Truro and Penwith
Academy Trust

Mission/Values statement

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.

Curriculum statement

INTENT What we intend to achieve through our	IMPLEMENTATION How we will deliver our curriculum	IMPACT How we will measure the effectiveness of our
At Mousehole School we aim to achieve a happy, successful, warm, caring environment where children learn the knowledge and skills they need to reach their full potential and to be ready for the next step in their education. We aim to make the best of every opportunity to develop **confidence**, **respect** and a **love of learning** in all members of the school community. *This year it is our intention to use the school environment and community to limit the negative impact of Covid19 on the pupils and their families by ensuring safe, engaging and forward facing school experiences.*	At Mousehole School we passionately believe that the primary school curriculum experience should be a wide and varied one. We rigorously and methodically teach children to read, write and use maths and we also teach them a wide range of knowledge and skills that we believe are important for making them happy and productive members of society. *The gaps that have developed or widened for some children have the potential to worsen the impact of Covid19 by undermining confidence and exaggerating gaps in attainment. Careful assessment, best quality teaching and effective and timely staff and resource deployment will be used to provide extra focus for key skills in core subjects.*	We monitor our curriculum through internal procedures involving all teaching staff and regular learning forums involving governors and staff. We work closely and openly with the Truro and Penwith Academy Trust to ensure our judgements are moderated externally and lead to further improvements in curriculum delivery. *Regular monitoring and review will be carried out by the leadership team to ensure changes are effective and that there are no adverse effects on children's engagement with the school experience eg through curriculum narrowing.*

Please Note: Some of this plan has been rolled over from 2019-2020 due to Covid related disruption.

SDP Priority Area 1: Quality of education, including strategic planning for recovery curriculum	
Success Criteria *How will we know we have met the SDP priority?*	1. The curriculum and provision for children following COVID-19 meets every child's needs: planning, teaching, intervention and assessments combine to ensure that any "gaps" in learning / knowledge caused by the enforced absence from school are addressed as quickly as practical 2. Learning is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning in all subjects 3. Maintain effective relationships with families to limit the impact of self-isolation and any further lockdown 4. Reading provision is of the highest quality and we maintain high levels of attainment especially in early reading – phonics screening scores above national and local averages, GDS reading attainment is above loca/national averages in summer 2021 5. Sustain improvements in the number of greater depth writers across the school – KS1 GDS target. KS2 GDS target 5/15 (links to 1. above) 6. Ensure all pupil premium children make good progress in maths and the impact of Covid is minimised
Rationale behind objectives	1. Clear academic impact of lockdown and related stresses; provision of catch-up premium to address some of this impact 2. Good progress has been made towards this target in 2019-2020. We want to maintain this momentum and counter the impact of 1 above 3. The strong relationships were a significant part of the school's successes during lockdown. In many cases relationships were strengthened because of the level of support provided by the school. It is important to maintain this. 4. Accurate and efficient reading skills are key to developing successful learners 5. There are has been good progress made towards this but there were significant actions in the 2019-2020 SDP which were not completed due to covid and teacher observations and assessments highlight writing stamina and technical accuracy (handwriting, punctuation and spelling) as the most significant areas of impact due to Covid. 6. In school PP progress measures in maths continue to be below those for other children and there is a significant overlap between the group of children most impacted by Covid and the school's Pupil Premium population. 7. KS2 attainment rates of GDS in maths are lower than in reading and significant gaps in the depth of maths understanding and mathematical fluency have been highlighted by September assessments

Truro and Penwith
Academy Trust

SDP Priority Area 2: Behaviour and attitudes	
Success Criteria *How will we know we have met the SDP priority?*	- Behaviour continues to be outstanding because it is well managed by all staff and has a positive impact on the quality of teaching and learning - Ensure all staff have an understanding of TISUK practice and how it impacts on individuals and the school as a whole especially in the light of recent events - Attendance and punctuality for all groups of pupils, including disadvantaged, to be better than comparative schools locally and
Rationale behind objectives	- Excellent behaviour as a crucial character of the school and the key to effective learning for all - Correlation between good school attendance and success at school - Potential impact of anxiety, poor health and forced self-isolation on school attendance

SDP Priority Area 3: Personal development, including strategic planning for supporting wellbeing and health (specifically in relation to Covid 19)	
Success Criteria *How will we know we have met the SDP priority?*	- A well planned, sequenced and engaging curriculum will result in gains in knowledge, understanding and skills application. This includes integration between the National Curriculum and Mousehole Curriculum elements. Ensure the above does not inhibit the real project pedagogy well established at Mousehole School which has a significant impact on pupil's personal development.
Rationale behind objectives	A well planned, sequenced and engaging curriculum ensures positive engagement with school and learning. This impacts directly on children's performance at school and their attainment outcomes. We have established Real Project pedagogy over the last few years and recorded high levels of motivation and engagement with the curriculum.

Truro and Penwith
Academy Trust

SDP Priority Area 4: Leadership and Management, including strategic leadership of Covid 19 recovery programme	
Success Criteria *How will we know we have met the SDP priority?*	Success criteria under this target area are those under 1. Quality of education. i.e. if leadership and management is effective, the quality of education and subsequent outcomes for children will reflect this. - Ensure success of middle leaders during HT's reduced contract. - Ensure effectiveness of Early Years through good leadership Establish effective systems for assessment across the school which improve outcomes for all and focus support and interventions effectively
Rationale behind objectives	- English and maths improvement elements of SDP - HT's reduced contract SENCo in 1st 3 years of role

SDP priority Area 5: Early Years	
Success Criteria *How will we know we have met the SDP priority?*	- Ensure effective practice in reception class leading to best outcomes for children - Smooth and successful amalgamation of the pre-school into the school - Ensure mutual benefit for both settings following recent amalgamation
Rationale behind objectives	Teacher in second year in EYFS as part of job share with recently qualified teacher History of below national average outcomes - can we sustain improvements of last two years? Recent amalgamation of pre-school with school