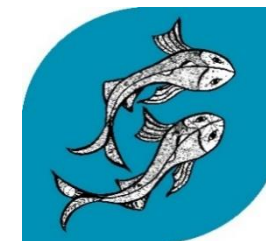


School Improvement Plan Academic Year - 2022 – 2023

Data Highlights End of Key stage 2 2021 – 2022



Reading, writing and maths combined

The national average is 59% for age related expectations (ARE) and 7% for greater depth standard (GDS). As a school, we were above the national average with 80% ARE but unfortunately 0% at GDS.

Mathematics

Within mathematics we exceeded the national average with 100% of our children achieving ARE comparatively with 71% nationally. Our average scaled score is also higher, as you would expect, and significantly higher in girls' mathematics. Girls' mathematics has historically/fundamentally been lower than that of boys nationally but we 'buck that trend' considerably at St Levan.

Writing

Writing is teacher assessed and we exceed national averages quite considerably at ARE. My only concern would be 'do we have enough evidence to back up these results?' We've been gathering evidence from the beginning of the Autumn term. We have also kept old books to enable us to show evidence from the past year's if need be. Unfortunately, we also achieved 0% girls GDS writers.

Reading

We were lower than national averages for boys reading and GDS for boys and girls. This coming academic year, our year 6 cohort are all girls so this trend will not feature but we must be mindful that our internal tracking takes this into consideration.

Overall

All in all, our key stage 2 results at the end of 2021 – 2022 showed a handful of good achievements. For me, our pupil tracking between key stage 1 and key stage 2 needs to improve and our GDS outcomes within the combined element and specifically girls GDS in writing.

Academic Year 2022 – 2023

Milestones

These milestones provide a basis to our achievements at all stages of our English and Maths curriculums across the school for this academic year.

Data Milestones

Reception – 4 x children

	Autumn	Spring	Summer
GLD (100%)	50%	75%	100%

Year 1 Phonics Screening – 3 x children

June 2023 – 100%

Year 2 EOY SATs – 7 x children

	Autumn		Spring		Summer	
	ARE	GDS	ARE	GDS	ARE	GDS
Reading	5/8 (63%)	2/8 (25%)	6/8 (75%)	3/8 (38%)	6/8 (75%)	4/8 (50%)
Writing	5/8 (63%)	2/8 (25%)	6/8 (75%)	3/8 (38%)	6/8 (75%)	4/8 (50%)
Maths	5/8 (63%)	3/8 (38%)	6/8 (75%)	4/8 (50%)	6/8 (75%)	4/8 (50%)

Year 4 Multiplication

	Autumn	Spring	Summer
Pass = 63%	3/8 (38%)	4/8 (50%)	5/8 (63%)

Year 6 EOY SATs – 7 x children

	Autumn		Spring		Summer	
	ARE	GDS	ARE	GDS	ARE	GDS
Reading	100%	2/7 (29%)	100%	5/7 (71%)	100%	100%
Writing	100%	2/7 (29%)	100%	5/7 (71%)	100%	100%
Maths	100%	2/7 (29%)	100%	5/7 (71%)	100%	100%

Internal tracking Year 2 – EOY 2022 – tracking through Year 3 2022 – 2023 – 6 x children

	Autumn		Spring		Summer	
	ARE	GDS	ARE	GDS	ARE	GDS
Reading	4/6 (67%)	2/6 (33%)	6/6 (100%)	3/6 (50%)	6/6 (100%)	3/6 (50%)
Writing	4/6 (67%)	2/6 (33%)	6/6 (100%)	3/6 (50%)	6/6 (100%)	3/6 (50%)
Maths	5/6 (83%)	3/6 (50%)	6/6 (100%)	3/6 (50%)	6/6 (100%)	4/6 (67%)

Our focus is obviously our year 4 multiplication outcomes this year. We have already planned for this with a daily allotted mental mathematics slot.

The sense from the data from last year and progressing into this academic year is specifically looking at our current GDS children, making sure they are still working at that standard and being challenged accordingly within lessons, taking this one step further to a specific focus on girls GDS writing. In Maths, essentially, we will be building upon the good work on times tables rock stars last year into this year, developing the usage further inside and outside of school. As a complete cohort, it's important to track last year's year 2's into year 3 and our current year 4's as they reflect the most affected by the pandemic and school closures/remote learning during this period.

Highlighted in green = already in place or carried out from the beginning of this academic year 04.09.22

Objective	Actions	Who	Impact
<p>Children's spelling knowledge is accurately and systematically taught and assessed with all strategies embedded into all areas of the school's curriculum.</p>	<p>Autumn</p> <p># Following on from the book monitoring in April 2022 and July 2022 to ensure all marking includes – first 6 misspelt words marked, all key vocabulary in all subjects is displayed in the classroom and year group specific spelling words are also displayed in the classroom – marking HFW becomes the priority.</p> <p># HT to monitor all books the week beginning the 19.09.22</p> <p># English Leader to monitor books 13/09/22</p> <p># All staff to monitor books for spelling, the week beginning the 3rd of October</p> <p># Jade Trenoweth conducting spelling school audit and baseline assessment 07/09/22</p> <p># Jade Trenoweth to deliver (based on the outcomes of the initial assessment) a weekly spelling intervention with highlighted children.</p>	<p>AF HT Spelling intervention – JT English Lead – JF</p>	<p>Spelling improves the writing outcomes within 90% of the children within the school which in turn adds to our evidence of writing outcomes.</p>

	<p># English Leader to work collaboratively with the HT to improve leadership capacity, develop their role and have a positive impact across the school.</p> <p># English Leader to write a half termly governors report either in document form or through a presentation in each meeting.</p> <p># English Leader (with the appointment of an ECT) is given a day and a half each week for their leadership time.</p>		
	Spring		
	<p># JT to conduct a baseline spelling assessment with the children highlighted from Autumn term either through the staff meeting, interventions or the first assessment</p> <p># 2 x Staff meetings to monitor writing in general with a focus on spelling</p>		
	<p>Summer</p> <p>Tba based on the Autumn/Spring term outcomes</p>		

<p>Ensure the numbers of children working at GDS in core subjects (Reading, Writing and Maths) is higher than LA and national percentages.</p>	<p># HT to conduct question level analysis on the SATs papers for Reading and Reasoning to highlight trends. The findings passed onto both Maths and English Leaders to conduct AF and use these as a thread for book moderations and lesson observations.</p> <p># Assessment leader to formally track internal data for reading, writing and maths every half term.</p> <p># Reasoning within mathematics lessons ensures children gain the knowledge and skills to discuss and justify mathematical outcomes and concepts. Books to show children's thought processes with simple levels of teacher/child led questioning.</p> <p># New process of child self-registration and morning routines are firmly in place to ensure teacher marking is fully responded to by each child.</p> <p># English and Mathematics leader to conduct lesson observations during their weekly leadership time to ensure these threads are apparent.</p> <p># Support from classroom LSAs and ECT allows structured specific intervention that improves all children's achievement at ARE and GDS</p>	<p>HT English Leader – JF Mathematics Leader – AF</p>	<p>We develop a school culture of immersive problem-solving, reasoning and justification throughout our school curriculum.</p> <p>The milestones indicated at the beginning of the SIP document are achieved throughout the year.</p>
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	<p># Book monitoring across the school conducted by HT, English leader and Mathematics leader.</p> <p># Lesson observations across the school conducted by HT, English leader and Mathematics leader.</p> <p># All three class teachers to effectively manage their time during the small units of additional non-contact time to their PPA or leadership time – Capoeira sessions, swimming, Cape Cornwall School Physical Education/Music lessons and John Brolly’s drama/music lessons. Specific interventions/teaching to be carried out during these times on focus children or groups.</p>		
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<p>To improve/enhance the reasoning and justification skills in mathematics to strengthen children's understanding of concepts.</p>	<p># Maths Leader actions based on the HT QLA from the SATs papers 2021 – 2022</p> <p># HT to support class teachers on a weekly/daily basis, within the mathematics lessons to facilitate a more effective and efficient teaching practice.</p> <p># HT will also assess the children's books he has worked alongside to model effective marking, assessment and feedback.</p> <p># Support from classroom LSAs and ECT allows structured specific intervention that improves all children's achievement at ARE and GDS</p> <p># Pupil conferencing conducted by governors on a half termly basis.</p> <p># Maths Leader to work collaboratively with the HT to improve leadership capacity, develop their role and have a positive impact across the school.</p> <p># Maths Leader to write a half termly governors report either in document form or through a presentation in each meeting.</p>	<p>HT Mathematics Leader – Af</p>	<p>Create a more holistic problem-solving/ justification mathematical process within lessons and our curriculum.</p>
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<p>To utilise all areas of the school (indoors/outdoors) so learning is consistently happening to sustain a good level of mental health for all</p>	<p># The school to facilitate a varietal and extensive club list.</p> <p># The school to strengthen the good links with the local secondary school at Cape Cornwall</p> <p># To be flexible with the timing of clubs – before school, lunch time and after school.</p> <p># To engage the parent community in the support and delivery of the running of our clubs.</p> <p># The newly elected school council to create a termly list of clubs from pupil voice discussions.</p> <p># JF to be trained as the school's mental health lead for the school community resourced by government grant funding.</p> <p># HT to audit the clubs to 'make sure' every child attends at least one club each week and to gather club information from its attendance.</p> <p># LSAs to begin to use alternative outdoor space during breaktimes and lunchtimes especially when lunch time clubs begin the week beginning the 12/09/22</p>	<p>All staff</p>	<p>Our ethos of inclusion and diversity is enhanced to create a positive mental health environment.</p>
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<p>To sustain and strengthen further the 'leadership at all levels' and specifically the embedment of our foundation subject curriculum</p>	<p># Adapt/amend/annotate all action plans for all subjects based on the previous year's experiences and the future for the subject.</p> <p># Implement Specialist teaching from secondary schools to immerse the children further into each specific subject.</p> <p># English and Mathematics leaders work collaboratively with the HT to develop their own leadership skills across the school.</p> <p># Subject leaders – HT and JT (PE) to observe and assess lessons during the week as an ongoing assessment system which will be recorded in the newly developed subject leadership folders.</p>	<p>All staff</p>	<p>We endorse leaders at all levels, but this will fully enhance it.</p> <p>A cycle of effective school improvement is created whereby school leaders are constantly reflecting and improving not only in their own classes but across the whole school.</p> <p>This is more dynamic and holistic. It is mainly provided by leaders given the time and the development of a 'questioning' culture.</p>
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<p>To sustain good levels of attendance</p>	<p># HT to distribute individual attendance letters before the October half term.</p> <p># Attendance to have a focal point on the weekly newsletter.</p> <p># Attendance to be part of the parent evening meetings after the October half term and the February half term.</p>	<p>All staff</p>	<p>The school achieves 96% plus for our whole school attendance.</p>
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To 'break down' the leadership objective from the above commentary into further segments it will ensure the foundation subjects are led effectively and seen as individual subjects which can be assessed in a more individual way.

Foundation Subject Leadership and Portfolios 2022 - 2023

	Autumn	Spring	Summer
<p>PSHE</p> <p>Through jigsaw, continue to enhance our children's ideas and thoughts post C19 to strengthen everyone's mental health and well-being.</p>	<p>AF to communicate with jigsaw lead to create a small schools plan for the resource.</p> <p>All staff to link this with the outdoor environment objective.</p>	<p>Create a link so a relationship is formed with the school's immediate outdoor environment.</p>	
<p>RE</p> <p>Implement an assessment system that's applicable to the subject content.</p>	<p>Staff meeting on 20/09/22 to discuss the most effective way of RE assessment for our children/school.</p>	<p>Create a link so a relationship is formed with the school's immediate outdoor environment.</p>	
<p>History</p> <p>Implement an assessment system that's applicable to the subject content.</p>	<p>Staff meeting on 20/09/22 to discuss the most effective way of Historical assessment for our children/school.</p>		
<p>Geography</p> <p>Enhance the school grounds to strengthen the fieldwork studies.</p>	<p>Create a link so a relationship is formed with the school's immediate outdoor environment.</p>		

	Staff meeting on 14/09/22 to discuss the most effective way of Geographical assessment for our children/school.		
<p>Music</p> <p>Enhance our curriculum with specialist teaching in key stage 2 from Cape Cornwall secondary school.</p> <p>Ensure there is a specialist 1:1 music teacher on site once per week.</p> <p>Ensure daily singing is delivered.</p>	Place on the CAPH bulletin a vacancy for 1:1 music tuition and forest school trained for 1 day a week.		
<p>DT</p> <p>Enhance the take up of the home learning projects.</p> <p>Continue to strengthen the links with Cape Cornwall secondary school.</p>	Create a link so a relationship is formed with the school's immediate outdoor environment.		

<p>Art</p> <p>Create/deliver a weekly art and craft club.</p> <p>Ensure governor involvement to enhance the curriculum.</p>	<p>Create a link so a relationship is formed with the school's immediate outdoor environment.</p>		
<p>Computing</p> <p>Strengthen links with Cape Cornwall school even further to enhance our curriculum.</p>			
<p>Mfl</p> <p>Implement the 'Go Cornish' strategy to inform/teach primary school children of the Cornish language.</p>			
<p>Science</p> <p>Ensure appropriate scientific language is used in the lessons accurately correlating with the correct year group.</p>	<p>Create a link so a relationship is formed with the school's immediate outdoor environment.</p> <p>HT to conduct a book look to monitor the scientific language used.</p>		
Overarching objective – Implement an appropriate bespoke assessment system for each subject.			

Staff meeting – 14.09.22 all staff discussed the way we assess Art, Geography, Science and DT

An outcome statement from the staff meeting -

‘At St Levan we will explore unique ways of assessing our foundation subjects each half term that supports all children on a learning journey which links concepts and is underpinned by our school values and the national curriculum.’

It's an exciting time to be at St Levan school! Through initial discussions/meetings/chats with Sharon, parents and our staff, I am beginning to explore and discover many exciting ways to evolve our fabulous school. We will of course continue to 'spin the plates' of good teaching, exciting learning and good outcomes at all stages of school formal moderation, under the broad umbrella of celebrating diversity, individuality and creativity in a supportive and nurturing environment – these are big plates to spin! We have added a scaffolding structure of 'leaders at all levels' last year, firstly within our foundation subjects but more importantly all staff now feel empowered and holistic in their approach. The formality and organisation of the key school drivers of safeguarding, health and safety and key documentation consistently provides the foundation to a safer working environment. We have the 'little' matter of reasoning in mathematics, spelling in all areas of our curriculum and maintaining good levels of school attendance to specifically work towards this year as I've listed in the above text.

In addition, my vision moving forward and to enhance our work even further to date - I would like our children to develop a lifelong relationship between themselves and the natural world. We already have this 'trait' in an abundance across the school in small individual pockets, it simply needs developing further. We are beginning to see a trend of a small number of parents/children enquire about our school and ultimately decide to enrol because they are simply looking for this 'celebrating diversity, individuality and creativity in a supportive and nurturing environment' atmosphere for their child. Society, since the pandemic is really focusing on well-being, mental health and the outdoors; again, something we already have in abundance at St Levan. Three children have started with us since the beginning of term for various reasons, but the common thread is they crave a school that supports individuality and creativity.

My missing jigsaw piece is this relationship with the outdoors. This 'forest school' ideal that seems to be a myth in other schools as the way forward because it will solve everyone's problems and we all live happily ever after. I do not want to segregate an afternoon/morning where we all go outside and learn and label it a forest school! We already have so much positivity within our school but not in our school community. What I mean by this, is that since the pandemic we've not returned to pre-pandemic community levels. I witnessed a simple cake sale on Monday 12th of September for literacy day that Jess had organised, and I've never seen so many parents on the playground at once, smiling, laughing and enjoying cake and each other's company. This needs to be reproduced, grasped and forged together. I don't mean let's hold a cake sale every week but foster an environment of sustainable and positive learning for our whole community. The results of the parent's survey in July 2022 showed every parent is extremely proud of our school and their children attend for the reasons of good teaching, exciting learning and good outcomes at all stages of school formal moderation, under the broad umbrella of celebrating diversity, individuality and creativity in a supportive and nurturing environment.

Our forest school ideal will provide the following to our school – resilience, confidence, independence, creativity, supportive risks, equality, uniqueness, exploration, discovery, choice and positive relationships with ourselves and other people. I propose that these skills/attributes can firstly become key learning drivers in our foundation subject curriculum. Therefore, within art, this Autumn term how can we plan for our children to learn within the subject of art within our immediate outside school environment displaying the characteristics listed above? Or Geography, or Science or DT? How can our parent and governor body enhance/support our quest for this outcome? Two parents have shown an interest in club support and delivery already this year! We need to work towards the implementation of outdoor learning and embed it sustainably. Through our staff meeting on 14th of September this was our main focus – assessment in foundation subjects. It was decided that our foundation subjects will be planned, delivered and assessed with more focus on the outdoor environment and our school values. Throughout the learning journey we will discuss the use of the forest school characteristics, so we are beginning to embed these aspects into our school life. We will constantly assess our plan with the aim to formulate a forest school aspect to our already positive school environment in 2023.