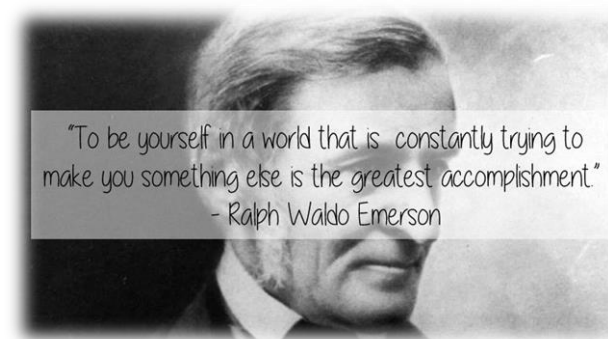




St Levan Primary School
where all children SHINE...for life



Celebrating individuality

Our Vision

At the centre of St Levan's vision is the knowledge that our children will one day be guardians of our world and it is our fundamental responsibility to inspire them to make it a world that they nurture and cherish. Our wish is to support children's natural instinct of awe and wonderment so all possibilities can be achieved and so doing they develop into critical and creative thinkers who can become pro-active citizens of the wider world. We are proud to uphold our core values through an immersive curriculum, enriched with outdoor experiences, that will enable the whole school community to be enhanced in every learning experience.

Our Aim

To develop kind, inquisitive and resilient individuals who are determined to shine for life by nurturing and encouraging **creative, kind** and **resilient** learners who are reflective, inquisitive and determined in all they do.

Our Outcome

By the time our pupils leave us at the end of Year 6, we are proud that they will be strong individuals who have an inner confidence and are compassionate, respectful and inclusive.



End of Year Data Projections

Reception	2 x children achieving GLD		
Year	ARE + Reading	ARE + Writing	ARE + Maths
1 – 4 children	75%	75%	75%
2 – 4 children	75%	50%	50%
3 – 8 children (7 children data)	86%	71%	100%
4 – 8 children (7 children data)	86%	86%	100%
5 – 8 children	63%	63%	63%
6 – 1 child	100%	100%	100%

School Improvement plan projection summary

It is key to enhance the achievements from the last academic year and build quite considerably on these secure foundations. We need to develop the use of our immediate grounds and our outside spaces to enhance our Geography, Science, EYFS curriculums and to a certain extent our love of reading ethos with our reading 'shed.'

Mathematical talk and poetry form another strand of enhancement that will certainly add to our both these curriculums but will equally be used as a vehicle for our spelling focus.

Leadership is long-standing but with an enhanced level of foundation subject leadership, mental health leadership and our newly elected governors this will certainly serve the school well and evolve it even further in the years to come.

With a planned structured pathway to good attendance and community values which is supported with good communication and safeguarding practices our systems and processes will be suitably positioned to underpin the learning of our children.

Impact

Academically, the impact of this school improvement plan will be measured here –

To further improve standards in writing and maths

To ensure greater numbers achieve GDS across the school with a particular focus on Y6/Y2

To continue to improve outcomes for those with SEND

To improve outcomes in phonics so that the school is at least in line with the national average

To continue to promote and improve rates of good attendance so that overall attendance is in line with the national average.

To ensure the quality of SMSC provision is consistently good

To ensure PSHE provision fully meeting the needs of all our pupils

To ensure that the welfare of staff is maintained and that their workload is reasonable.

To ensure the support for pupils' MHEW is good

To increase children's awareness of diversity and equality

To ensure all subject leaders understand their roles and carry these out effectively

To continue to ensure that safeguarding is effective across the school.

A collective approach

Within the discussion processes of the inset day on Monday 4th September and the governor's business meeting on Tuesday 5th September this school improvement plan has been moderated and scrutinised with every taking a part within it. It is also important

to know; many key documents created the initial objectives that were both internal and external moderations. These are listed at the end of the document and available if needed directly from the senior leadership team.

Evaluation

The evaluation process will begin as soon as possible with a number of monitoring processes already planned for the coming academic year.

Whole school safeguarding training – Tuesday 12th September

Curriculum audit, support and mentoring from the local authority – Monday 18th September

Maths moderation – Year 2, 5 and 6 – Staff meeting – Thursday 21st September

Maths moderation – Year 1, 3 and 4 – Staff meeting – Thursday 28th September

Staff Performance Reviews – Thursday 16th November

Writing moderation – Year 2, 5 and 6 – Staff meeting – Thursday 14th December

Inset day – Our Curriculum – Thursday 4th January

Inset day – Writing moderation – Year 1, 3 and 4 – Friday 5th January

Maths moderation – Year 1, 2, 5 and 6 – Staff meeting – Thursday 25th January

Writing moderation – Year 1, 2, 5 and 6 – Staff meeting – Thursday 29th February

Writing moderation – Year 1, 3 and 4 – Staff meeting – Thursday 2nd May

With the added proposed governor meetings throughout the year – Tuesday 12th September 2023, Tuesday 28th November 2023, Tuesday 16th January 2024, Tuesday 12th March 2024, Tuesday 14th May 2024 and Tuesday 9th July 2024

Specifically, the staff meetings assigned for school improvement review are – Thursday 23rd November, Thursday 22nd February and Thursday 23rd May.

High Quality Teaching

Early Years Foundation Stage							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
To enhance our teaching within the EYFS provision and so it establishes firm foundations in literacy and maths that lead successfully into our year 1 curriculum.	Review and amend our newly developed early years policy to reflect the formal systems in place for structured learning.	SLT	Children will be directed to the right interventions to make effective progress (S+L and Autism).	Autumn 2	50% EYFS Policy newly in place October 2022	Progress meetings Thursday 16 th and 23 rd November 2023	
	Ensure assessment system can support the teacher to respond to children who need support to meet desired outcomes.	SLT	SLT will be able to track children's progress and focus on individuals during progress meetings.	Autumn 2	70% Tracking system already established in EYFS	Progress meetings Thursday 16 th and 23 rd November 2023	

	Enhance areas of the classroom are designed to support children's learning.	SLT	SLT will be aware of children's progress throughout the year so that adjustments can be made to teaching and learning.	Autumn - Summer	70% Learning environment already established	Staff meetings and SIP monitoring visits	
	Progress meetings are conducted with evidence of children's learning.	SLT	The percentage of pupils meeting end of year expectations will be sustained.	Autumn 2	0% Progress meetings new this academic year.	Progress meetings Thursday 16 th and 23 rd November 2023	
	Embed the RWInc phonics programme within the EYFS curriculum and timetable.	SLT	All EYFS staff to continue the work from July 2023 undertaking a series of development days and training.	Autumn 1 and 2	80% Phonics scheme in place for a considerable amount of time but all EYFS staff must continue with training and updates		

To create an EYFS outdoor area that complements classroom systems and supports all EYFS areas of learning in an inspiring way.	Create outdoor an area plan that encompasses all areas of learning.	SLT	Focus of learning will be obvious to people observing EYFS	Autumn 1	50% Learning environment enhanced July 2023	Staff meeting Thursday 21 st September	
	Review outdoor provision and audit equipment	SLT	Children will be focused on their learning activities whilst in the outdoor provision	Autumn 1	0% No current audit in place	Staff meeting Thursday 21 st September	

Our Foundation Curriculum							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
To ensure our established curriculum continues to evolve over time.	Interweave outdoor learning throughout our school ethos and curriculum. HT to visit Gwinear school to observe good practice.	SLT/Governors	Each class teaches Maths/English 1 lesson per week outside.	Autumn 1 and 2	0% Outdoor learning exists sporadically	Staff meeting minutes Governor visits Pupil progress/conferencing.	
	Establish the formation of knowledge organisers for the children at the beginning of each new topic.	SLT	All children's learning is enhanced further by engaging each child with a 'hook' and learning journey.	Autumn 1	50% Learning journeys and review classroom materials were implemented in 2023	Pupil voice Governor visits	

	All foundation subject leaders to implement 'learning ladders' to inform the process of the curriculum delivery across each class.	HT	Subject leaders ensure our curriculum is broad and balanced.	Autumn 1	0% Newly formulated idea for subject leaders.	Subject leaders monitoring. Governor visits. Subject leader folders.	
	To implement a mentoring coaching professional model for class teachers to support the school with the curriculum delivery as part of the school's professional development programme.	SLT	All staff undergo specific curriculum development and leadership under the watchful eye of the local authority.	Autumn - Summer	0% Newly formulated action for teacher career professional development Curriculum in place for 2 years now CPD to ensure in evolves.	Subject leaders monitoring. Governor visits. HT report to governors.	

To develop History across the whole school.	To create a vocabulary progression document to enhance learning in each class.	History Lead	A concise progression of vocabulary document ensures ease of vocabulary knowledge and use.	Autumn 1	20% Progression document exists for t and L but not vocabulary.	Document showing vocabulary progression.	
	Making sure children have repeated encounters with a wide range of important concepts in a number of different contexts and providing rich stories and contextual details about the past to make abstract ideas more meaningful.	History Lead	Within History lessons it is clear all children review and revise concepts over a period of time. Texts used in lessons provide a backdrop of historical information for children to understand.	Autumn 1 and 2	80%	Lesson observations Governor visits Staff meetings Book moderations	

	To ensure disciplinary and substantive knowledge are fundamental to all Historical sessions.	History Lead	Within History lessons it is clear all children understand each knowledge type and it is clearly evident children show progression in both equally.	Autumn 1 and 2	80%	Lesson observations Governor visits Staff meetings Book moderations	
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To develop Geography across the whole school	<p>Ensure that geography field work is used to engage children with real-world learning, offers purposeful data collection, connects children to their local environment and helps explain the often 'messy' nature of geography in the real world to compare this to theory, and therefore deepens children's understanding</p> <p>It also promotes curiosity, vocabulary acquisition, creativity and critical thinking.</p> <p>And, provides a genuine context for geographical skills and enquiry.</p>	Geography Lead	<p>Within Geography lessons it is clear all children understand each knowledge type and it is clearly evident children show progression in both equally.</p>	Autumn and Spring	<p>50%</p> <p>Field work is evident but there is a need to enhance.</p>	<p>Lesson observations</p> <p>Governor visits</p> <p>Staff meetings</p> <p>Book moderations</p> <p>More importantly,</p> <p>Our immediate grounds become Geographical observation areas.....</p>	
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To enhance Science across the whole school.	<p>Ensure that all pupils have enough opportunities to take part in high-quality practical work that has a clear purpose in relation to the curriculum.</p> <p>Ensure that the science curriculum is planned to take account of what pupils learn, particularly in mathematics.</p>	Science Lead	Within Science lessons it is clear all children use their mathematical skills in Scientific tests and experiments which include the outdoors.	Autumn - Summer	<p>50%</p> <p>Field work is evident but there is a need to enhance.</p>	<p>Lesson observations</p> <p>Governor visits</p> <p>Staff meetings</p> <p>Book moderations</p> <p>More importantly,</p> <p>Our immediate grounds become Scientific experiment areas.</p>	
To develop Physical education across the whole school.	<p>Capoeira lessons include a specific gymnastics/dance element.</p> <p>These lessons will create an end of half term performance to parents.</p>	PE Lead	Within Capoeira lessons it is clear all children develop gymnastics and dance skills.	Autumn - Summer	<p>80%</p> <p>Capoeira is a long-standing element of the school.</p>	<p>Lesson observations</p> <p>Governor visits</p> <p>Staff meetings</p>	

	Swimming lessons for every child will increase from a term to half an academic year. Within these lessons, specific swimming awards will be gained and celebrated at school.	PE Lead	Swimming lessons award progression and skill within the water.	Autumn - Summer	80% Swimming is a long-standing element of the school.	Lesson observations Governor visits Staff meetings Celebration assemblies	
Further develop assessment of PSHE across the school using Jigsaw formative assessment activities and the summative assessment document.		PSHE Lead		Autumn - Summer	80%	Lesson observations Governor visits Staff meetings Celebration assemblies	

Reading							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
To enhance the reading provision across the school.	<p>Phonics - Revise what makes good paired/partner reading.</p> <p>Create success criteria for this with pupils and model it so pupils know exactly how to support one another during this time.</p> <p>Teach them stock phrases to support to support their partners e.g. Try Fred Talk; Look carefully at the letters; Did that word make sense? What was that page about? etc.</p>	English Lead	Within Phonics lessons it is clear all children understand each knowledge type phrase and it is clearly evident children show progression.	Autumn 1 and 2	80%	<p>Lesson observations</p> <p>Governor visits</p> <p>Staff meetings</p>	
	Consider joining the Poem a Day Project to further deepen children's knowledge of poetry and language development.		Within writing moderation sessions poetry is evident throughout the books of every child.		50%	<p>Lesson observations</p> <p>Governor visits</p> <p>Staff meetings</p> <p>Book moderations</p>	

	The mini library in the class could be developed to include a display of recommendations and book reviews (although this has been started with a wonderful art book).		Book recommendations display/Reading Rivers		70%	Governor visits Staff meetings	
	Create the book sections to be clearly labelled to aid children when selecting books. Develop the magazine section to include a wider variety such as The Phoenix and National Geographic for Kids.				705	Governor visits Staff meetings	
	Parental engagement with reading: <ul style="list-style-type: none"> Track parental engagement with reading/events across the year Leaflet clearly explaining the different book bag books (Choughs) Audiobooks		Phonics open morning RWI leaflet out asap Use audiobooks in class	Autumn - Summer	80%	Governor visits Staff meetings	

	Foster the love of reading ethos <ul style="list-style-type: none"> • Reading shed (decoration, engagement, suggestions box) • Reading club (magazine tasters, signage, pupil voice) • Reading rivers Embed Whole School Reading Time (WSRT)		National Literacy Day Book recommendations display/Reading Rivers		90%		
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Writing							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
Children's spelling knowledge is accurately and systematically taught and assessed with all strategies embedded into all areas of the school's curriculum.	Raise number of pupils writing fluently across the school	Writing lead	Spelling improves the writing outcomes within 90% of the children within the school which in turn adds to our evidence of writing outcomes.	Autumn - Summer	70% Main area of our school improvement plan from last year was spelling and it has been improved	Writing Leader reports to governors English Governor visits Writing moderation Thursday 14 th December – Staff meeting Friday 5 th January 2024 – Inset day Thursday 2 nd May 2024 – Staff meeting	

	<p>Embed progression document appropriate to our small school, mixed age setting</p> <p>And ensure Poetry is included and implemented effectively.</p>	Writing lead	Poetry writing	Autumn - Summer			
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Maths							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
To enhance our mathematics provision by the explicit teaching of mathematics inside outside the structured mathematics lesson.	Ensure explicit mathematics talk within the maths lesson is centred around problem solving where appropriate. Analyse through pupil conferencing and lesson observations mathematical talk and discussion – mainly in KS2	Maths Lead	With the explicit teaching of mathematical concepts, vocabulary, connectiveness and teacher led problem solving (initially) all children maintain and increased knowledge of mathematical skill.	Autumn 1 and 2	70%	Lesson observations Pupil conferencing Governor visit reports	

	Structure mathematics talk outside of the lesson using storybooks and general instructional games. Analyse through pupil conferencing and lesson observations mathematical talk and discussion – mainly in EYFS and KS1		With the explicit teaching of mathematical concepts, vocabulary, connectiveness and teacher led problem solving (initially) all children maintain and increased knowledge of mathematical skill.		40%	Lesson observations Pupil conferencing Governor visit reports	
	To enhance our Mathematics working walls. Starting point pupil conferencing – What will support you in maths lessons?		It is evident that children use the mathematics working wall within the lessons.		70%	Lesson observations Pupil conferencing Governor visit reports	
	Promote the use and integration of manipulatives and representations within mathematics lessons. Analyse through pupil conferencing and lesson observations the use of mathematical manipulatives and representations.		It is evident that children use mathematical manipulatives and representations within the lessons.		50%	Lesson observations Pupil conferencing Governor visit reports	

Assessment							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
To build upon the accuracy and suitability of our formative and summative assessments.	Ensure assessments are accurate and are moderated over a period of time.	SLT	Clear learning objectives and success criteria are well suited to each child's ability for each lesson.	Autumn 1	90% Established processes	Lesson observations – HT Wk 2 - Lesson observation 1 Math focus Wk6 - Lesson observation 2 English focus in Autumn 1 Staff meeting moderations 21 st September 28 th September 14 th December 25 th January 2 nd May Pupil voice	

	Ensure the accurate use of assessment for tracking progress, target setting and identification of next steps.		Pupil progress in English and mathematics are tracked thoroughly and data used proactively to make decisions about T&L /intervention.	Autumn 1	90% Established processes	<p>Lesson observations – HT Week 2 - Lesson observation 1 Math focus Wk6 - Lesson observation 2 English focus in Autumn 1</p> <p>Staff meeting moderations 21st September 28th September 14th December 25th January 2nd May</p> <p>Pupil voice</p>	
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	Ensure accurate assessments in books identify the next steps in learning that individual pupils need to take in order to sustain good progress.		The quality of marking is clear so pupils know about how well they are doing and what they need to do to improve.	Autumn 1	90% Established processes	<p>Lesson observations – HT Week 2 - Lesson observation 1 Math focus Wk6 - Lesson observation 2 English focus in Autumn 1</p> <p>Staff meeting moderations 21st September 28th September 14th December 25th January 2nd May</p> <p>Pupil voice</p>	
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Safety, Personal Development with Wider Strategies

Foundation subject leadership							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
For foundation subject leaders to triangulate all sources of evidence and respond with evidence informed actions	Subject leaders complete action plans following previous years monitoring reports, data and feedback from external professionals	SLT	Subject leaders will demonstrate good knowledge of children's performance within their subject	Autumn 1	70% Action Plans in place last year to be reviewed and amended.	Governor meetings minutes of visits and challenge.	
	Termly monitoring reports generated from a range of sources	SLT	Subject leaders will know the impact of any initiatives/improvements/changes they make like knowledge organisers and learning ladders.	Autumn 2	70% Action Plans in place last year to be reviewed and amended.	Governor meetings minutes of visits and challenge.	

	Staff meeting schedule to follow priority actions determined by SLT	SLT	SLT will be aware of children's progress throughout the year so that adjustments can be made to teaching and learning.	Autumn - Summer	70% Action Plans in place last year to be reviewed and amended	Staff meetings and SIP monitoring visits	
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Mental Health							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
Ensure the broad and immersive mental health provision is enhanced.	Continue to embed ELSA <ul style="list-style-type: none"> New referrals in Sept (at least one) 	Mental Health Lead	ELSA sessions have been in place since January within professional development ELSA is equipped with time, training and resources.	Autumn - Summer	95%	Pupil safety questionnaires outcomes show children feel safe.	
	Continue to embed EMHP <ul style="list-style-type: none"> Audit Wellbeing ambassadors (see below) Time for MHL to meet with EMHP weekly 		EMHP has been coming into school since June. Planning meetings between MHL and EMHP ensure consistency.		80%	Pupil safety questionnaires outcomes show children feel safe. Parents and families use the support provided.	

	Wellbeing ambassadors <ul style="list-style-type: none"> • EMHP to train Yr5 as wellbeing ambassadors with 'decider skills' • Wellbeing ambassadors take a lead for wellbeing across the school • Was train next year's Was halfway through the year 		Mental wellbeing is explicitly represented via pupil voice.		10%	Well-being ambassadors are established.	
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Governors							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
For governors to have an accurate understanding of the school's effectiveness and individual subject effectiveness	Assign governor responsibilities	Governors	Minutes of governor meetings will demonstrate knowledge gained by visits	Autumn 1	70% Established governing body with newly added members	Reviews at Governor meetings Impact and evaluation for SIP and subjects Governor monitoring reports	
	Prioritise monitoring with improvement areas with highest relevance or importance	HT	Governors will have a knowledge of the school's effectiveness	Autumn 1	70% Established governing body with newly added members	Reviews at Governor meetings Impact and evaluation for SIP and subjects Governor monitoring reports	

	Governors to arrange monitoring with responsible staff member using contacts list.	Governors	Teacher and Governor monitoring meetings will be established and conducted	Autumn 1	70% Established governing body with newly added members	Reviews at Governor meetings Impact and evaluation for SIP and subjects Governor monitoring reports	
	Governors will be able to moderate against curriculum policies.	Governors	Minutes of governor meetings will demonstrate knowledge gained by visits	Autumn 1	70% Established governing body with newly added members	Reviews at Governor meetings Impact and evaluation for SIP and subjects Governor monitoring reports	
	Governor monitoring staff meetings to be organised.	HT	Triangulation of evidence for school improvement	Autumn 1	70% Established governing body with newly added members	Reviews at Governor meetings Impact and evaluation for SIP and subjects Governor monitoring reports	

	Governors complete monitoring visit forms and share at subsequent meetings.	Governors	Evidence of governor challenge within the minutes	Autumn 1	70% Established governing body with newly added members	Reviews at Governor meetings Impact and evaluation for SIP and subjects Governor monitoring reports	
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Safeguarding							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
To enhance our safeguarding practices even further to ensure everyone's continued safety.	Implement a succinct and simple procedure for an immediate invacuation or lockdown situation with the use of the walkie-talkies. Discussion, led by school secretary, the walkie talkie procedure for the school site to 'quickly' move from outside to inside the school into a lockdown situation.	CC/HT	At least 1 practice has been held. Moderate practices and streamline where possible.	Autumn 1	50% Critical Incident Plan implemented 2022 – 2023 academic year.	Safeguarding governor to observe a practice and feedback to the board.	
	Implement a frequent communication of safeguarding between all parties.	AF/HT	DSL and DDSL meet on a fortnightly basis to discuss 'watching brief' families and children.	Autumn 1	80% Discussions have always been held but this will structure and formalise the communication.	Confidential notes on My Concern school's portal and the watching brief document.	

	<p>Introduce and create exit interviews for the Year 6's 2023.</p> <p>HT to contact existing parents of Year 6's that left last July 2023.</p>	HT	All children exiting the school show positive safety viewpoints.	Autumn 1	<p>0%</p> <p>Recommendation from our January safeguarding visit.</p>	Safeguarding governor to audit the responses and feedback to the board.	
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Attendance							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
All children within our fulltime cohort (Non-flexi-school children) achieve an attendance of 96%+	The school's attendance policy reviewed, revised and scrutinised by all staff and governors and implemented by the end of the first week of the Autumn term 2023.	SLT/Governors	Levels of attendance are 96%+	Autumn 1	90% Additional item to be added from the EWO visit in January 2023	Governor's business meeting Tuesday 5 th September 2023	
	Attendance update letters to be sent out at a half termly frequency informing parents of the attendance rate for their child over that period of time (see yearly organiser for information.	HT	Levels of attendance are 96%+	Autumn 1 and 2	80% Attendance letters have gone out sporadically plus the inclusion of school reports.	Parent consultation meetings Week beginning – 6 th November and formal reports the week beginning the 8 th of July 2024. Weekly meeting HT and Chair of Governors	

	Current interventions of the school's overall attendance weekly data to be included within the school weekly bulletin, the use of breakfast club and the array of morning and after school extra-curricular activities to continue to enhance all children's punctuality and attendance.	SLT/Governors	Levels of attendance are 96%+	Autumn - Summer	90% It is 90% because we would like to create more before school clubs to aid punctuality and therefore attendance.	Weekly meeting HT and Chair of Governors Plus, all meetings during a week.	
	Attendance to be a standing item on all meetings – staff briefing on a Monday morning, Staff meeting, governor's meeting and all parent consultations.	All staff	Levels of attendance are 96%+	Autumn - Summer	80% Will now be included in the staff weekly briefing and parent consultations.	Weekly meeting HT and Chair of Governors Plus, all meetings during a week.	

All Flexi-schooling contracted children to achieve 75%+ attendance.	The school's attendance policy and Flexi-schooling policy to be reviewed, revised and scrutinised by all staff and governors and implemented by the end of the first week of the Autumn term 2023.	SLT/Governors	Any child with a below 70% attendance for the period of the half term, the parents will be asked to contact the school so support, intervention and a planned improvement will/can be offered by the Attendance leader and class teacher via a formal meeting. Levels of attendance are 75%+	Autumn 1	90% Additional item to be added from the EWO visit in January 2023	Flexi-schooling children's progress/attainment to be highlighted as a unique cohort to inform a termly moderation of their attainment within Reading, Writing and Mathematics. This moderation will be communicated within the HT report within every	
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	Attendance update letters to be sent out at a half termly frequency informing parents of the attendance rate for their child over that period of time (see yearly organiser for information of the dates of Flexi-school provision meetings.)	HT	Any child with a below 70% attendance for the period of the half term, the parents will be asked to contact the school so support, intervention and a planned improvement will/can be offered by the Attendance leader and class teacher via a formal meeting. Levels of attendance are 75%+	Autumn 1 and 2	80% Will now be included in the staff weekly briefing and parent consultations.	governor's meeting.	
	Immediately establish Flexi-schooling work folder.	JL	Flexi – school leadership folder established alongside the other subject leadership folders.	Autumn 1 and 2			

School Culture and Values							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
Improve the school's culture provision to increase the cultural capital children are experiencing in their learning.	Review our visits, visitors, talks, performances and exhibitions.	HT	Children will be able to discuss and recall knowledge from the curriculum and talks about artists, authors and significant people from a range of cultures.	Autumn 1	80%	Pupil voice Subject leadership monitoring Governor visits.	
	Review reading books to cover a more diverse range of authors and characters.	Reading Lead	Children will show enjoyment of curriculum subjects.	Autumn 2	60% Books were added in May 2023.	Pupil conferencing.	
	Reinstate singing assemblies	HT	Whole school singing on a Thursday afternoon with John Brolly.	Autumn - Summer	90% A continued strand.	Pupil voice	

Increase pupils' awareness of school values so that they can talk about them with greater confidence and display them at all times.	learning behaviour assemblies focusing on how improved attitudes can support accomplishing our goals.	HT	Schools values are shown through books, song and rewards systems during the weekly assembly timetable. Children will have a really focused attitude to learning.	Autumn 1	80% Celebration assemblies already in place.	Observations of teaching and learning Pupil feedback	
For child 'Subject Ambassadors' to be able to positively talk about their subject and inform subject improvements	Children apply for subject ambassador places	HT	Subject Ambassadors will be able to communicate positive aspects of their subject.	Autumn 1 and 2	0% Completely new	Governor visits	
	Subject leaders review applications and interview candidates where applicable	HT	Subject ambassadors will be able to support subject leaders with implementing pupil voice.	Autumn 1 and 2	0% Completely new	Governor visits	

	Initial assembly to promote subject ambassadors.	HT	Subject leaders will utilise subject ambassadors to support them in their role.	Autumn 1 and 2	0% Completely new	Governor visits	
	Subject ambassador awards ceremony.	HT	All subject ambassadors will feel valued.	Autumn 1 and 2	0% Completely new	Governor visits	
To improve the quality of the school's lunchtime experience leading to good social development	<p>Review school menu to incorporate healthy choices and greater variety.</p> <p>Reduce processed food intake and promote healthy options.</p> <p>Staff encouraged to eat with children to promote good table habits.</p> <p>Introduction of parent lunch invitation days.</p>	HT and Catering Staff	Children will enjoy their lunchtime experiences.	Autumn 1	80% Lunchtime is a good experience for everyone but another enhancement.	<p>Family Lunch Days –</p> <p>Friday 8th March and Friday 14th June 2024</p>	

Communication							
Target	Action	Responsibility	Success criteria	Timescale	Completed percentage and reasoning	Impact and monitoring	Evaluation of impact
To establish new operational routines to create a collective endeavour for school improvement and improve delegation	Update yearly overview to include Staff meetings, staff briefings, staff development meetings and pupil progress meetings.	HT	Teachers to have an enhanced knowledge of children's performance data	Autumn 1	80% Added scrutiny to already established processes.	Staff and Pupil Progress meetings notes. Confidential staff development documents	
	Training requirements mapped out for the academic year with responsibilities.	HT	Key performance milestones will be identified leading to quicker/focused intervention	Autumn 2	80% Added scrutiny to already established processes.	Staff and Pupil Progress meetings notes. Confidential staff development documents	
	New progress meeting data proforma to be created looking at key milestone measures from a range of sources.	SLT	Progress meetings will be efficient and promote positive discussions	Autumn - Summer	80% Added scrutiny to already established processes.	Staff and Pupil Progress meetings notes. Confidential staff development documents	

	Staff meetings to examine key evaluation criteria within the SIP and drive actions forward.	SLT	Progress meetings will be efficient and promote positive discussions	Autumn - Summer	80% Added scrutiny to already established processes.	Staff and Pupil Progress meetings notes. Confidential staff development documents	
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The documents supporting this school enhancement plan are as follows –

Attendance
<p>Target support meeting notes and recommendations – Rita Rowson EWO 31/01/23</p> <p>Flexi-schooling policy – October 2022</p> <p>Attendance policy – September 2023</p> <p>The Key – Identifying push and pull factors of attendance</p> <p>Head teacher's attendance report 2022 – 2023</p>

Safeguarding
<p>Safeguarding Review at St Levan School – Visited on 26th January 2023 – By: Helen Trelease Independent Safeguarding Advisor – full report</p> <p>S175/157 Safeguarding self-assessment audit of statutory duties and associate responsibilities for schools in relation to 'Keeping Children Safe in Education' (KCSiE)</p>

Our curriculum	<p>Our curriculum policy October 2022</p> <p>Our EYFS curriculum policy October 2022</p> <p>Statements of Intent for every foundation subject</p> <p>Curriculum audit tool</p> <p>Head teacher's curriculum report with Ofsted recommendations</p>
Assessment	<p>Head teacher research and evidence report around teaching feedback and assessment</p> <p>Yearly overview – bare bones.....document</p> <p>Weekly detailed overview and timetable</p>
Maths	<p>Self-assessment guide to mathematics</p> <p>Head teacher's mathematics research and evidence-based report</p> <p>Research and analysis Coordinating mathematical success: the mathematics subject report Published 13 July 2023 – Ofsted</p> <p>Guidance School inspection handbook for September 2023 Updated 11 August 2023</p>
Reading	<p>St Levan Reading Visit 21st June 2023 (8.45am - 1pm)</p> <p>Pet Henshaw and Tre Christopher – Dandelion Learning</p>