

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. “

- recognise and encourage local distinctiveness and individuality
- inspire our Academies to become beacons of hope and 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
- work in partnership with the One Cornwall Teaching School and our associates to provide bespoke support and improvement activities of the highest quality in our Academies
- work with our Academies to facilitate partnership working and enable all staff to receive high quality development opportunities
- build on Truro and Penwith College’s example in high quality leadership and governance and benefit from the expertise of the College to promote excellence in all aspects of education
- support our Academies to be financially sustainable and retain a reserve
- acknowledge the diverse nature of the communities our Academies serve and encourage their full engagement in helping local Academies achieve outstanding outcomes for their students
- be an employer of choice – valuing the skills, contribution and expertise of all employees

***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**

<b>NOR 102</b>	<b>23% Pupil Premium School</b>	<b>National 25%</b>	<b>2% SEND EHCP School 5.13 %School SEND support</b>	<b>National 4% National 12.6%</b>
<b>Actions Since Last Ofsted Inspection 27<sup>th</sup> April 2022</b>				
<b>Area Identified</b>	<b>Actions</b>			
<b>KS2 reading curriculum</b>	<b>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</b>			
<b>PSHE/RSE/SMSC curriculum</b>	<b>Sept 2022 implemented PSHE/RSE Kapow curriculum to whole school due to lack of whole school approach.</b>			

<b>Rigorous assessment systems for all subject areas</b>	<i>Previously used Flick and NFER testing Sept 2022 Implementation of Arbor assessment to assess all subject areas termly.</i>
<b>Raise attainment in EYFS in line with national</b>	<i>Sept 2021-Worked with the English Hub -mplementation of Little Wandle Phonics Scheme-all staff trained and resources made and accessible to teach progressive consistent lessons. AM as English lead observed and monitored sessions to ensure that therewas consistenct across EYFS and KS1 delivery.</i>
<b>Raise attainment in KS1 reading and writing in line with national</b>	<i>Sept 2021- Worked with the English Hub -Implementation of Little Wandle Phonics Scheme all staff trained and resources made and accessible to teach progressive consistent lessons. AM as English lead observed and monitored sessions to ensure that their was consistenct across EYFS and KS1 delivery. Sept 2022 Implementation of Arbor assessment</i>
<b>Whole school writing</b>	<i>Spring 2022-KS2 West Penwith Hub moderating consistency of marking, content,progression and coverage across all schools June 2022- KS1 External moderation</i>
<b>Year on year falling number on roll</b>	<i>July 2022-introduction to new website design</i>
<b>Internet, WIFI and ICT resourcing</b>	<i>New printer installed July 2022</i>

Use of COVID 19 Additional funding	
Actions	Impact

2022 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	2017	nat 81% sch ...76%	2017	nat 71% Mousehole ...53%
2017	5.0	4.0	2017 (71%)	93.3%	80%	2017 (76%)	92.9%	NA	2018	nat 82% sch ...80%	2018	nat Mousehole ...64%
2018	3.1	3.3	2018 (75%)	93.3%	83.3%	2018 (75%)	87.5%	100%	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.	81%.	50%	2022	50%.	0%	2022-	nat 76% sch 92%	2022.	Mousehole...41.7%

Writing	All	PP	Writing (nat exp+)	All	PP	Writing (nat exp+)	All	PP	Pupil premium Phonics data	Pupil premium GLD data
2017	-0.3	1.3	2017 (76%)	100%	100%	2017 (68%)	92.9%	NA	2017 – 0% pass	2017 – No PP Children
2018	-1.4	0.7	2018 (78%)	86.7%	83.3%	2018 (70%)	81.3%	50%	2018 – NA	2018 – 67.7% (3 children)
2019	2.1	0.9	2019 (78%)	95%	66.7%	2019	73.3%	50%	2019 – 50%	2019 – 50% (2 children)
2022			2022.	75%	50%	2022	35.7%	0%	2020 (Aut yr2) – 100%	2022- 100% (1 child)
Maths	All	PP	Maths (nat exp+)	All	PP	Maths (nat exp+)	All	PP		
2017	1.8	1.2	2017 (75%)	100%	100%	2017 (75%)	85.7%	NA		
2018	0.7	-0.5	2018 (76%)	86.7%	83.3%	2018 (76%)	81.3%	50%		
2019	1.3	-2.1	2019 (79%)	90%	66.7%	2019	80%	50%		
2022.	0.7.	0.2	2022.	75%	50%	2022	64.3%	0%		

Quality of Education Self evaluation

Focus	School Self Evaluation
<p><b>INTENT</b> Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. (1)</p> <p>The provider’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment (2)</p> <p>The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs. (3)</p>	<p>Curriculum overview and progressions ensure our broad curriculum is coherently planned and sequenced. Each class, each term will carry out a project with a specific outcome supporting pupils with integrating new knowledge into larger ideas. These projects will include study in specific subjects and give an opportunity to apply reading and writing skills.</p> <p>The curriculum is structured according to a topic approach with a leading essential question on a 2 year rolling program. There are curriculum overviews in Learning Skills, Science and Technology, Health and Well Being, Humanities and Creativity. Curriculum progression documents are in place for each subject and year group. Currently we are using Kapow for ICT and DT and REAL PE. In addition, we have specialist teachers delivering music(maternity/sick currently) and yoga and teach some subject content separately to projects (where it does not add to the themes of the project). We also deliver some elements of our curriculum in blocks and stand-alone sessions.</p> <p>All pupils have the opportunity to take part in all subjects, benefitting from the same opportunities as each other. These are adapted accordingly to an individual child's need where required. Our curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</p>
<p><b>IMPLEMENTATION</b> Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise (4)</p> <p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches (5)</p> <p>Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts (6)</p> <p>Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders</p>	<p>All teachers have a good subject knowledge and they have taught in different year groups which gives them a wider understanding of the whole school. There is a lot of expertise within the teaching and support staff enabling them to provide a rich and varied curriculum. However 2 are on maternity and one has had an ongoing health issue leading to long bouts out of school. External expertise is also used to support delivery in some subjects-PE and Music.</p> <p>Individual lessons are designed to provide high quality focus and provides some opportunity for discussion, reflection and retrieval. All children are supported to access the same content using a range of approaches that include all children but don’t create extra workload for staff. Staff know their children well, understand their needs and work collaboratively to provide opportunities and support for all children to access their learning. Effective use of questioning is part of all lessons and is being used to begin to help develop the children’s oracy and ability to talk about their learning with more confidence.</p> <p>Feedback is given verbally and marking is up to date in books following the school marking codes. The school use NFER to test termly and use the White Rose Block assessments for maths. Previously Flick has been used to track children's progress.</p>

<p>understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners (7)</p> <p>Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment (8)</p> <p>A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge (9)</p>	<p>The school now follows Little Wandle to teach phonics and early reading with a vertically grouped approach that begins on day 1 in Reception. There is a developing reading spine that uses high quality texts and the VIPERS approach from Year 1. Class reader books are chosen linked to topic, teacher choice or Personal Development areas (eg development of character or British Values) and are shared with children using a consistent approach that focuses on identifying key features and how to listen attentively. At all stages throughout a child’s journey, reading books are matched to ability and all children have the chance to read regularly to an adult in school.</p> <p>Classrooms have learning walls for maths and writing and access to reading areas. Project work is displayed on the classroom walls, in the corridors and project presentation books to showcase previous projects to prompt memory retrieval. Each child has a journal that follows them through the school which showcases elements of their work at different stages of their primary school journey.</p>
<p><b>IMPACT-</b> Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained (10)</p> <p>Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension. (11)</p>	<p>Children talk enthusiastically about their learning with clarity and about what they have done and the impact on the wider community in some subject areas. However the pupils need to have this consistency across all subject areas and have a structure approach to discuss their learning with others. The childrens books show that the content has been taught.</p> <p>Phonics has improved greatly with the implementation of Little Wandle with children achieving above national.</p> <p>KS2 are achieving in line or above national but have dipped on previous years results. KS1 and EYFS are down significantly on previous years due to COVID /staff sickness/maternity disruptions.</p>

	<p>More focused assessment across core and foundation subjects is required to ensure consistency across the school and to ensure that the knowledge and skills that are taught are retained, applied and remembered.</p>
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Objective (link to evaluation number)	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: different colours for each term
To develop systems for supporting pupils' retrieval and memory of taught content. (6)	ST	<ul style="list-style-type: none"> <li>• Development, implementation and use of knowledge organisers- Staff meeting training</li> <li>• Project guides for parents to support learning</li> <li>• Pre and post topic assessments</li> <li>• Pupil conferencing and book monitoring by SENCo, SLT, Governors</li> <li>• Timelines present in classrooms for visual stimulus.</li> </ul>	(Autumn Term 2022)  Staff meeting time  Knowledge Organisers  Timelines  Governors monitor visits-termly	
To develop an assessment calendar across all subject areas that allows for formative assessment opportunities that identify gaps in learning and inform the next stage of pupils development in each subject (7)	ST	<ul style="list-style-type: none"> <li>• Data to be collated half termly and used to inform future teaching and interventions.</li> <li>• SENCo, Maths and Literacy Leads to look for trends and discuss next steps.</li> <li>• Quizzes to be created for each topic</li> </ul>	Arbor-Sept '22  Staff meeting time Oct '22  SLT time Nov '22  Powerpoint/Kahoot	
To develop children's ability to talk about their learning so that they can articulate the components,sequencing and composite outcomes. (6,7 and 8)	ST  All staff	<ul style="list-style-type: none"> <li>• Oracy within lesson plans to promote discussion between pupils about their learning.</li> <li>• Pupil Voice through Pupil Parliament meetings and School Council.</li> <li>• Learning Journals to record learning throughout school to reflect and retrieve knowledge and skills.</li> </ul>	Staff meeting training Nov '22  Subject leader time Oct'22  Governor subject learning walks Nov'22	



		<ul style="list-style-type: none"> <li>• One project outcome to be oracy based through a performance, presentation, public speaking, debate.</li> <li>• Children will become practiced in talking to visitors coming into class.</li> <li>• Share there learning with Governors in target subject meetings</li> <li>• Peer critiquing</li> <li>• Pupil conferencing with subject leaders.</li> </ul>	<p>Skills Progression curriculum-ongoing</p> <p>Peer critiquing templates</p> <p>Governor monitoring templates-Termly</p> <p>Subject leader monitoring templates-Termly</p> <p>Calendar of community events for children to speak throughout the year.-Ongoing</p> <p>Learning journals - ongoing</p>	
<p>To sequence reading provision across the whole school to ensure effective processes for the teaching of phonics, whole class reading and interventions. (9)</p>	<p>AM</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Tighten up the transition from phonics to the learning of spelling in Year 2.</li> <li>• Children move from Little Wandle phonics but continue to receive daily Phase 6 phonics teaching sessions and age specific spelling lessons.</li> <li>• Plan and timetable effective catch up intervention for children in Years 2- 6 with gaps in their phonic knowledge.</li> </ul>	<p>Reading and Phonics lead to monitor and oversee half termly training updates</p> <p>Create a reading curriculum that links suggested</p>	

		<p style="text-align: center;"><b>Reading</b></p> <p><b><u>Reception and Year 1</u></b></p> <ul style="list-style-type: none"> <li>• Reading Practise Sessions - Ensure all adults are trained in the Little Wandle Programme and refresher training is timely.</li> </ul> <p><b><u>Year 2 - 6</u></b></p> <ul style="list-style-type: none"> <li>• Develop a progressive curriculum for reading for Years 2 – 6</li> </ul> <p>Incorporate current use of VIPERS reading practise into a text based rolling programme of teaching and learning.</p>	<p>texts to areas of topic or writing being taught</p>	
<p>To develop a clear writing approach across the whole school.</p>	<p>AM</p>	<ul style="list-style-type: none"> <li>• Develop an agreed writing curriculum with specific links to the topic areas studied and selected texts with clear transcription and composition from EYFS-Yr 6</li> <li>• Consistent and progressive marking and feedback approach</li> <li>• Ensure that the age related teaching of grammar is closely tied into relevant areas of writing.</li> <li>• Agree and provide training for age appropriate lesson routines from Reception to Year 6.</li> </ul>	<p>Reading Spine and suggested texts</p> <p>Staff meeting to review mark scheme and agreed feedback</p>	

<p>To ensure that all pupils, including those with SEND, feel like they belong, and that pupils feel listened to and supported to overcome any barriers to learning.(3)</p>	<p>JA</p>	<ul style="list-style-type: none"> <li>• IEP and EHCP objectives in place with parents, class teacher, TA and SENCo</li> <li>• APDR meetings held termly with SENCo and Parents</li> <li>• To ensure that teachers and teaching assistants have a working understanding of all needs of all SEND children they teach and the provision that each requires.</li> <li>• Recognise lowest 20% in reading across the school and monitor progress closely/daily reading/interventions</li> </ul>	<p>IEP templates Oct '22</p> <p>Up to date EHCP</p> <p>APDR templates</p> <p>Staff meetings Oct'22/Feb '23/May '23</p> <p>Appropriate resources for children to access their learning- iPads,talking tins, coloured paper etc</p> <p>Staff training-ongoing</p>	
<p>To develop ICT to stimulate learning, enrich opportunity and reduce workload in everyday teaching (5), (8)</p>		<ul style="list-style-type: none"> <li>• Software audit to ensure all staff have adequate technology to plan, deliver and assess learning. That the children have the correct apps to access their learning to enhance understanding and independence.</li> <li>• Address wifi and internet issues preventing safe communication and printing -Ongoing</li> <li>• Access the support of TPAT ICT desk and intranet facilities for training and resources.</li> </ul>	<p>Nov 2022</p> <p>Sept 2022</p> <p>Oct 2022</p>	

Behaviour and Attitudes Self Evaluation

<ul style="list-style-type: none"> <li>Focus</li> </ul>	School Self Evaluation
<p>The school has high expectations for learners’ behaviour and conduct and applies these expectations consistently and fairly. This is reflected in pupil’s behaviour and conduct (1)</p> <p>Pupils attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements (2)</p> <p>Pupils have high attendance and are punctual (3)</p> <p>Relationships among pupils and staff reflect a positive and respectful culture. (4)</p> <p>Leaders, teachers and pupils create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread. (5)</p>	<p>OFSTED,SHIP,PEL ,TPAT and external visitors support the school’s judgement that high expectations are demonstrated in the children’s behaviour and their positive attitude to learning. A minority of younger pupils need further support to fully participate in lessons which staff do effectively so learning is not disrupted.(Routines and expectations delayed from covid interruptions in EYFS).Similarly some children lack confidence and are more anxious due to the impact of covid disruptions in learning.</p> <p>Attendance is generally good despite a number of covid outbreaks and parents taking their children on holiday within the school year.</p> <p>Children feel safe and say bullying is rare and trust adults to support them if they have any problems or worries. Children value the nurture and care they receive from staff.</p>

SDP Priority Area 2: Behaviour and attitudes				
Objective (link to evaluation)	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
Attendance and punctuality to be improving (3)	HT/Attendance Coordinator AM	<ul style="list-style-type: none"> <li>Parents to be regularly reminded about expectations for attendance in the newsletter, pupil progress meetings</li> <li>Those families where children are regularly late logged on Arbor messages via Seesaw or meetings with class teacher, then head teacher if persistent.</li> <li>Attendance for classes is recognised in Celebration assemblies and rewarded.</li> <li>Social services to be informed where we link attendance to neglect</li> <li>Implement new attendance and strategy policy</li> <li>Monitor attendance and track trends</li> </ul>	Newsletters-weekly  Pupil progress reports-termly  Seesaw-reactive  Nov 2022	
Children will display positive attitudes and resilience towards learning (1,2,4)	HT/teachers	<ul style="list-style-type: none"> <li>All staff to have high expectations for learning behaviour</li> <li>Observations to show that behaviour does not disrupt lessons or the learning of others.</li> <li>Staff meeting time to discuss children who may be causing a concern.</li> <li>Log behaviours on CPOM's to build a picture around the child.</li> <li>Use of external agencies if the need is identified.</li> <li>The word 'challenge' to be used positively and widely by teaching staff.</li> <li>Perseverance to be taught through assemblies as part of the school Skills Progression .</li> <li>School Golden Rules are embedded</li> </ul> <p>TIS support to be used for children where anxiety has been identified and use of the HUG room.</p>	CPOM's Sep '22  TIS practitioner/ Hug room resources  Staff meeting Sept'22  Progression skills displayed in classrooms-yearly	

<p>Children will be able to talk about their learning (2)</p>	<p>All teaching staff</p>	<ul style="list-style-type: none"> <li>• Planning will focus on identified key vocabulary</li> <li>• Knowledge organisers used to support children</li> <li>• Children will discuss their learning with governors and those monitoring individual subjects</li> </ul> <p>Teachers to support their children by encouraging them to discuss their learning each day and at the end of topics.</p>	<p>Knowledge organisers- Nov'22</p>	
<p>Children are able to articulate what bullying is and what they need to do if they feel they are bullied (5)</p>	<p>HT/teachers</p>	<ul style="list-style-type: none"> <li>• Whole school assemblies focusing on anti-bullying</li> <li>• Kapow resources used to support children through regular PSHE lessons</li> </ul>	<p>Sept 2022</p>	

Personal Development Self Evaluation

Focus	School Self Evaluation
<p>The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents (1)</p> <p>The curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy (2)</p> <p>At each stage of education, the school prepares learners for future success in their next steps (3)</p> <p>The school prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. (4)</p>	<p>Ofsted recognised that pupils develop skills to keep themselves safe in the community in which they live. For example, pupils learn harbour and woodland skills. Older pupils have a wide range of opportunities to develop responsibilities. For example, pupils have opportunities to engage with the local community and, through the school parliament, discuss how to improve their school.</p> <p>Staff provide a wide range of extra-curricular clubs, including clubs for sports, cookery, first aid and rock-pooling. Many parents and carers who responded to the online survey, Parent View, commented that their children ‘are thriving’ at the school and value the extra-curricular opportunities available. We have a strong take up of the above work and we make particular efforts to ensure the most disadvantaged benefit from this work.</p> <p>The Skills Progression Curriculum encourages the children to develop their resilience, confidence and independence.</p> <p>We promote healthy lifestyles through food education and a range of sport and well-being activities e.g. weekly yoga and mindfulness sessions for all children, which we maintained through lockdown.</p> <p>We integrate learning skills and personal development in to the Mousehole curriculum explicitly. We have a consistent staff approach to behaviour management and modelling the behaviours we expect of the children.</p> <p>We are aware of the limited cultural, religious and ethnic diversity in our community and because of this, we make extra efforts to widen our pupil’s cultural experiences e.g. with city visits, European connections and links to other schools.</p> <p>We have links with a number of community events and organisations e.g. our community garden project.</p>

SDP Priority Area 3: Personal development				
Objective (link to evaluation)	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
Preparing pupils for life in modern Britain and developing their spiritual,moral,social and cultural development(4)	ST	<ul style="list-style-type: none"> <li>Build on links with St Pol De Leon church and Andrew Yates (priest) aand liaising regarding assemblies, celebrations and workshops to deepen religious and SMSC understanding in the pupils .Sept 2022 and ongoing</li> <li>Training for staff to implement and embed SMSC throughout their practice- Jan 2023</li> </ul>		
Implement a PSHE curriculum for the whole school	ST	<ul style="list-style-type: none"> <li>Buy Kapow PSHE curriculum to ensure consistency and progression of lessons being taught throughout the school. Sept 2022</li> </ul>		
Implementation of Year 6 leader roles and school parliament. (3 and 4)	ST/ Prime minister	<ul style="list-style-type: none"> <li>Hustings assembly -pupils present to whole school on roles they would like and the skills they have identified for that role.Sept 2022</li> <li>School parliament representitives from each class oct 2022</li> <li>Parliament meetings half termly with headteacher</li> </ul>		
Develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy (1,2,3 and 4)	ST/All staff	<ul style="list-style-type: none"> <li>Build on Skills Progression through weekly assemblies and reinforcing them through lessons and behaviours around the school.</li> <li>Access to a wide variety of extra curricular clubs -ongoing</li> <li>Peripatetic music lessons-drums,keyboard,guitar and violin</li> <li>Woodland skills-Years 2, 4 and 6 termly</li> <li>Harbour skills</li> <li>Camps annually</li> <li>Presentation of project outcomes termly</li> <li>School productions-Christmas and Summer terms</li> <li>Weekly music sessions with Christine Judge</li> </ul>		



		<ul style="list-style-type: none"><li>• Hug room and TIS support available to children who are emotionally troubled.</li></ul>		
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Leadership and Management Self Evaluation

Focus	School Self Evaluation
<p>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 (1)</p> <p>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 (2)</p> <p>Leaders engage effectively with pupils and others in their community, including – where relevant – parents, carers, employers and local services (3)</p> <p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload (4)</p> <p>Leaders protect their staff from bullying and harassment (5)</p> <p>Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training (6)</p> <p>Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding, and promoting the welfare of learners (7)</p> <p>The provider has a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults (8)</p>	<p>Big changes in staffing have left gaps in subject leadership</p> <p>A clear curriculum overview in place with the 3 I’s, knowledge and skills progressions in place for each subje<sup>t</sup> area. Need to develop the planning proformas to include progression break down for each session. Class teachers produce weekly planning grids. Implementation of knowledge organisers,quizzes, learning journals would embed childrens memory</p> <p>Some subjects are good-History,Phonics,</p> <p>Subjects that need developing RE/PSHE/MFL/PE/DT many being taught through schemes(Kapow/Real PE).</p> <p>Pre covid the school had good links with parents and the community.</p> <p>Full supportive LGB and proactive chair of governors.</p>

<p>S175 completed, paper evidence of safeguarding record keeping, relevant safeguarding policies available on the website. KCSIE and Peer on Peer policies read and signed by staff at the beginning of each academic year.</p>
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SDP Priority Area 4: Leadership and Management, including strategic leadership of post Covid recovery				
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
Establish subject leaders (1)  The most effective Pedagogical practice is applied in all areas of the curriculum (2)	ST/AM	<ul style="list-style-type: none"> <li>• Prioritise subjects that don't yet have specific leaders for allocation. Oct 2022</li> <li>• Teachers to be consulted on the leadership model which delivers the outcomes required whilst being mindful of additional workload. Nov 2022</li> <li>• Plot termly monitoring (including pupil voice) for the newly led curriculum areas. Include governors for subject reviews. Nov 22</li> <li>• Leaders encouraged to become involved in CPD opportunities for subject leadership that exist within TPAT or that are available from providers (Kapow) and ensure that learning is disseminated.</li> <li>• Embrace whole school focus on dialogic talk and oracy and consider how strategies will work within wider curriculum subjects to enhance memory of content. Training plan from Nov 2022</li> <li>• Reflect on best practice identified in ensuring adaptation and provision for SEND within the curriculum</li> <li>• Leaders to identify examples (case studies) of best practice for SEND provision within their subjects. Dec 2022</li> </ul>		
Re-establish links with parents and the community (3)	ST/Staff	<ul style="list-style-type: none"> <li>• Introduce weekly newsletter</li> <li>• Celebration assemblies with parents invited-weekly</li> <li>• Links with Solomn Brown Hall/ Community Garden Sept 2022</li> <li>• Seesaw communication daily with class teachers and HT</li> <li>• Coffee morning to introduce new HT/SENCo and discuss FROMS Sept 2022</li> <li>• Re introduce Jumping Mice to encourage pre school children (1+years )to join the nursery building NOR Oct 2022</li> <li>• Working with Andrew Yates and St Pol de Leon Church in Paul</li> <li>• Taking part in local celebrations-Ongoing</li> <li>• Working with experts in project launches/outcomes</li> </ul>		

		<ul style="list-style-type: none"> <li>• Re establishing FROMS Nov 2022</li> <li>• Design and develop a new website with eschools to promote school profile and keep school community updated with relevant information.</li> </ul>		
Develop the communication with staff (4)	ST/AM	<ul style="list-style-type: none"> <li>• Weekly timetabled staff meetings on the calendar with a focus</li> <li>• Monthly meetings with Teaching assistants</li> <li>• Weekly board in staff room for all to see what/where etc is happening that week</li> <li>• Clear procedures in place for staff absences/sickness Oct 2022</li> <li>• Policies flagged and available Sept 2022</li> </ul>		
<p>Governors have understanding and overview of the leadership of the entire curriculum. Governors involved in the leadership and evaluation of implementation and impact</p> <p>Governors will need to have awareness of the subjects within the wider curriculum that still require development. (6)</p>	ST  ST	<ul style="list-style-type: none"> <li>• At FGB inform governors of the focus subject areas for 2022/23, reflecting TPAT focus subjects. Nov 2022</li> <li>• Assign a governor responsibility for the leadership of each subject with the expectation that they will attend subject review and liaise with the subject leader/team regularly and report at FGB level. Nov2022</li> <li>• Governor to have input or knowledge of the individual subject action plans – from termly meetings and linked to gov monitoring plan</li> <li>• Ensure that governors assigned to subject area are of SEND adaptation within the subject Nov 2022</li> </ul> <p>Governor to be aware of the CPD that is taking place to support the subjects development.</p>		
A formalised structure for governor involvement and leadership of safeguarding is in place. (7)	ST	<ul style="list-style-type: none"> <li>• Safeguarding lead governor/team along with DSL assess a system and timetable for safeguarding supervision that includes governance more effectively and systematically.</li> <li>• Governor and DSL lead meet in autumn 1 to produce a supervision overview as part of the S175 action plan to include safer recruitment, SCR checks, CPOMS update,</li> </ul>		

A secure safeguarding recording system in place.(8)	ST	<ul style="list-style-type: none"> <li>• Implement CPOM's as a secure platform for safeguarding</li> <li>• Training for staff to use CPOM's Sept 2022</li> <li>• Online safety training and assessment for children through Natterhub</li> </ul>	Buy CPOM's  Sept 2022	
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Early Years Self Evaluation

FOCUS	School Self Evaluation
<p>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 (1)</p> <p>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 (2)</p> <p>Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS. In Reception, staff teach children to read systematically by using synthetic phonics and books that match the children's phonic knowledge (3)</p> <p>Staff develop children's communication and language through singing songs, nursery rhymes and playing games (4)</p>	<p>General evaluation of EYFS but also this needs to be cohort specific after baseline.</p> <p>Our early year's outcomes have historically been lower than national and local averages. There had been a trend of steady improvement over the last few years with our 2019 GLD figures being better than local and national averages. However it dropped to 41% in 2022. This could have been due to staff sickness for a long period of time and the impact of covid.</p> <p>Outside learning environment has few resources and currently no cover to access through all weathers.</p> <p>Mousehole Mice had become part of the school in 2020. Need to now work as a unit with Dinghy class(reception) to ensure progression.</p> <p>Implementation of Little Wandle phonics has had an impact on learning.</p>

<p>Staff develop children's love of reading through reading aloud and telling stories and rhymes (5)</p> <p>Children demonstrate their attitudes and behaviours through the key characteristics of effective learning: (6)</p> <p>playing and exploring</p> <p>active learning</p> <p>creative thinking and thinking critically</p>	<p>Staff immerse children in communication and language through, singing rhymes, songs and playing games. Use of daily story telling and rhymes has extended childrens vocabulary.</p>
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SDP priority Area 5: Early Years				
Success Criteria <i>How will we know we have met the SDP priority?</i>	EYFS children will have been exposed to an exciting, challenging progressive curriculum that provides them with the skills and knowledge to give them the necessary foundations for the rest of their schooling. The children will be achieving expected or above in all their ELG's in July 2023.			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
Continuous provision will be embedded in the EYFS curriculum (6)	SE/ESP	<ul style="list-style-type: none"> <li>Exciting learning environments where children are able to access their learning through planned engaging, challenging activities</li> <li>Observe continuous provision in other settings</li> <li>TPAT inset</li> </ul>	Oct 2022  Leadership time  31.10.22	
Children will be achieving expected in line with National	SE/ESP	<ul style="list-style-type: none"> <li>Implementation of Arbor assessment- Half termly assessments</li> <li>Sharing data with staff/SENCo-looking for trends and areas for support to keep children on track.</li> <li>Baseline assessments</li> </ul>	Sept 2022	
Planning will be consistent across the whole EYFS unit-Mouse Mice and Dinghy Class  (1,2 and 3)	SE/ESP/JS/MH	<ul style="list-style-type: none"> <li>Joined Mousehole Mice Pre School and Dinghy's (EYFS) to form a unit whereby the nursery assistants have chance to plan alongside the EYFS teachers to ensure consistency and continuity.</li> </ul>	Sept 2022	
Implement Tapestry to record and share the children's learning with parents	SE/ESP/JS/MH	<ul style="list-style-type: none"> <li>Introduced Tapestry Online Learning Journals to record children's experiences, development and learning journey which can be shared with parents.</li> </ul>	Sept 2022	
Develop EYFS Leads curriculum knowledge (2)	SE/ESP	<ul style="list-style-type: none"> <li>Visit other schools to deepen subject knowledge/practice.</li> <li>Form a hub between Alverton/Newlyn and Mousehole to share expertise, resourcing and planning.</li> </ul>	Oct 2022  Leadership time	



Develop early phonics (3)	SE	<ul style="list-style-type: none"> <li>• Delivery of phonics training to JS and MH in Mousehole Mice to implement lessons with the nursery children.</li> </ul>	Oct 2022	
Development of the outside areas to provide a stimulating and practical environment for both settings.	SE/ESP/JS/MH	<ul style="list-style-type: none"> <li>• Action plan to build resources throughout the year to provide adequate outdoor provision Oct 2022</li> <li>• Fundraising (FROMS) Jan 2023</li> <li>• Hold a community day to clean,tidy,mend,paint,plant outside areas Spring 2023</li> </ul>		

