this is the main issue with lots of parents being seasonal workers.</p>
<p>Part time timetables are used judiciously to support children for whom attendance is more difficult</p> <p>Currently 1 child who came from another school in May is on a PTT. This was to support his needs for a positive transition. Currently in the process of increasing the hours attending with a view of them being in full time in a couple of weeks. Review meetings with Tina Leack, Rita Rowson, Sarah Trow and the parent have been happening regularly and are recorded and logged.</p>
<p>Movement of students out of the school is low, including those leaving to move into EHE</p> <p>Children tend to leave Mousehole because they have moved location and then attend the school local to them. So0me younger children left last year to attend another local school as they provide wrap round care for nursery children all year round and this helped working parents.</p>

Themes To continue to embed a positive behaviour approach across the school					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Price training for all staff with Tina Leack 9.9.24-TA's and 3 twilights with teachers 18.9/2.10 and 16.10.24</p> <p>Positive Behaviour strand shared on 3rd Sept Inset and staff meetings-Walkthrus</p> <p>Clear expectations and modelling from all staff and children of respect and school rules following the behaviour policy</p> <p>Clear modelling for EYFS and KS1</p> <p>ST/AM Lesson observations</p>	<p>Parent and child questionnaires and surveys</p> <p>Elisabetta Bezzi completed Autism Champion training 5//12/19th Nov 2024</p> <p>Children Mental Health Team in school supported by Ms Munday-assemblies, friendship bench, worry jar, monthly newsletters</p>	<p>Tina Leack in to observe Skiff to support ESP/ES with challenging behaviours in Year1 8.1.25</p>	<p>Relational Practice CPD for support staff-Paul Baker</p>		<p>Parent and child questionnaires and surveys</p>
Themes To continue to implement progression skills weekly assemblies and current affairs assemblies to embrace similarities, differences and core school values					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Believe in Me-</p> <p>Children to have a high degree of self-belief and self-confidence with the capacity to be self-determining and exercise control over their own lives. We believe in the importance of persistence, independence and commitment, and the need for interest, ownership and involvement. We want our children to have emotional strength to face obstacles, collaborate with others, create realistic plans, and take concrete actions toward achieving their own goals leading to a sense of pride and belief in oneself.</p>	<p>Believe in Me</p> <p>Remembrance Day 11.11.24</p> <p>Anti bullying week 11-15.11.24</p> <p>NSPCC KS1 and KS2 assemblies 25.11.24</p> <p>Open the Book Assemblies- listening and story of Eli and Samuel</p> <p>Reverend Ralf -Baptist Church monthly assemblies with singing</p>	<p>Empathy and Equity</p> <p>Children to have a conscientious understanding of and respect for the rights, equality and diversity of all, without discrimination. We believe it is important to equip children with the skills, attitudes and behaviours needed to develop mutual understanding and respect, empathy, trust, honesty and tolerance. We want our children to become confident, fair and responsible individuals who make informed and responsible decisions throughout their lives.</p> <p>Child Mental Health week 3.2.25-9.2.25</p>	<p>Empathy and Equity</p> <p>World Book Day 6.3.25</p> <p>Floyd Steadman-31.3.25 inspirational speaker- Rugby player/headteacher to tie in with this terms theme.</p> <p>UK parliament Assembly KS2 with Tom Williams from the South West Education and Engagement team</p>	<p>Reflective Perspective</p> <p>Children to develop an ability to think for themselves, see things from a range of perspectives, improve on their own standards and strive to be and give their best. We believe it is important to thoughtfully reflect upon learning, make judgements and evaluations and learn from these reflections.</p>	<p>Reflective Perspective</p>

<p>Reverend Ralf -Baptist Church monthly assemblies with singing</p> <p>Open the Book</p> <p>Black History assemblies from 30.9.24</p>		<p>Safer Internet Day 11.2.25</p>			
<p>Themes</p> <p>To raise whole school attendance in line with National</p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Following TPAT policy, implement new government policy of issuing penalty notices, liaise with parents, attendance on termly and end of year progress reports and shared at parent consultations</p> <p>Attendance Officer monitors weekly/Monthly/Termly and looks for trends</p> <p>Liaise with Michelle Burton EWO from TPAT</p> <p>Rewards-House points, class with best</p>	<p>Liaise with Katie Laity Attendance Officer from Cornwall -Meeting 3.12.24</p> <p>ST attended the Tier 2 Teams meeting with Rita Rowlson</p> <p>Ongoing from Autumn 1</p>	<p>Ongoing</p> <p>Share new term dates with parents for 2025-26 with 2 week Oct half term.</p> <p>Sent reminder of whole school warning letter.</p> <p>Celebrated in assemblies and newsletters</p> <p>ST logging and checking in where there are trends.</p> <p>Completing penalty notices.</p>	Ongoing as previous		

attendance celebrated in assembly and on the newsletter. Introduction of Mowser Attendance Cat for best class.					
Weekly report from Arbor to look at trends of absence.					
Themes To decrease the persistent absence in line with National					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Following TPAT policy, implement new government policy of issuing penalty notices, liaise with parents, attendance recorded on termly and end of year progress reports and shared at parent consultations.</p> <p>Attendance Officer monitors weekly/Monthly/Termly and looks for trends.</p>	<p>Liaise with Katie Laity Attendance Officer from Cornwall - Meeting 3.12.24</p> <p>Continuing to monitor and log.</p>	Continuing to monitor and log.	Continuing to monitor and log.		

<p>Liaise with Michelle Burton EWO from TPAT</p> <p>Rewards-House points, class with best attendance celebrated in assembly and on the newsletter. Introduction of Mowser Attendance Cat for best class.</p> <p>Weekly report from Arbor to look at trends of absence.</p>					
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Section 4: Personal Development

There is a coherent PD programme ensuring all children have opportunities to develop character alongside their spiritual, moral and cultural understanding. This is mapped out in line with Trust road map.

A vast variety of personal development accessed by the children across the school. Clear PD programme in place. Next steps to finalise the individual class road maps

There is a rich extracurricular programme to which all children have equity of access

Variety of clubs available for all throughout the year.

Camps | Year 3/ 4 and 5/6 annually- PP children have a discount

Music-keyboards, drums, brass, guitar, violin and choir, Summer whole school production, surfing, Woodland Skills, harbour skills, sports competitions, Youth Speaks, Mazey, St Pirans Parade and Concert, Songfest, Charity fundraisers, Bikeability, whole school swim at Jubilee Pool for example.

There is strong evidence of community collaboration –

Work closely with St Pol Du Leon Church,-Paul Feast, Re Weeks, Christmas Concerts, Solomon Browne Hall, Penlee Gallery, Minack Theatre, St Piran Parade and concert, Songfest, Mazey Day, Remembrance Day Parade in Mousehole, rebuilt FROMS, Parent/Grandparent lunches, Mousehole Male Voice Choir, Mousehole Sea Salt and Sails, Mousehole Carnival, Mousehole Baptist Church-Rev Ralf, Pirates Rugby Leaders, Penzance Tennis Club, School fairs, community garden, Rotary Club Youth Speaks

School follows the trust approach to digital citizenship and pupils are clear on what they need to be safe in the virtual world.

Advantage Project in place with Year 5 and 6. Implemented Natterhub in KS2. Kapow Computing and PSHE coverage of E-Safety for all year groups. Online safety poster shared with staff and parents monthly. Netsweeper in place to monitor online activity daily so can quickly address any discrepancies.

Themes					
To continue to develop PD opportunities for all children					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Finalise road maps for each class from the whole school PD overview</p> <p>Whole School visit to St Michaels Mount 6.9.24</p> <p>Progression assemblies-Believe in Me</p> <p>Hustings for Year 6 leadership roles</p> <p>School Council voted in and meetings held with Head teacher</p> <p>Play Leader training 30.9.24 DT coaching</p> <p>Woodland Skills Year 2</p>	<p>Progression assemblies-Believe in Me</p> <p>Woodland Skills Year 2</p> <p>Remembrance Service and Yr 5/6 placing the crosses at the war memorial.</p> <p>Singing at the Tate Gallery</p> <p>RE week at St Pol Du Leon with local community groups</p> <p>Carol Concert</p> <p>Lantern making with Billy Winter 4.12.24 for Humphry Davy parade 13.12.24</p> <p>Schooner taking part on the online SAS assembly and follow up lessons.</p>	<p>Woodland Skills Year 4</p> <p>Yr 1 and 2 all learning to play the recorder</p>	<p>St Pirans day</p> <p>St Pirans Concert</p> <p>Songfest Concert</p> <p>World Book Day</p> <p>International Languages Day-liaise with secondaries-SW</p>	<p>Woodland Skills Year 6</p> <p>Yr 3 and 4 learning to play a brass instrument</p> <p>Surfing-YR6</p> <p>Bikeability Yr 5</p>	<p>Whole School Production</p> <p>Local School Minack production</p> <p>Mazey Day</p> <p>Sports Day</p> <p>Jubilee Pool Swim-whole school</p> <p>Harbour Skills</p> <p>Schooner Camp-Barton Hall</p> <p>Yr 6 leavers assembly</p>

	<p>Christmas Carol Service</p> <p>Paul Feast Church Service</p> <p>Paul Feast Concert</p>				
Themes To continue to build on links with the community					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Strengthen FROMS -AGM plan fundraisers for throughout the year</p> <p>Community Garden big dig days with pupils, parents and local community-Dax Ansell</p> <p>Pirates rugby Team delivering sessions to Lugger/Schooner Classes</p> <p>Mousehole Mice attending Pip Squeaks weekly at Solomn Browne-Tamsin Harvey</p> <p>Paul Feast Concert-whole school at St Pol Du Leon</p>	<p>School Christmas Fair</p> <p>Schooner attending war memorial in Mousehole to lay the crosses prior to Remembrance Day</p> <p>Attended Remembrance Day in Mousehole with Head boy/girl.</p> <p>Penliee Gallery visits-Katie Smith for Skiff and Lugger Classes</p> <p>Community coffee afternoon to raise money for FROMS and get views for Community Garden grant.</p>	<p>Rev Ralf assemblies</p> <p>Breakfast Club and 3 to 5 Club to support working families with wrap round care.</p> <p>FROMs Valentines Disco</p> <p>PZ School Symposium</p>	<p>St Piran Parade</p> <p>St Piran Concert</p> <p>Songfest</p> <p>Parent Consultations</p> <p>International languages day-links with secondaries-SW to organise</p>	<p>Whole School Sports Day</p> <p>Surfing at Sennen</p>	<p>Minack Theatre Production</p> <p>Summer Fair</p> <p>TPAT Hall for Cornwall Music Production</p> <p>Harbour skills-Mousehole Harbour with Sennen Surf Club</p> <p>School Production</p> <p>Harbour Skills</p>

Church- Liz Garner/Christine Judge	Breakfast Club and 3 to 5 Club to support working families with wrap round care.				
Head boy/girl and other children attend and speak at Feast Church service 13.9.24 ST/AM	Christmas Carol Concert at St Pol Du Leon				
Breakfast Club and 3 to 5 Club to support working families with wrap round care.	Collection of food for the foodbank				
Parent consultations	Community gardening day on the weekend with Dax Ansell, parents, children, grandparents and people from the community.				
	FROMS cake sale				
	Children in Need fundraiser				
	Children In Need Christmas jumper fundraiser				
	Film making with Barbara Santi/Mousehole Bird hospital				

Themes To develop digital citizenship					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Set up Showbie on iPads for Yr5/6 to use as a learning tool</p> <p>Embed use of Natterhub in KS2 to develop knowledge and understanding of Online safety</p> <p>Digital Lead appointed in Hustings</p> <p>Online Safety Posters shared with parents/Staff in Newsletters and school notice boards</p> <p>Online safety covered in Computing and PSHE lessons for all children</p>	<p>Online Safety Posters shared with parents/Staff in Newsletters and school notice boards</p> <p>Same as Autumn 1</p>	<p>Online Safety Posters shared with parents/Staff in Newsletters and school notice boards</p> <p>As Autumn 1</p> <p>Martin Higgs meeting with Alex M regarding impact and progress with Advantage and Showbie</p> <p>E-Safety week assembly and activities in class</p>	<p>Online Safety Posters shared with parents/Staff in Newsletters and school notice boards</p>	<p>Online Safety Posters shared with parents/Staff in Newsletters and school notice boards</p>	<p>Online Safety Posters shared with parents/Staff in Newsletters and school notice boards</p>
Themes To provide a rich extra curriculum for all children					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>After school clubs- Science and engineering , art and design, high fives, football and Creative Craft</p> <p>Music-keyboards, drums, brass, guitar, violin and choir</p> <p>Luggers Grandma On The Moon production- addressing loss and grief with</p> <p>Schooners visited Porthcurno Museum as part of their project WWII</p>	<p>Same as Autumn 1</p> <p>Singing at the Tate Gallery</p> <p>Christmas Carol Concert</p> <p>Humphry Davy Lantern parade and lantern making workshop Yr 5/6</p> <p>SAS assembly and classroom activities Yr 5/6</p> <p>Art and science work to create birds out of recycled materials with local artists and the Mousehole Bird Rescue with R Yr 1 and 2</p> <p>Trips to Penlee Gallery- R/Yr1/2 3/4</p>	<p>Take part in St Pirans Parade-Yr5/6 and school musicians</p> <p>St Pirans Concert-Yr ¾</p> <p>Songfest</p> <p>Mental Health week3.2.25</p> <p>Skiffs learning to play the recorder</p> <p>Biffa recycling workshop Lugger class</p>	<p>World Book day</p> <p>Floyd Steadman key speaker</p> <p>International languages day</p> <p>Visit from Tom Williams Education and Engagement Officer from the South West Parliament</p> <p>Lugger trip to Penlee Gallery</p> <p>Skiff trip to Minack Theatre workshop</p> <p>Schooner trip - Higher Kegwin Farm</p> <p>Swimming gala</p> <p>Cross Country Finals</p>	<p>Yr 5/6 Camp to Barton Hall PGL-Torquay</p> <p>Yr 3/4camp TBC</p> <p>Lugger learning a brass instrument</p>	<p>Whole school take part in Mazey Parade</p> <p>KS2 children involved in the Minack Production with other local schools with dance, singing and acting.</p> <p>Whole school production</p>
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<p>Section 5: Leadership and Safeguarding</p>
<p>School leadership -Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all. This is realised through strong, shared values, policies and practice, Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time, Leaders engage effectively with pupils and others in their community, including – where relevant – parents, carers, employers and local services</p> <p>Embedding a succinct curriculum with clear pedagogical content, use of knowledge organisers, pre and post quizzing to assess knowledge and understanding. Staff have a clear vision and cherish the community thread throughout the curriculum.</p> <p>High expectations are evident in lesson observations, at least good subject knowledge being delivered, good outcomes in books and in attainment year on year. Careful monitoring and progress meetings ensure children are on track and correct interventions are in place to address any gaps.</p> <p>Growing Great People -professional development meetings to challenge and encourage staff to further their expertise, knowledge and understanding to raise standards for all.</p>
<p>The LMC is well led by the chair, has full membership and a clerk - it is clear about its roles and responsibilities and has an impact on the school</p> <p>Strong and supportive LMC with a wide range of expertise.</p>
<p>. The school roll has been declining for several years</p> <p>Mousehole has few young children in the village due to many second home buyers and we are reliant on neighbouring villages and Newlyn.</p> <p>We have a fluctuating roll. Currently we only have 1 reception child. However, we have 12 children (3 year olds) in Nursery who will be in reception next year with another visiting this week and 7 two year olds in the setting. We had 8 children join throughout the year last year and 3 new children have joined already this September. EYFS and KS1 have fewer children- this year we have made a mixed EYFS/KS1 class.</p>
<p>Staff wellbeing and workload are carefully and regularly considered by senior leaders within the school. Staff morale is high. The Trust well-being policy is in place.</p> <p>Staff morale is good</p> <p>Always an ongoing concern but a challenge due to being a small school and all staff having many roles often which clash due to timetabling. 75% of teaching staff are part -time/job shares.</p> <p>Increased administration, subject meetings etc takes a lot of people's time when they have many roles and with a limited budget HT and HLTA endeavour to cover and support staff within the school day/staff meetings to attend or complete.</p> <p>ST and AMM trained Mental Health First Aiders</p> <p>Sign posted support available through the Trust</p> <p>Try to be flexible where possible with unforeseen circumstances to support staff</p>
<p>HR procedures are effectively used by the HT. Typically; HR issues are rare.</p> <p>HT teacher able to access support when required. HR issues are low.</p>
<p>Staff absence is low. Staff turnover is low.</p> <p>Staff absence has improved, and staff turnover is low. Still have 2 members of staff with ongoing historical medical issues that can flare up.</p>

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<p>The school holds a record of all training undertaken by all staff covering KCSIE. Including Induction, Safeguarding, Prevent and DSL specific training. Smartlog training monitored and completed, September Inset all staff complete and sign KCSIE, Induction, Code of Conduct, Health and Safety, Safeguarding training with Jo Harvey</p>
<p>Cohort and whole school profiling show clear lines of development to support external service engagement and staff training support. To support emotional well-being 3 play therapists in place supporting 6 children (Jenna Denton, Annabel Crick Pitt and Helen Smith). Price training for all staff being delivered by Tina Leack in Autumn 1 2024 MHST delivered sessions to classes through the summer term and awaiting the start of next sessions this rem with new member of staff. SW Behaviour Support used in the summer term to support with a positive transition for a child from another school ST and AMM trained as Mental Health First Aider to support staff and children. AMM SMHL training completed in Summer 2024 Cherish curriculum has supported with coping strategies and well- being</p>
<p>All staff hold effective awareness of reporting requirements. Monitoring shows effective reporting from all staff groups, support and challenge where identified. School systems in place- use of CPOMS and Smartlog</p>
<p>The School has a preventative curriculum that supports safety development for all pupils. Kapow PSHE curriculum, Natterhub in place, Individual safety plans for specific children, Play therapists, ELSA</p>

Themes To develop Leadership Roles across the school					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Alex M continuing with NPQSL</p> <p>Attending DHT Conferences</p> <p>Sarah Trow- NPQSEND Oct 24</p> <p>Sian Williams/Alex Mullaney part of the working group with the trust 4 pillars.</p> <p>All teaching staff embedding their subject leadership roles and expertise with support from CB/ST and IS as part of hub and subject meetings and designated time in staff meetings and timetabled time out of class.</p> <p>Addrienne Munday embedding her SMHL role having qualified this</p>	<p>Autism Champion Training- Elisabetta Bezzi</p> <p>Alex M continuing with NPQSL</p> <p>Sarah Trow- NPQSEND Oct 24</p>	<p>SEND TA Level 3 Training- Elisabetta Bezzi- delivering ASD friendly classroom training to all staff with Tina Leack</p> <p>Alex M continuing with NPQSL</p> <p>Sarah Trow- NPQSEND Oct 24</p> <p>Growing Great People Support staff meetings with ST</p>	<p>Alex M continuing with NPQSL</p> <p>Sarah Trow- NPQSEND Oct 24</p> <p>SEND TA Level 3 Training- Elisabetta Bezzi-</p> <p>Sarah Trow/Amy Hook- Learning Champion training</p>	<p>Sarah Trow- NPQSEND Oct 24</p> <p>SEND TA Level 3 Training- Elisabetta Bezzi-</p>	<p>Sarah Trow- NPQSEND Oct 24</p> <p>SEND TA Level 3 Training- Elisabetta Bezzi-</p>

summer to support staff and children.					
Growing Great People - professional development meetings with all staff. ST and AM					
Safer Recruitment Training -ST					
Themes To monitor staff wellbeing and workload					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Time given in staff meetings/timetabled subject leadership time within school day. TPAT counselling shared with all staff and sign posted in the staff room. ST and AMM trained Mental Health First Aiders	Math.co.uk has removed marking of tests and assessments in maths. As Autumn 2 Conscious of the many roles that everyone has in a small school	Marking on a page Twilights to complete curriculum	Twilights to complete curriculum Time given in staff meetings/timetabled subject leadership time within school day where possible		
Themes To continue to develop governance					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

LMC Meeting:9.10.24 Look at new roles as part of LMC Sign KCSIE/ new SODA/Up dated Policies/timetable of up-and-coming training	LMC Meeting :4.12.24 New clerk Julia Stoneman Governors to monitor curriculum subject areas with linked staff. AM to deliver curriculum at 4.12.24 LMC meeting	LMC Meeting 22.1.25 Governors to monitor curriculum subject area with linked staff learning walks. OFSED training SEND training	LMC Meeting 2.3.25 Governors to monitor curriculum subject area with linked staff learning walks. Ofsted training being delivered by Bex couch 12.3.25	LMC Meeting 14.5.25	LMC Meeting 16.7.25
Themes <i>To address year on year falling number on roll</i>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Introduce Facebook page to communicate and advertise to the wider community.</p> <p>Continue to update School Website</p> <p>Promote Jumping Mice for 1+ children with parents to come and experience the Nursery each week.</p> <p>Mousehole Mice attending Pip Squeaks at</p>	<p>Mousehole Mice Open afternoon 13.11.24</p> <p>Ongoing as Autumn 1</p> <p>ST/RB had several tours for children looking to start next year- Reception numbers looking stronger this year with....</p> <p>Several parents signing their babies up for Mousehole Mice in advance.</p>	<p>Several tours booked</p> <p>Reminders on Facebook</p> <p>RB asking parents with younger siblings to sign up to Mousehole Mice</p> <p>Promote Jumping Mice for 1+ children with parents to come and experience the Nursery each week.</p>	Ongoing		

Solomn Browne to encourage younger children to attend school in the future.					
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Early Years Self Evaluation

Leaders assure themselves that the aims of the early year's foundation stage (EYFS) are met and that it is sufficiently challenging for the children it serves. Staff ensure that the content, sequencing and progression in the 7 areas of learning are secured as appropriate

Evident in lesson observations, monitoring, outcomes and provision

All EYFS staff visited another setting to look at mixed EYFS and KS1 provision

The content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling. Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS. If a school has a nursery the curriculum is progressive.

Monitoring planning and staff sharing ideas across the whole of EYFS to keep planning consistent. Developing EYFS curriculum overview and to ensure progression from Nursery.

Assessment proformas for each child are in place to record and monitor individuals progress in Nursey.

Staff teach children to read systematically by using synthetic phonics and books that match the children's phonic knowledge, staff develop children's love of language and support their communication. Basic number skills are secured.

Little Wandle taught systematically, and staff are well trained in delivering these sessions. Nursery are teaching the initial sounds to prepare them for Reception Class.

NCTEM-understanding number in place.

Continuous provision is clearly mapped out and assessment ensures that pupils are accessing all areas of the curriculum

Children have access to purposeful fun and exciting provision that is fluid to the children's learning. Need to monitor and ensure this is evident this year as EYFS and KS1 have become one class.

Themes To develop the nursery curriculum in line with EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ST working with CG -EYFS curriculum.	CG in 27.11.24 to work with ST/ESP/ES/JS and MH	JS/MH/ESP/ES block time to liaise and complete- Twilight 22.1.25	Finalising overview planning		
Themes To ensure that reception children access the EYFS curriculum in a mixed Key stage Class					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Staff adapting the curriculum to ensure coverage	ESP/ES/JB providing opportunities for Reception child to access the EYFS curriculum.	ESP/ES/JB providing opportunities for Reception child to access the EYFS curriculum.	ESP/ES/JB providing opportunities for Reception child to access the EYFS curriculum.		
Themes To ensure adjacent classroom to have continuous provision available for Reception and access to Nursery provision					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Classrooms have been set up to ensure continuous provision is available for reception child and some yr 1 children Access to Nursey in the afternoons for outdoor provision	Nursery staff to visit other provisions to develop good practice. Nursery staff working with Louise Morriss Specialist Early Year Inclusion Worker Spends time with older children in Nursery to	Nursery staff working with Louise Morriss Specialist Early Year Inclusion Worker - ongoing Spends time with older children in Nursery to access continuous provision.	Nursery staff working with Louise Morriss Specialist Early Year Inclusion Worker - ongoing Spends time with older children in Nursery to access continuous provision.		

	access continuous provision.				
Themes To deliver early phonics and maths to small Reception cohort as part of KS1 to keep in line with national standards.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 groups set up to ensure that each year group accesses the appropriate phonics and maths sessions.	Ongoing.	Ongoing.	Ongoing.		

