



Annual self-evaluation of performance and progress: March 2024

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Contents

Page 1.

1. Introduction and summary of progress

Page 2.

2. Analysis of surveys

Page 5.

3. Evaluation and progress against priorities

Page 7.

4. Summary, conclusions and new priorities



1. Introduction and summary of progress

The previous academic year has been one of great success: there is much to celebrate, not least the high standards of the children's achievement, which are better than that nationally and better than local Richmond and Kingston averages. We were thrilled to find out that our results were the highest across all Kingston schools. In addition, this year we have wanted to make sure we further develop our curriculum offer to cater for all learners ensuring that significant gaps and barriers to educational success are addressed and diminished.

Nevertheless, we are not complacent. We are ambitious for all our children and want them to make the best possible progress whatever their background or learning needs. The annual self-evaluation report is an opportunity for us to take stock: consider what has been achieved and what we can do next to make St Luke's an even better place for our children to thrive. I would like to thank in particular parents, children and staff that have taken the time to complete questionnaires and provide feedback on the aspects of St Luke's they value as well as suggestions for how we can make improvements.

The purpose of the review is to summarise performance and progress made by the school over the previous year principally against the priorities set out in its partner document, the School Improvement Plan (SIP). The broad strategic priorities in the SIP last longer than a year and more specific actions are addressed on a frequent termly basis to ensure they are responsive to the context and changing circumstances.

This report begins with an analysis of surveys that were completed by members of the school community, including parents, staff and pupils. The questions in the surveys were identical to those that are used in OFSTED inspections as this enables an easy comparison of the survey results against other schools. This is followed by a summary of the progress made against last year's priorities. Finally, the key points are summarised and emerging priorities for the future development plan are identified.

The appendix highlights the outcomes from national tests and assessments.

Gareth Dutton
March 2024

2. Analysis of surveys

Parents' survey: As in previous years, we conducted a parent survey during the spring term. For the survey this year, we received 86 responses and I am pleased that parents' views overall continue to be highly complimentary about the school's work. 98% either agreed or strongly agreed that their child was happy in school, and 99% would recommend St Luke's to another parent. 100% agreed that pupils are well-behaved; 19% said their child had been bullied but of these parents there was an overwhelming feeling that the school had dealt with this quickly and effectively; 99% felt that concerns raised with the school had been dealt with properly.

Responses were positive in relation to teaching and learning. 98% agreed that St Luke's has high expectations for their children and 100% believed that their child does well at the school. Some 98% agreed that there is a good range of subjects available and 99% felt that the school supports their child's wider personal development.

Parents commented positively about communications. 99% agreed that the school makes them aware of what their child will learn during the year, and 97% stated that the school lets them know how their child is doing. Twenty-two respondents had children with SEND, and of those, twenty agreed that St Luke's gives them the support they need to succeed; two disagreed.

One area for the school to reflect on is in relation to children taking part in clubs and activities as 6% of parents disagreed with the statement. This was the statement where the percentage of positive responses was the closest to the national data (94% vs 93%).

When asked about the school's greatest strengths, many parents commented positively on staff at the school. Parents frequently comment on the friendliness of teachers and the support their children have received, the high standard of teaching and professionalism of the staff, good communications, high expectations of children and activities organised for children. Comments were also complimentary about the children's behaviour, school environments, wider opportunities, pastoral care and the supportive community feel of the school - *'My child has settled into school so well and has grown in confidence since starting developing strong friendships, knowledge and skills in all areas.'*

In response to a question about what might be improved, responses were varied and there was no consistent theme emerging apart from a growing number of parents desiring more choices for children's meals. There were also several comments about the school offering more spaces for our clubs and increasing the parent / teacher interview times.

Staff survey: There was a good response to the survey with 69% of staff members responding. The response reflected the range of staff employed.

100% of staff stated that they were proud to be a staff member at St Luke's, and 100% said they enjoy working here. 100% agreed that children are safe at the school, 100% felt that children's behaviour is consistently well managed, 100% agreed that bullying is dealt with effectively, 95% agreed that the school challenges all pupils to make at least good progress.

In terms of employee relationships, there was a strongly positive response to a question about feeling supported working in the school, with 70% strongly agreeing and 25% agreeing. Even higher proportions felt the school has a culture that encourages calm and orderly conduct. Responses to questions related to professional development were also very positive. Responses relating to staff morale were positive with 100% feeling that staff are treated fairly and with respect at the school. 100% agreed that leaders are considerate of staff's well-being and 100% agreed that leaders take workload into account when developing and implementing policies and procedures to avoid unnecessary burdens on staff.

In terms of our greatest strengths, staff commented on the school having high standards across different aspects of school life:

- *'All staff work hard to make sure every pupil is flourishing both academically and socially. It's a lovely school to work in and I feel most pupils enjoy coming to school to learn.'*
- *'Friendly, personable school with high aims and ambitions. Children are happy and the staff know the children well. Good focus on what the children need.'*
- *'This year's academic results are amazing but high priority is also placed on developing children who are well balanced individuals, encouraging the children to be the best they can.'*

There were equally positive comments made relating to staff supporting each other:

- *'I am so proud to work in environment where I feel a real sense of community amongst the staff.'*
- *'Close working relationships that allow for open and honest dialogue over teaching and learning practices as well as ways to support individuals.'*
- *'Community of staff, behaviour of children and quality of teaching.'*
- *'Working as a team & supporting each other.'*
- *'Staff always there for each other- good community spirit.'*

Staff also commented on the work of the leaders and the focus on wellbeing:

- *'St Luke's is a rare treasure of a school where I feel valued, fully supported and leaders are always approachable.'*

Suggested improvements included the physical environment, stream-lining our curriculum documents on our website and increase our unannounced class observations. Also mentioned was to improve our promotion of our character virtues so that children really understand what they are and how they can be shown in everyday life.

Pupil's survey: Children shared their views on St Luke's through two surveys. The first was an online survey completed by 215 children whilst the second was a collective survey completed in all classes.

98% of children responded that they would recommend St Luke's to a friend moving into the area.

100% of children enjoy school and the same percentage also enjoy their learning. Although the overall scores of these two questions were identical, a higher proportion of the children's answers were recorded as '*All the time*' in response to enjoying learning. This shows that the huge majority of children enjoy the learning process. Research has shown that children learn better when they're interested in the topic at hand. Interest helps them to think more clearly, and it allows them to build a deeper understanding of new material. It even helps them to remember more of what they have learned.

The large majority of the children responded positively to questions relating to teachers helping them to do their best (100%), teachers giving them work to challenge them (96%) and teachers listening to what they have to say in lessons (99%). The huge majority of children also felt that the school provides them with helpful information about their next steps (99%).

93% of children felt that behaviour of other pupils in their lessons is good, whilst 99% felt that the behaviour is good around the school. When asked if bullying is a problem at the school, the majority of children stated that '*it doesn't happen*' at St Luke's. For the small number of children who answered that bullying does happen at the school, there was an overwhelming feeling that teaching staff are good at resolving it.

99% stated that they felt safe when they are at school. School safety plays a crucial role in children's development and academic success. Children who feel safe at school tend to have better emotional health and take intellectual risks. It also helps to foster a school where genuine respect is the norm, and where all children feel they belong. Satisfyingly, 98% said that the school encourages them to look after their emotional and mental health as well as 100% feeling that the school encourages them to look after their physical health.

Children like many things about their school. In particular, they like the respectful and kind ethos of the school. The ethos helps to foster positive relationships as well as increasing children's success academically and with their responses to emotional triggers. Children also like learning new and interesting topics, participating in collective worships, going on lots of school trips, the outdoor facilities and having access to a good range of clubs.

Children thought of several improvements that would make St Luke's even better. Ideas included a school dog, new nets for our football goals, longer breaktimes, more trips, our own swimming pool, more worships, more books and bigger lunch portions for older children.

3. Evaluation and progress against priorities

In relation to the children

Emphasis on developing the whole child:

In the last year, we have increased our emotional health and wellbeing provision for children. This has helped children to learn effectively, cope with day-to-day challenges and develop into resilient learners. In addition to our established ELSA provision, we now have a Pastoral Leader who removes barriers for our most vulnerable children to enable them to access their education, without being disadvantaged in relation to their peers. The Leader is the link between school and home and they support children and their families through difficult periods. The leader also manages our integration with the Mental Health Support Team, who we have used to deliver evidence-based interventions for mild-to-moderate mental health issues. The recent pupil survey shows that 98% of children feel that the school encourages them to look after their emotional and mental health.

School clubs are, without a doubt, one of the best ways for children to learn new skills and make friends, whilst also being looked after in a safe environment. They are a great academic and social opportunity, encouraging children to thrive in a huge range of subjects and activities. Clubs at St Luke's are creative sessions providing fun and motivating ways for children to learn, play, develop new skills and gain new and exciting experiences. In the past year, we have continued to expand our club provision to include new and exciting opportunities for children to enjoy. Parents and children commented very positively on our club provision in the recent surveys and we will continue to develop our provision so that more children can access clubs across the school.

Children regularly take an active part in collective worship, particularly in delivering content. There is more work we would like to do with continuing to enrich our worship sessions including using children to plan and evaluate worships. We also would like to enhance our Christian distinctiveness, particularly with visitors entering the school plus we plan to develop a permanent prayer space for children to interact with on a daily basis.

Ensuring consistently high quality teaching and learning:

One of the school's aims is to provide a broad, balanced, enriched and inclusive curriculum for all pupils. There are considerable strengths in the teaching of our curriculum and teaching staff have an excellent knowledge of the curriculum areas. They maintain children's interest in all subjects and address any misunderstandings.

The core purpose of schools is to improve the lives of children through high quality of teaching and learning so that every child can achieve their potential. School leaders; therefore, have a responsibility to monitor the quality of teaching and learning. Effective monitoring contributes to establishing priorities for future improvement plans. Our monitoring process is supportive and encourages staff to work collaboratively. It values staff's work, provides an opportunity to discuss ideas and promotes consistency across the school. We have developed how our subject leaders monitor their subjects without significantly impacting on staff's workload. As a result of the effective monitoring, staff receive regular feedback to improve teaching and learning.

Staff are supported to provide Quality First Teaching (QFT) which emphasises high quality inclusive teaching for every child in the classroom. QFT relies on a variety of learning strategies in order to be effective, like adaptive teaching and the use of SEND resources. In short, QFT is an approach that highlights the need for a personalised learning experience and encourages greater inclusion of pupils with SEND needs. In the past year, staff have participated in QFT training on developing our teaching pedagogical approaches which support our learners so they can achieve the maximum outcome. We will continue our focus on QFT and we will start with sharpening our marking and feedback policy so that it is a streamlined process across the school with all pupils knowing what to expect.

Ensuring all pupils make good or better progress:

As mentioned at the beginning of this report, the school was tremendously pleased with our pupils' outcomes, which placed Luke's highest across the borough. The results also demonstrate that St Luke's continues to be a top performing school in the country. 87% of children achieved the Expected standard in reading, writing and maths, which was a lot higher than Kingston (68%), Richmond (73%) and National (59%) averages. This was also true in relation to our higher standards results too (33% vs 14%, 18% and 8%). Whilst other averages declined, St Luke's results either remained stable or increased.

We were delighted with our Value-Added progress scores which were all positive figures, which means that children achieved a higher grade than expected considering their respective starting points. St Luke's was judged as being 'above average' in reading (+4.6), maths (+5.0) and 'average' in writing (+1.8). The results underline not only the enormous potential that the children have, but also the quality of education that they receive at our school in preparing them for the future.

We have developed our use of our assessment tracking system and we use this effectively to review the progress that children are making and efficiently identify any groups of underperformance. We have also implemented Tapestry effectively across our Early Years department. This builds a very special record of a child's experiences, development and learning journey through Nursery and Reception classes. Parents are able to view their child's progress, the activities provided for them, and how much fun they're having, whilst also uploading their own comments and media. Tapestry has proven to be a valuable tool in capturing and sharing key learning moments and is very popular with our staff and parents.

In relation to the school culture and organisation	<p><i>Working to close the gap & overcome disadvantage:</i></p>
	<p>Identifying children to receive additional support continues to be a priority at St Luke's. We are an inclusive school committed to excellence, equity and wellbeing. Research suggests that classroom teaching has the greatest influence on pupils' learning of all education factors and that pupils from disadvantaged backgrounds will benefit even more than their peers from high-quality teaching. We do not see disadvantage as a reason for pupils not to succeed and we strive to find approaches and teaching strategies that help remove barriers to pupils' learning.</p> <p>We have increased our use of Precision Teaching with staff and children. This is an engaging, individualised pedagogical technique that offers a practical approach to boosting literacy, numeracy and a range of other discrete learning. The methods and approaches have been refined over time to improve not just learning outcomes, but also build children's engagement, motivation and self-efficacy. In this approach, children hone their key skills by engaging in short, focused tasks on a regular basis. As a result, implementing Precision Teaching has significantly improved children's levels of fluency and overall educational outcomes.</p> <p>As mentioned in a section above, the school has improved our emotional support for children and our ELSA provision continues to offer support to disadvantaged children. This provision has a positive impact on children's emotional needs and helps them to develop coping strategies that work well for them.</p>
	<p><i>Continually striving to build capacity and sustainability:</i></p>
	<p>Providing CPD opportunities remains an important priority this year and the school has strived to offer staff high quality training to all members. This has helped to keep pace with the current standards of others in education, but also ensures that staff can deliver high quality teaching and impact positively on children's outcomes. It also enables the school's capacity to grow, as well as to increase motivation, confidence and commitment to teaching; learning new skills to lead to a more effective teaching environment.</p> <p>Our subject leaders play a key role in supporting, guiding and motivating teachers in their subject. St Luke's continues to support staff by providing dedicated release time for subject leaders to monitor the quality of teaching in their subject. We have refined our Google Form process to enable leaders to quickly summarise their monitoring in order to feedback to colleagues more effectively. This cyclical process has increased the staff's capacity and given leaders a rounded view of what teaching, learning and outcomes look like in the different subjects.</p> <p>Middle leaders continue to be successful, playing an integral role in our highly effective Leadership Group. They are highly visible in their curriculum areas and around the school, interacting well with teachers and children. Leaders are focused on supporting other colleagues to improve their practice. This year we have increased our leadership capacity in introducing a new position to support children's behaviour and pastoral care. This has proven to be highly effective in supporting children, staff and parents.</p>
	<p><i>Building a culture of teamwork and collective accountability:</i></p>
	<p>This year, we have tried to provide opportunities for more collaborative work amongst the staff team as well as teambuilding exercises. We value this as it builds trust, mitigates conflict, encourages communication and increases collaboration. Effective team building also means more engaged employees. Performance appraisals are essential for the growth of the school and the employee. The process at St Luke's is an open discussion and helps to assess how well staff accomplish their job responsibilities and identify the things staff can improve to meet the school's broader objectives.</p> <p>Staff continue to attend weekly staff meetings, which promotes communication, reflection and training. Staff also attend phase meetings where staff split into smaller groups and explore aspects of school improvement relevant to their phase. These meetings help to ensure staff knowledge and practice is up to date and consistent throughout the phase.</p>
	<p><i>Ensuring high levels of staff satisfaction and job fulfilment:</i></p>
	<p>At St Luke's, we recognise that our staff are our most important asset and resource. It is essential that all staff feel valued as part of a team and are supported and encouraged to develop personally and professionally within a caring, purposeful learning community. Good staff wellbeing is important for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. Staff satisfaction is carefully monitored in the school and a healthy work / life balance is promoted. Our survey shows that staff continue to be content with their job and are proud to work at the school – both receiving very positive responses. The school is committed to the wellbeing of staff and have increased our list of wellbeing items that staff can access whilst working at the school.</p> <p>This past year, we have been able to invest in the school's premises with the completion of several projects including the installation of AstroTurf on the compound, solid umbrellas providing shade and shelter and air conditioning units installed into our warmest rooms in the school. Each of these projects were completed successfully and have proven to make a big difference with children and staff. The school has additional plans to make further improvements to the premises which will increase levels of staff satisfaction. This includes developing our PPA room where staff work when they have their dedicated out of class time. PPA is a time which is set aside for teachers during a timetabled day to allow them to carry out planning.</p>
	<p><i>Strengthening partnerships both within and across schools:</i></p>
	<p>The school continues to forge strong partnerships with parents – this is clear from the results of the parent survey. However, there is more we would like to do in this area as several comments from parents indicated that they would like more curriculum opportunities and new topics to be taught at St Luke's. Parents also would like to have more support from our website in terms of the overviews we provide. We plan to focus our attention on this during next year and ensure that there is effective sequencing in our teaching across the school.</p> <p>We have been using Arbor as our Management Information System for a couple of years now and feel that we use this to good effect. We did reduce our use of Arbor and returned to ParentMail for all comms, which has been positive. More recently, we have been using ParentMail for parents to book sessions for our Parent / Teacher interviews. This has proved to be an effective system.</p> <p>Our meeting room continues to be a helpful addition to the school's facilities being effective for meetings with parents and governors. Recently, we have hosted meetings of Headteachers from other local Church schools in Richmond and Kingston, further strengthening our partnership across other schools.</p>

4. Summary, conclusions and new priorities

St Luke's has had another very successful year, not only continuing to build on strong academic performance across all subjects and for all year groups, but by also maintaining the exceptionally broad range of high quality opportunities for all children across the curriculum – in sports, the arts, humanities and computing.

There is much to celebrate, nevertheless, we are not complacent: the mark of an effective school is to never be satisfied and continually seek areas for improvement and understand that what has been achieved is the result of hard work, attention to detail and always wanting the best opportunities and outcomes for all pupils.

After careful consideration of our performance last year and a broad evaluation of our outcomes, provision, leadership and management we have decided to focus on a small range of priorities that we believe will have the greatest impact over the next year. We have significant strengths in our curriculum breadth but we believe we can do even better.

This year one of our priorities will be on our teaching of writing. Our results in this area last year were impressive but it would be great if the progress results were in line with maths and reading. It will be frustrating that there will not be any progress scores for the next two years (there are no KS1 results to calculate progress measures due to the pandemic) so we won't be able to see an impact this time next year. Nevertheless, we will evaluate the process of how we teach writing at St Luke's and fine-tune this to make the approach even more effective for all pupils. We are also keen to review the curriculum overview materials that we provide parents. Our parents are always very keen to support at home and so it would be wise for the school to review our overview documents to maximise the effectiveness in this area.

A priority for us is to continue to provide challenge for our pupils, setting high expectations which inspire and motivate. We aim to stretch and support all children in the classroom and hopefully ensure that every individual gains a wealth of knowledge, understanding and skills across all lessons. It is also clear from the summary evaluation that we have more work to do to enhance our school facilities. The hall roof needs fixing and areas of the school site are looking a little tired and needing of refurbishment.

The key priorities below will be fully incorporated in the new School Improvement Plan and then translated into more detailed subject leader's action plans that are shared with colleagues and governors.

1. Maintain the **high performance** achieved at the school;
2. Review **curriculum overview materials** for parents;
3. Ensure **high expectations of writing** in all subjects;
4. **Challenge** for all: ensuring all children are stretched in their learning;
5. Increase engagement in our internal and external **clubs provision**;
6. Monitor the application of the **marking and feedback** policy to ensure consistency;
7. Further develop **school facilities**;
8. **Subject** specific priorities.