

# Our School Improvement Plans 2019-2020

| <b>INTENT</b><br>What we intend to achieve through our curriculum  | <b>IMPLEMENTATION</b><br>How we will deliver our curriculum  | <b>IMPACT</b><br>How we will measure the effectiveness of our curriculum   |
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| 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 <b>confidence</b> , <b>respect</b> and a <b>love of learning</b> in all members of the school community.   | 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. | 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 Penwith Education Trust to ensure our judgements are moderated externally and lead to further improvements in curriculum delivery. |
| <b>SDP Priority Area 1: Quality of education</b>   |  |  |
| <ul style="list-style-type: none"> <li>- Sustain improvements in the number of greater depth writers across the school including in KS1 – KS1 GDS target 3/13. KS2 GDS target 5/15</li> <li>- Sustain improved outcomes for GPS – KS2 GDS scores in GPS in line with reading</li> <li>- To increase the number of children working at greater depth in maths in Key Stage 2 – better than July 2019 17/68=25%</li> <li>- Ensure all pupil premium children make good progress in maths – In school PP progress measures in maths continue to be above those for other children.</li> <li>- A well planned and sequenced curriculum will result in gains in knowledge, understanding and skills application</li> <li>- Establish effective systems for assessment across the school which improve outcomes for all and focus support and interventions effectively</li> </ul> |  |  |
| <b>SDP Priority Area 2: Behaviour and attitudes</b>  |  |  |
| <ul style="list-style-type: none"> <li>- 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</li> <li>- Ensure all staff have an understanding of TISUK practice and how it impacts on individuals and the school as a whole</li> <li>- Attendance and punctuality for all groups of pupils, including disadvantaged, to be good (Attendance to be 96% or higher)</li> </ul>   |  |  |
| <b>SDP Priority Area 3: Personal development</b>   |  |  |
| <ul style="list-style-type: none"> <li>- A well planned and sequenced curriculum will result in gains in knowledge, understanding and skills application. This includes integration between the National Curriculum and Mousehole Curriculum elements.</li> <li>- 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.</li> </ul>  |  |  |
| <b>SDP Priority Area 4: Leadership and Management</b>  |  |  |
| <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ensure success of middle leaders during HT's reduced contract.</li> <li>- Ensure effectiveness of Early Years through good leadership</li> </ul>   |  |  |
| <b>SDP priority Area 5: Early Years</b>  |  |  |
| <ul style="list-style-type: none"> <li>- See the early years reference in 4 above specifically to achieve the following:</li> <li>- Effective support of teacher new to early years</li> <li>- Smooth and successful amalgamation of the pre-school into the school</li> </ul>   |  |  |

