



School Improvement Plan 2025-28

2025-28

St Luke's C.E. Primary School
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Headteacher

Gareth Dutton

Deputy Headteacher

Dan Bates

Co-Chairs of Governing Body

Maria Netley & Liz Ormonde



Our Vision

High expectations, by all, for all, reflecting the example of Jesus.

Our Mission

Through creating a physically and emotionally secure environment, we aim to develop children with active minds and bodies, an understanding of the world around them, compassion for others, and the courage and confidence to be themselves.



What is the purpose of this improvement plan?

This plan will direct the work of school leaders and staff over the next three years. It will allow us to focus on what is important and prioritise the work that we do in the school and community. It will drive performance management and professional development of staff within school and the financial decisions that are made.

Children will benefit from the outcomes of the plan. They will receive a high standard of teaching and learning and be well-prepared academically and emotionally for the next stage of their education.

Parents will be able to see the direction that the school is going and hold the school accountable to this. They will feel more engaged with the school and well-supported.

School staff will have a clear vision of where the school is going and how we are going to get there. They will know their role in working towards achieving the targets in the plan. They will further develop their own practice and develop their leadership roles.

How will the plan be monitored?

Progress against the action plan will be discussed at Senior Leadership Team meetings. During these meetings we will determine how far along we are in achieving each target. A senior leader, often the headteacher, or the governing body will be responsible for monitoring that the actions are being addressed and that they are achieved. Progress made against the plan is reported to the full governing body.

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SCHOOL'S AIMS AND OBJECTIVES

As a Church School, St. Luke's seeks to provide a safe environment of love, Christian precept and example within which children may develop, acquire skills and learn to make informed judgements.

Our aim is that all our children have a wonderful experience throughout their time at St Luke's – to know that they are safe, loved, respected and valued for their uniqueness and individuality. We want to develop and nurture talents and make sure all our children are excited about learning and about life.

During their time at St. Luke's, it is our aim that children should:

- develop lively, enquiring minds and appreciate that there is a joy in all forms of learning and discovery
- be part of a culture that allows them to achieve their full potential
- be prepared for the society in which they will grow up, and develop an awareness of their own needs and those of others as well as the need for desirable social behaviour
- acquire skills of literacy, numeracy and effective means of communication
- gain a respect and appreciation of religious and moral values and embrace diversity in accordance with the teachings of the Church of England
- acquire an understanding of the world in which they live, its historical and physical background and a knowledge of human achievements and aspirations
- gain an ability in physical, artistic and intellectual skills
- learn skills relevant to adult life that will help them succeed in a fast-changing world
- acquire the skills necessary for lifelong learning

The school also aims to:

- provide a broad, balanced, enriched and inclusive curriculum for all pupils
- prepare children for the opportunities, responsibilities and experiences of secondary school education
- celebrate effort and achievement to enable people to flourish together
- provide teaching staff who have the expertise and interests to inspire confidence and motivate children with enthusiasm
- develop a parent-teacher partnership which supports the achievement of the school's aims
- provide an inclusive, open culture for children and staff to work as a team in a positive, friendly and diverse community
- promote resilience and encourage children to embrace challenges
- support children's health and wellbeing
- create a happy, safe and stimulating environment for the children

ACCOUNTABILITIES AND SUCCESS INDICATORS FOR THE LEADERSHIP AND MANAGEMENT OF ST. LUKE'S

1. ***Staff Effectiveness***
 All staff performance is reviewed in line with the school's appraisal policy
 All staff have regular career development opportunities
 All teaching and administrative staff have opportunity to a minimum of 45 minutes of the Head's time per term
 Support staff have their performance reviewed each term by their line manager
 SMSAs have their performance reviewed each term by their line manager
2. ***Finance and resource deployment***
 Budgets are monitored in accordance with the school's financial monitoring and budget procedures
 Returns and reports are made on time
 Actual spending reflects original plans wherever possible
 Resource audits are carried out and suitability allocated and deployed
3. ***Pupil Achievement***
 All pupils have the opportunity to attain the basic skills in maths and English
 Targets are set on a regular basis to improve pupil performance
 Targets are reviewed by LG/Governors to check progress
 External assessment reflects national norms and above
 NC achievements are regularly recorded and reported
 Teaching and learning is monitored by Headteacher, subject leaders and School Improvement Partner
 All pupils have equal access to the curriculum and inclusion statement is fully upheld
 All teaching staff have clear curriculum responsibilities which are made public
 Line managers for key stages have clear responsibilities which are made public
 All pupils develop a growing understanding of the importance of a healthy lifestyle
4. ***Vision and culture of the school***
 School Improvement Plan is regularly reviewed and evaluated
 Leadership Group meetings are reported to staff
 Parent contributions to school development are valued
 Aims and Objectives are reviewed annually
 All pupils achieve their maximum potential through a process of continual review and target setting
5. ***Effective external relationships***
 Parents receive regular termly reports from Headteacher and curriculum information from class teachers
 Parents have direct access to the Headteacher
 Parent Council held every term
 School Prospectus is regularly updated
 Curriculum information evenings for parents are held annually
 Links with the local community through the curriculum
 Links with Secondary and local Primary schools are maintained and regularly evaluated
 Develop positive relationships with new cluster groups
6. ***Effective Governor Relationships***
 Committees / meeting details are presented on time
 All Governors given opportunity to visit at least twice per year
 All Governors receive training opportunities
 All subject leaders know their paired Governor
 Governors are accountable to parents and seek parent's views through questionnaires and meetings
 Plan strategically for school improvement
 Monitor teaching and learning by examining results of teaching and learning
7. ***Premises***
 School buildings and grounds maintained and developed
 Health and Safety policy is implemented
 Risk assessment is carried out each term

The School Improvement Plan was formulated by a process of whole school self-review, carried out by the Headteacher, Governors and Staff who have identified areas for further development. Action Plans will be reviewed throughout the year in order to judge its success.

THREE YEAR DEVELOPMENT PLAN FOR 2025-28

This plan was formulated by the Staff and Governors of St. Luke's Primary School by a process of curriculum audit, review and evaluation. Underpinning the School Development Plan is the mission statement and the aims and objectives which are agreed by the Governors each year. Below are the key development areas and actions for 2024-27.

| | | | | |
|-------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| In relation to the children | Intent | Implementation | | Intended Impact |
| | <i>Emphasis on developing the whole child</i> | 1 | Increase opportunities for classteachers to lead and actively participate in collective worship (CW). | Classteachers develop greater confidence and experience in leading reflective and spiritual moments at least once per term. |
| | | 2 | Support pupils to demonstrate courageous advocacy and support others in overcoming difficulties. | Pupils think widely and deeply about issues and express themselves confidently to decision-makers and others. |
| | | 3 | Train all teaching staff on the new Southwark RE syllabus and integrate it into the curriculum for all year groups. | Teachers feel more confident in delivering the new RE curriculum, which leads to more engaging lessons. |
| | Intent | Implementation | | Intended Impact |
| | <i>Ensuring consistently high quality teaching and learning</i> | 4 | Ensure high expectations of writing in all subjects. | Book scrutinies show that the policy is being followed. |
| | | 5 | Improve the teaching and learning of Design and Technology across the school. | As the quality of teaching improves, more pupils find DT engaging and inspiring, leading to increased interest and participation in the subject. |
| | | 6 | Promote the use of high-quality handwriting consistently across all areas of the curriculum. | Handwriting standards will be maintained throughout the curriculum, ensuring that pupils develop strong writing habits in all areas. |
| | Intent | Implementation | | Intended Impact |
| | <i>Ensuring all pupils make good or better progress</i> | 7 | Maintain and build upon the school's strong academic achievements. | High level of school performance data is maintained. |
| | | 8 | Implement writing support to develop key skills, focusing on grammar, vocabulary and structure across different genres. | Attainment in writing increases. |
| | | 9 | Provide targeted interventions to enhance the academic attainment of girls, focusing on building confidence, engagement, and success in core subjects. | Girls will demonstrate higher achievement in core subjects, reflecting the impact of tailored interventions and support strategies. |
| Intent | Implementation | | Intended Impact | |
| <i>Working to close the gap & overcome disadvantage</i> | 10 | Improve the attendance of PPG pupils. | Pupils whose attendance drops below 92% are picked up quickly and support offered to parents. | |
| | 11 | Utilise IDL (International Development Learning) to provide targeted support for pupils who require additional assistance. | Targeted pupils will strengthen areas where they need the most help, leading to improved overall academic performance. | |
| | 12 | Revise the Pupil Premium Grant (PPG) strategy document by incorporating key insights and best practices to support disadvantaged children. | The PPG strategy will be better aligned with proven approaches and strategies for supporting disadvantaged pupils, ensuring a more targeted and effective use of funding. | |

| In relation to the school culture and organisation | Intent | Implementation | Intended Impact | |
|-----------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Continually striving to build capacity and sustainability | 13 | Maximise income generation and cost efficiency to improve the school's financial position. | A positive shift in the school's budget, reducing deficits or increasing reserves. |
| | | 14 | Enhance the range of club opportunities for Reception pupils, fostering engagement, skill development, and a love for learning beyond the classroom. | Reception pupils will actively participate in a wider range of clubs supporting them to settle into school routines. |
| | Intent | Implementation | Intended Impact | |
| | Building a culture of teamwork and collective accountability | 15 | Allow for more collaborative work among staff such as team teaching and sharing of ideas and resources. | Effective interaction between teaching staff. |
| | | 16 | Review the process and impact of subject monitoring across the school. | Subject leaders provide useful feedback to staff leading to subject enhancements. |
| | Intent | Implementation | Intended Impact | |
| | Ensuring high levels of staff satisfaction and job fulfillment | 17 | Prioritise the replacement of touchscreen machines, the server and further develop key learning environments. | Investment in resources demonstrates that staff needs are valued, contributing to a more positive and motivated workforce. |
| | | 18 | Enhance the staff wellbeing package by expanding support initiatives and proactively seeking opportunities for continuous improvement. | The staff survey shows that staff feel supported in managing their workload effectively, leading to reduced stress and a healthier, more sustainable work-life balance. |
| | Intent | Implementation | Intended Impact | |
| Strengthening partnerships both within and across schools | 19 | Enhance communication and functionality to better serve parents, staff, and pupils. | With improved access to information and resources, parents will be better equipped to support their child's learning at home. | |
| | 20 | Improve curriculum overview materials to better inform and support parents. | Parents will feel more equipped to have meaningful discussions with their child about schoolwork, fostering a stronger home-school connection. | |

The Leadership Group and the Governors review the school development plan termly in order to evaluate its effectiveness.



CURRENT STAFFING & RESPONSIBILITIES

| Name | Role | Full/Part | Date of Employment | Responsibilities | Performance Manager |
|-----------------------|--------------------|------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Mr Gareth Dutton | Headteacher | Full | Sept 2015 | Assessment Child Protection Governor Health & Safety Leadership Group Religious Education AG & T Collective Worship Foreign Languages | Governors |
| Mr Daniel Bates | Deputy Headteacher | Full | Sept 2017 | Leadership Group Governor Curriculum NQT / Student Mentor CPD Coordinator Parent Council Inclusion Manager SEND EAL Pupil Premium | Mr Dutton |
| Mrs Louise Lowe | Year 6 teacher | Full | Sept 2017 TLR 2019 | Leadership Group English & Phonics (Joint) Music | Mr Bates |
| Mrs Gemma Allan | Year 5 teacher | Part (0.8) | Sept 2023 | Leadership Group PE | Mr Bates |
| Miss Aoife Donnelly | Year 4 teacher | Full | Sept 2017 | Maths (Joint) | Mrs Allan |
| Miss Amy Smith | Year 3 teacher | Full | Sept 2023 | Science (Joint) | Mrs Lowe |
| Miss Louise MacAuslan | Year 2 teacher | Full | Sept 2020 | Computing, Student Council | Mrs Lowe |
| Mrs Sarah Kadar | Year 1 teacher | Part (0.6) | Sept 2010 TLR 2019 | Leadership Group English & Phonics (Joint) | Mr Bates |
| Mrs Elspeth Millard | Year 1 teacher | Part (0.52) | Sept 2010 | Science (Joint) | Mrs Lowe |
| Miss Laura O'Dea | Reception teacher | Full | Sept 2022 | Maths (Joint) Art & DT | Mrs Allan |
| Mrs Claire Hodgson | Nursery teacher | Part (0.52) | Sept 2019 | Art & DT | Mrs Kadar |
| Mrs Hayley Hookham | Nursery teacher | Part (0.52) | Apr 2021 | PSHE | Mrs Kadar |
| Mrs Kate Haworth | Class teacher | Full | Jan 2017 (PT) Sept 2017 (FT) | Maternity Leave | Mr Bates |
| Mrs Alice Dalrymple | Cover teacher | Part (0.52) | Sept 2015 (TA) Sept 2018 (CT) | Humanities | Mrs Kadar |
| Mrs Anne Edwards | Cover teacher | Part (0.16) | Sept 1999 | | |
| Mrs Sam Thomson | Cover teacher | Part (0.28) | Sept 2007 | | |

| | | | | | |
|-------------------------|----------------------------------------------|---------------------------------------------------|--------------|-------------------------------------------------------------------------------------|--------------|
| Mrs Lin Felicien | After School Club Manager Pastoral Leader | TA 14.75 hours ASC 19.25 hours BC 7.5 hours | May 2000 | Leadership Group After School Club Manager Breakfast Club Manager Governor | Mr Dutton |
| Mrs Caitriona McGilvray | Teaching Assistant | 30.25 hours | Sept 2015 | Library Foreign Languages | Mrs Lowe |
| Mrs Jane Corlett | Teaching Assistant | 19.5 hours | Sept 2011 | | Mrs Lowe |
| Mrs Jacqui Bye | Teaching Assistant | 32.5 hours | Jan 2018 | | Mrs Kadar |
| Mrs Janine Bamber | Teaching Assistant | 32.5 hours | Sept 2015 | | Mrs Allan |
| Mrs Katie Bintcliffe | Teaching Assistant | 22 hours | Apr 2003 | | Mrs Kadar |
| Mrs Rebecca Munoz | Teaching Assistant | 26 hours | Sept 2015 | | Mrs Felicien |
| Mrs Jane Bozzard-Hill | Teaching Assistant | 21 hours | Sept 2020 | | Mrs Allan |
| Miss Jade Bell | Teaching Assistant | 36 hours | January 2024 | Apprentice | Mr Bates |
| Mrs Sue Blachford | Teaching Assistant | 5.75 hours | Sept 2020 | | |
| Mrs June Hennings | Individual Support | 24 hours | Oct 2004 | | Mrs Lowe |
| Mrs Lisa Owens | Individual Support | 23 hours | Sept 2009 | | Mrs Kadar |
| Miss Mandy Chevalier | Individual Support SMSA | LSA 15 hours SMSA 3.75 hours | Nov 1999 | | Mrs Allan |
| Mrs Hollie Stark | Individual Support SMSA | LSA 13.5 hours SMSA 7.5 hours | Sept 2020 | | Mrs Allan |
| Ms Natalie Jefferies | Individual Support SMSA | LSA 5 hours SMSA 6.25 hours | Sept 2022 | | Mrs Allan |
| Mrs Emma Scott | School Business Manager | 28 Hours | Sept 2020 | Leadership Group Finance & HR Premises | Mr Dutton |
| Mr Colin Carr | Site Manager | 24 hours | Sept 2024 | Health and Safety | Mrs Scott |
| Mrs Lisa Garner | School Secretary | 36 hours | Sept 2019 | | Mrs Scott |
| Mrs Hannah Jones | Admin Assistant | 22 hours | Oct 2020 | | Mrs Scott |
| Mrs Sue Arnold | SMSA Cleaning staff | SMSA 9.5 hours Cleaning 3.75 hours | Oct 1994 | | Mrs Felicien |
| Mrs Sara Lloyd | SMSA | 9.58 hours | Oct 2000 | | Mrs Felicien |
| Mrs Sylvia Billingham | After School Club | ASC 16 hours | Jan 2017 | | Mrs Felicien |

| GOVERNORS | | | | | |
|-----------------------|---------------------------------------|--------------------|--------------------|----------------------------------------------|-------------------|
| Name | Governor Type | Start Date (since) | End Date | Linked subjects / areas | Committees |
| Hannah Maley | Clerk | 01-Sep-2019 (2019) | | | |
| Maria Netley | Local Authority Co-Chair of Governors | 05-Oct-2024 (2002) | 04-Oct-2028 | Pupil Premium Music | Finance, Pay |
| Liz Ormonde | Foundation Co-Chair of Governors | 02-Nov-2022 (2002) | 01-Nov-2026 | Inclusion Early Years Child Protection / LAC | Admissions, Pay |
| Joanne Topping | Co-opted Vice-Chair of Governors | 28-Apr-2022 (2022) | 27-Apr-2026 | English School website | Finance |
| Father Martin Hislop | Foundation Ex-Officio | 01-Feb-2000 | | RE, PSHE The Arts | |
| Tristan Cogswell | Parent | 22-Apr-2022 (2022) | 21-Apr-2026 | Maths PE | |
| Roger Wood | Parent | 08-Jan-2025 (2025) | 07-Jan-2029 | The Arts | |
| Jessica Quayle | Co-opted | 29-Apr-2025 (2025) | 28-Apr-2029 | RE, PSHE Humanities | |
| Sally Staveley-Wadham | Foundation | 14-Mar-2023 (2023) | 13-Mar-2027 | Computing | Admissions |
| Julius Ratnanayagam | Foundation | 21-Jan-2025 (2025) | 20-Jan-2029 | Science | Finance |
| STAFF | Gareth Dutton | Headteacher | 01-Sep-2019 (2015) | | All committees |
| | Daniel Bates | Co-opted | 07-Sep-2021 (2017) | 06-Sept-2025 | Governor Training |
| | Lin Felicien | Co-opted | 25-Jan-2023 (2001) | 24-Jan-2027 | |
| | Rebecca Munoz | Staff Governor | 14-Mar-2023 (2023) | 13-Mar-2027 | Humanities |



GOVERNING BODY STRATEGIC PLANNER 2025-2028

| Summer Term | Agenda | Policy Review |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Main Governing Body 1st Meeting <i>April</i> | <ul style="list-style-type: none"> • Receive finalised School Improvement Plan • Agree Three Year Budget • Approve items of budget expenditure of over £10k • Review Assessment Report (Spring) • School Improvement Partner Spring Report • Reports of Bullying and Racist Incidents • Feedback from Committees • Governor's curriculum monitoring • Review policies in line with schedule | 2025 Health & Safety Inclusion & SEND Equal Opportunity Code of Conduct for School Staff 2026 Health & Safety Inclusion & SEND Equal Opportunity Code of Conduct for School Staff 2027 Health & Safety Inclusion & SEND Equal Opportunity Code of Conduct for School Staff |
| Main Governing Body 2nd Meeting <i>July</i> | <ul style="list-style-type: none"> • Headteacher's report to Governors • Review SEF • Staffing structure for September • Permission for residential journeys • Review SEND Report • Review Behaviour Report • Review Health & Safety / Premises Report • Set meeting dates for the next school year • Agree Strategic planner • Safeguarding update • Reports of Bullying and Racist Incidents • Feedback from Committees • Governor's curriculum monitoring • Review policies in line with schedule | 2025 Whistleblowing Statement of Behaviour Principles Critical Incident Plan School's Risk Assessment 2026 Equal Opportunity Code of Conduct for School Staff Behaviour Critical Incident Plan School's Risk Assessment 2027 Equal Opportunity Code of Conduct for School Staff Freedom of Information Critical Incident Plan School's Risk Assessment |
| Finance Committee 1st Meeting <i>April</i> | <ul style="list-style-type: none"> • Agree actuals for year end, including school fund accounts • Agree Budget 3 year plan and recommend to GB • Review CFR report for LA • Review revenue reserves • Appoint school fund auditor | |
| Finance Committee 2nd Meeting <i>July</i> | <ul style="list-style-type: none"> • Evaluate any monitoring during the year • Budget monitoring quarterly actuals • Review latest view of year (latest quarterly estimates) • Review best value statement • Review staffing structure • Review audit of school fund • Review scheme of delegation • Review financial procedures manual • Agree middle leader as school signatory • Review policies in line with schedule | 2025 Governor's Allowance 2026 Governor's Allowance 2027 Governor's Allowance |
| Autumn Term | Agenda | Policy Review |
| Main Governing Body Meeting 1st Meeting <i>September / October</i> | <ul style="list-style-type: none"> • Appoint Clerk • Appoint Chair and Vice-Chair • Review Instrument of government • Governor declarations • Review membership of committees & responsibilities • Review Governors' Code of Conduct • Agree meeting dates for the year • Headteacher's report to Governors • School Improvement Partner Summer Report • Review summary documents (SIP & SEF) | 2025 Anti-Bullying policy Safeguarding & Child Protection 2026 Anti-Bullying policy Safeguarding & Child Protection 2027 Anti-Bullying policy Safeguarding & Child Protection |

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|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> Pupil Premium report & Strategy Statement Report on Bullying and Racial incidents Feedback from Committees Governor's curriculum monitoring Review policies in line with schedule | |
| 2nd Meeting November / December | <ul style="list-style-type: none"> Headteacher's report to Governors Review Governor Skills Audit Agree school targets Report on progress and attainment Review Health & Safety / Premises Report Review Behaviour Report Review Safeguarding update Review transfer of pupils to KS3 Approve terms of references Report on Bullying and Racial incidents Feedback from Committees Governor's curriculum monitoring Review policies in line with schedule | 2025 Admissions Medical Needs Premises Management 2026 Admissions Medical Needs Staff Disciplinary procedures 2027 Admissions Medical Needs Suspension & Permanent Exclusion |
| Pay Committee October | <ul style="list-style-type: none"> Review Terms of Reference Appraisal arrangements (and pay recommendations) Review policies in line with schedule | 2025 Pay Policy Staff Appraisal 2026 Pay Policy Staff Appraisal 2027 Pay Policy Staff Appraisal |
| HTPM October / November | <ul style="list-style-type: none"> Final review of Headteacher's targets Setting of new Headteacher's targets | |
| Finance Committee 1st Meeting October | <ul style="list-style-type: none"> Election of Chair Review Terms of Reference and set meeting dates for year Agree Strategic Planner Review half-year actuals and latest estimate for current yr Discuss budget requirements including staffing Review Financial regulations (every 2 years) Staff competency review (every 2 years) Review school fund figures Review policies in line with schedule | 2027 Data Protection |
| Finance Committee 2nd Meeting December (online) | <ul style="list-style-type: none"> Budget monitoring up to November | |
| Spring Term | Agenda | Policy Review |
| Main Governing Body 1st Meeting January | <ul style="list-style-type: none"> Review school's aims and objectives Headteacher's report to Governors Review School Improvement Partner Autumn Report Agree term dates for the next academic year Review Assessment Report (Autumn) Safeguarding update Review Staff Wellbeing Package Report on Bullying and Racial incidents Feedback from Committees Governor's curriculum monitoring Review policies in line with schedule | 2026 Charging & Remissions Relationships & Sex Education Complaints Procedures 2027 Charging & Remissions Relationships & Sex Education 2028 Charging & Remissions Relationships & Sex Education Capability |
| Main Governing Body 2nd Meeting March | <ul style="list-style-type: none"> Headteacher's report to Governors School survey summaries Evaluation on School Improvement Plan | 2026 Equality information & Objectives Allegations of abuse against staff |

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|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> Review Draft Development Plan Review SEF Review Behaviour Report Review St Luke's Agreement Review Health & Safety / Premises Report Report on Bullying and Racial incidents Feedback from Committees Governor's curriculum monitoring Review policies in line with schedule | Accessibility Plan 2027 Equality information & Objectives Allegations of abuse against staff Induction of ECTs 2028 Equality information & Objectives Allegations of abuse against staff |
| Admissions 1st Meeting <i>February</i> | <ul style="list-style-type: none"> Consideration of applications for Reception places | |
| Admissions 2nd Meeting <i>March</i> | <ul style="list-style-type: none"> Consideration of applications for Nursery places Review Admissions Policy | |
| Finance Committee 1st Meeting <i>February</i> | <ul style="list-style-type: none"> Budget monitoring and actuals Review school fund figures Benchmark costs against similar schools Capital and premises planning – 3 year plan Review policies in line with schedule | 2026 School Lettings 2027 School Lettings 2028 School Lettings |
| Finance Committee 2nd Meeting <i>March</i> | <ul style="list-style-type: none"> Review completed SFVS and approve Budget monitoring – estimate / preview of year end Agree limit for petty cash payments Fixed assets inventory Review draft budget and approve for submission to AfC | |



POLICY REVIEW SCHEDULE

| FULL GOVERNING BODY | Review | Review | Review | Review | Review |
|------------------------------------|----------|----------|----------|----------|----------|
| | 2025 | 2026 | 2027 | 2028 | 2029 |
| Anti-Bullying | Autumn 1 |
| Safeguarding & Child Protection | Autumn 1 |
| Admissions | Autumn 2 |
| Medical Needs | Autumn 2 |
| Premises Management | Autumn 2 | | | Autumn 2 | |
| Suspension and Permanent Exclusion | | | Autumn 2 | | |
| Staff Disciplinary procedure | | Autumn 2 | | | Autumn 2 |
| Charging & Remissions | Spring 1 |
| Relationships & Sex Education | Spring 1 |
| Capability | Spring 1 | | | Spring 1 | |
| Complaints Procedure | | Spring 1 | | | Spring 1 |
| Equality information & Objective | Spring 2 |
| Allegations of abuse against staff | Spring 2 |
| Accessibility Plan | | Spring 2 | | | Spring 2 |
| Induction of ECTs | | | Spring 2 | | |
| Health & Safety | Summer 1 |
| Equal Opportunity | Summer 1 |
| Code of Conduct for School Staff | Summer 1 |
| Inclusion & SEND | Summer 1 |
| School's Risk Assessment | Summer 2 |
| Critical Incident Plan | Summer 2 |
| Statement of Behaviour Principles | Summer 2 | | | Summer 2 | |
| Behaviour | | Summer 2 | | | Summer 2 |
| Whistleblowing | Summer 2 | | | Summer 2 | |
| Freedom of Information | | | Summer 2 | | |

| FINANCE COMMITTEE | Review | Review | Review | Review | Review |
|----------------------|----------|----------|----------|----------|----------|
| | 2025 | 2026 | 2027 | 2028 | 2029 |
| Data Protection | | | Autumn 2 | | Autumn 2 |
| Governor's Allowance | Summer 2 |
| School Lettings | Spring 2 |

| PAY COMMITTEE | Review | Review | Review | Review | Review |
|-----------------|----------|----------|----------|----------|----------|
| | 2025 | 2026 | 2027 | 2028 | 2029 |
| Pay Policy | Autumn 1 |
| Staff Appraisal | Autumn 1 |

| LEADERSHIP GROUP | Review | Review | Review | Review | Review |
|----------------------------------------------|--------|--------|--------|--------|--------|
| | 2025 | 2026 | 2027 | 2028 | 2029 |
| Able, Gifted & Talented | | Summer | | | Summer |
| Arrivals and Departures | Spring | | | Spring | |
| Art & Design | | | Spring | | |
| Assessment | | | Autumn | | |
| Attendance and Absences | Spring | | | Spring | |
| Collective Worship | Autumn | | | Autumn | |
| Computing | | | Autumn | | |
| Design & Technology | Spring | | | Spring | |
| Display, presentation & learning environment | Summer | | | Summer | |
| EAL | | | Spring | | |
| Educational Visits | | Spring | | | Spring |
| Emergency Procedures | Spring | | | Spring | |
| English | Autumn | | | Autumn | |
| Fire Safety | | | Spring | | |
| Foreign Languages | | | Autumn | | |
| Foundation Stage | Summer | Summer | Summer | Summer | Summer |
| Geography | Autumn | | | Autumn | |
| Google Apps Acceptable Use | | | Summer | | |
| Healthy Eating | Summer | | | Summer | |
| History | | | Summer | | |
| Home Learning | | Summer | | | Summer |
| Induction of Newly Appointed Staff | | | Autumn | | |
| Intimate Care | | Autumn | | | Autumn |
| Lockdown Procedures | Autumn | | | Autumn | |
| Marking and Feedback | Summer | Summer | Summer | Summer | Summer |
| Maths | | Autumn | | | Autumn |
| Monitoring of Standards | Autumn | | | Autumn | |
| Multi-cultural Anti-Racist Statement | Autumn | | | Autumn | |
| Music | Summer | | | Summer | |
| Online Safety | | | Autumn | | |
| Physical Education | Autumn | | | Autumn | |
| Physical Restraint | | Spring | | | Spring |
| Promoting British Values | | Summer | | | Summer |
| PSHE | | | Summer | | |
| Religious Education | | Spring | | | Spring |
| Safe Recruitment | | | Autumn | | |
| Science | | Autumn | | | Autumn |
| Spiritual Development | | | Summer | | |
| Staff Absence | | Summer | | | Summer |
| Staff Development | | Autumn | | | Autumn |
| Staff Leaving | | | Summer | | |
| Sun Smart | | Summer | | Summer | |
| Teaching and Learning | Summer | Summer | Summer | Summer | Summer |

GOVERNORS TARGETS – KS2 2025

| Profile of Year 6 | Total | Boys | | Girls | |
|--------------------------|-------|------|-----|-------|-----|
| | | No | % | No | % |
| Number of pupils | 30 | 19 | 63% | 11 | 37% |
| Number on SEND register | 5 | 3 | 10% | 2 | 7% |
| No. on Pupil Premium | 3 | 2 | 7% | 1 | 3% |
| Number FSM | 3 | 2 | 7% | 1 | 3% |
| Number of EHCP | 0 | 0 | 0% | 0 | 0% |
| Number adopted from care | 0 | 0 | 0% | 0 | 0% |
| Number of EAL | 14 | 9 | 30% | 5 | 17% |

Targets set by Governors December 2024 for end of KS2 2025:

PERCENTAGE OF CHILDREN WORKING AT THE EXPECTED STANDARD:

| KS2 | Reading | GPS | Writing | Mathematics | RWM combined |
|--------------------|------------|------------|------------|-------------|--------------|
| School 2024 | 90% | 90% | 80% | 86% | 76% |
| National 2024 | 74% | 72% | 72% | 73% | 61% |
| Target 2025 | 90% | 90% | 80% | 87% | 77% |

PERCENTAGE OF CHILDREN WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD:

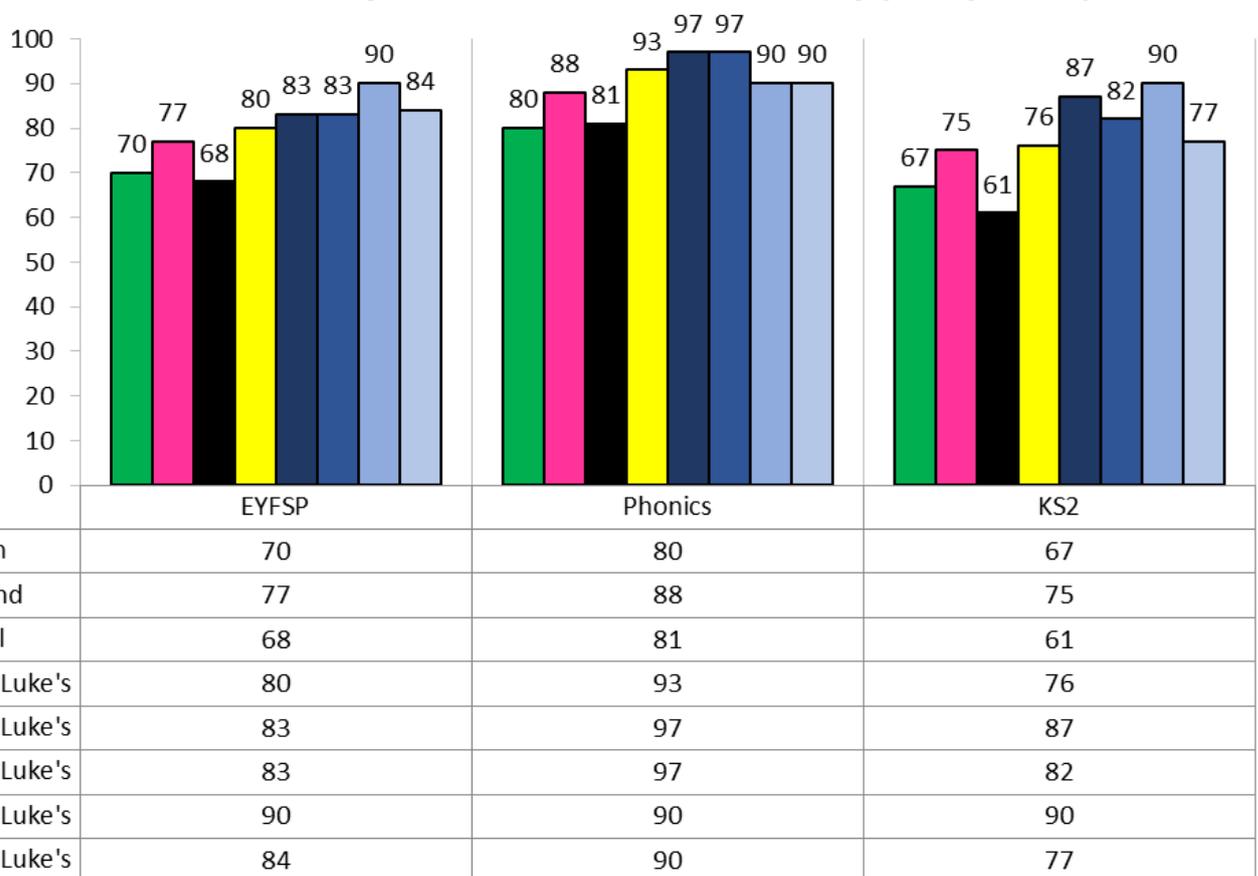
| KS2 | Reading | GPS | Writing | Mathematics | RWM combined |
|--------------------|------------|------------|------------|-------------|--------------|
| School 2024 | 54% | 59% | 29% | 44% | 24% |
| National 2024 | 28% | 32% | 13% | 24% | 8% |
| Target 2025 | 53% | 63% | 30% | 43% | 30% |



ATTAINMENT RESULTS SUMMARY 2018, 2019, 2022, 2023 & 2024

| Key Stage | Measure | Kingston | Richmond | National | St Luke's 2018 | St Luke's 2019 | St Luke's 2022 | St Luke's 2023 | St Luke's 2024 |
|-----------|--------------------------------|----------|----------|----------|----------------|----------------|----------------|----------------|----------------|
| EYFSP | Good Level of Development | 70% | 77% | 68% | 84% | 90% | 83% | 83% | 80% |
| Phonics | Y1 Expected Standard | 80% | 88% | 81% | 90% | 90% | 97% | 97% | 93% |
| KS2 | RWM Expected Standard | 67% | 75% | 61% | 77% | 90% | 82% | 87% | 76% |
| | RWM Greater Depth | 13% | 17% | 8% | 27% | 23% | 22% | 33% | 24% |
| | Reading Expected Standard | 80% | 86% | 74% | 93% | 93% | 90% | 93% | 90% |
| | Reading Greater Depth | 37% | 43% | 28% | 53% | 53% | 43% | 77% | 54% |
| | Reading Average Scaled Score | 107 | 108 | 105 | 110.4 | 108.4 | 108.5 | 112.5 | 109.3 |
| | Writing Expected Standard (TA) | 75% | 82% | 72% | 90% | 90% | 82% | 93% | 80% |
| | Writing Greater Depth (TA) | 18% | 25% | 13% | 30% | 37% | 27% | 33% | 29% |
| | GPS Expected Standard | 79% | 85% | 72% | 93% | 97% | 92% | 97% | 90% |
| | GPS Greater Depth | 45% | 52% | 32% | 73% | 73% | 67% | 80% | 59% |
| | GPS Average Scaled Score | 108 | 109 | 105 | 112.5 | 112.1 | 112.3 | 113.0 | 110.4 |
| | Maths Expected Standard | 80% | 86% | 73% | 80% | 93% | 93% | 93% | 86% |
| | Maths Greater Depth | 36% | 40% | 24% | 50% | 47% | 57% | 70% | 44% |
| | Maths Average Scaled Score | 107 | 108 | 104 | 108.4 | 108.3 | 109.5 | 111.7 | 108.3 |
| KS1-KS2 | Reading Progress Score | | | | +0.9 | +3.08 | +2.50 | +4.60 | NA |
| | Writing Progress Score | | | | -1.2 | +1.90 | +2.20 | +1.80 | NA |
| | Maths Progress Score | | | | ±0 | +2.34 | +4.20 | +5.00 | NA |

St. Luke's C.E. Primary School Attainment Summary (% Expected)



Subject: Art

Subject Leader: Claire Hodgson

Successes from last year:

- All classes Y1-Y6 visited the Stanley Picker Gallery - it's brilliant the school has links with the local community and have experience with 'specialist' artists.
- Lots of clubs in school which the children enjoy – e.g. Magpie Makes - art, sewing, photography, KS1 Drawing and Painting Club (y2), Knitting club.
- Arts Week - this year ArtsWeek was linked with PE and the theme was The Olympics.
- Sketch books continue to be developed.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|-----------------------------------------------------------------|------------------------------------------------------------------|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 8. Strengthening partnerships both within and across schools |
| | 9. Subject specific priorities |

Key Outcomes & Actions:

- 1.1 Children have the confidence to express themselves using a range of media and techniques**
- Teachers allow pupils to use their sketchbooks to explore media and techniques with an ethos of praising the process as well as the outcome (ongoing)
 - Continue 'arts week' to celebrate the artistic achievements in a collaborative way (ongoing)
 - Ensure KS2 Classes continue to attend a gallery further afield than SPG e.g. Orleans House or inner London gallery exhibitions relating to their curriculum topics
- 2.1 Children learn using a range of media and techniques - ensuring a complete, progressive curriculum coverage.**
- Given curriculum topics have changed in some year groups. CH to ensure the art curriculum throughout the school continues to cover all areas of the required curriculum. Ensuring good balance and variety
 - CH to attend Art training when possible and feedback to all staff (ongoing)
- 3.1 The children's improvement and skills gained is evident and teachers can confidently assess this**
- Both teachers and children comment in the sketchbooks - using subject specific vocabulary therefore the children to assess their own level of skill and knowledge (ongoing)
 - Evaluate how we assess art at St Luke's
 - Children to attend workshops either at a local gallery or within the school to explore new artists and experience a range of artistic techniques
 - Continue to use Sketchbooks as a way of monitoring the children's exploration of artistic techniques and should move up through the school with them to show progression of skills
- 8.1 Children benefit from links with local schools (Fern Hill / Alexandra)**
- Meeting to be held at St Luke's school to discuss different areas of Art- for example our curriculum and artists studied
 - Share planning across schools
- 9.1 Important documentation – e.g. Art vision, concepts and progression**
- Ensure all the new documentation that is required in school for the subject of Art is completed
 - Progression of Skills document to be updated to be in line with the new St Luke's format and adapted to accommodate new curriculum topics

Subject: Collective Worship

Subject Leader: Gareth Dutton

Successes from last year:

- Worship sessions make effective use of the audio / visual systems.
- Weekly publications of 'worship round-ups' continue to provide an overview of the themes that we are exploring in worship each week and it helps to share some of the resources that we use with the children.
- The introduction of the half-termly worship quiz has significantly enhanced engagement. Children eagerly anticipate the quizzes and actively participate in discussions during worship sessions, knowing they will be quizzed later. Staff have observed an increase in children's ability to recall and apply the values discussed in worship to real-life situations.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|-----------------------------------------------------------------|------------------------------------------------------------------|
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

1.1 All children engage in thought provoking worship

- Plan worship themes in advance to be interactive and engaging
- Hold reflection and prayer daily
- Research different content to support the delivery of high quality worship

2.1 Children are more confident in leading worship

- Support a 'crew' of children to plan and lead worship on a termly basis
- Encourage children to evaluate worship

8.1 Children experience a variety of expressions of Christianity

- Clergy lead worship weekly and where appropriate hold worship sessions in the local church
- Continue links with 'Open the Book' on Fridays and have regular worship taken by schools worker (Insight) and local Methodist minister
- Arrange other visitors to lead worship

8.2 Celebrate Christian events throughout the year

- Continue to develop and improve the Easter and Christmas services held at St Luke's Church
- Focus on Harvest Festival to be giving to those less fortunate

9.1 Increase opportunities for reflection

- Continue to develop spontaneous prayer opportunities throughout school
- Improve further the display immediately seen upon entry into the school

Subject: Computing

Subject Leader: Louise MacAuslan

Successes from last year:

Within the last year, the computing curriculum has been relooked at and changed. Throughout the school, we now use Purple Mash and Teach Computing. Teach Computing provides opportunities for children to use different types of hardwares and softwares. New BeeBots have been purchased for KS1. The subject leader has had meetings with the computing governor. As well as this, the subject leader attended the BETT show (computing in education conference) and a computing network meeting focusing on physical computing. Digital Leaders have been introduced in KS2. These children lead an assembly on Safer Internet Day. The whole school participated in age appropriate online safety workshops in the week of Safer Internet Day. Nursery and Reception continue to use Tapestry to communicate the children's progression with parents. Each child has a Wonde login which allows them to access Google Classroom, Purple Mash, Sumdog etc from home. Google Classroom is still used as a tool for online learning and communication from the class teacher and children. Staff are confident at using Google Forms as a tool for communication and collecting information. Jam Coding provides a club for children aged 7+.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|-----------------------------------------------------------------|------------------------------------------------------------------|
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

- 1.1 Developing the whole child's computational thinking and creativity**
- Ensure that each child is taught the three fundamentals of computing (Digital literacy, Information technology & Computer science)
 - Children complete a Google form, based on their year group, agreeing to acceptable use
 - When teaching digital literacy, ensure that every child has a good understanding of computer safety by completing a Google form at the end of the autumn term that will track their responses and compile an assessment on children's understanding of digital literacy
 - Teachers to teach E-safety lessons within the autumn topic to ensure children are safe when interacting with computers within the school
 - Advertise 'Internet Safety Day' in February and encourage teachers to share resources with class about this
 - Children participate in whole school online safety workshops
 - Children have access to resources to allow them to practise and become competent at touch typing
 - Jam Coding to continue to run a club for KS1 and KS2
 - Ensure staff are aware of any trips/workshops that may be useful for particular computing topics
- 2.1 Staff are confident using a range of computing software including PurpleMash**
- Staff attend online training directly from Purple Mash. This training is recorded and saved onto the drive so staff can access as and when they need to refer to it
 - Train staff in basic computing terminology, through visual displays and delivering computing staff meetings
 - Support staff to embed Chromebooks and Google Chrome browser further into classroom use
 - Support staff to use apps provided on iPads to enhance learning opportunities
- 2.2 Clear use of resources for Computing lessons**
- Ensure all classes have access to Chromebooks/iPads at least once a week for 45 mins to 1 hour for a computing lesson
 - Remind staff and children that these resources must be plugged in at the end of each lesson to stay fully charged for the next lesson
 - The school now has a class set of micro:bits. The use of these will be implemented into the curriculum for 2024/2025
 - KS1 has new BeeBots as of Feb 2025
- 5.1 Improvements in hardware and software ensures that all staff are confident to deliver computing curriculum**
- Audit IT equipment across the school. Invite staff to make suggestions of any other equipment required
 - Office to maintain asset register to keep track of age, location of equipment
 - Investigate software and hardware, purchase where necessary, e.g. visualisers, physical computing materials etc
- 9.1 Continue to implement use of Teach Computing as the new scheme of work to follow**
- A mix of Teach Computing and Purple Mash is continuing to be used throughout the school
 - Send out a staff questionnaire to gain an insight into their thoughts of Teach Computing
 - During subject monitoring time, carry out a pupil voice to gather thoughts from children
 - Organise training sessions for staff to become familiar with the Teach Computing scheme of work
- 9.2 Introduce Digital Leaders**
- Introduce Digital Leaders to children in KS2. Organise an application process
 - Set half termly/termly tasks for Digital Leaders to complete and feedback on
 - Continue to develop tasks the Digital Leaders can lead e.g. teach peers, lead assembly on online safety, run a club

Subject: Design Technology
Subject Leader: Laura O'Dea

Successes from last year:

- Range of clubs in school which the children enjoy - eg Magpie Makes - art, sewing, KS1 Drawing and Painting Club (y2), Knitting club.
- Profile of DT continued to be elevated through a Science and DT week.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|-----------------------------------------------------------------|------------------------------------------------------------------|
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

2.1 Introduce modified Kapow Curriculum for DT

- Staff meeting / training to introduce new DT curriculum
- Ensure whole curriculum coverage across whole school (R to 6)
- Staff feedback at end of Summer Term to evaluate effectiveness of the new curriculum

2.2 Introduce DT books and assessment for DT to track progress

- Carry out subject monitoring through a learning walk and book look
- Introduce revised assessment grids for each year group
- Teach staff how to assessment Design Technology in all areas accurately and effectively

8.1 Foster inter school link with Kingston (Fern Hill / Alexandra / Latchmere / St Agatha's)

- Termly meetings with schools in the borough to discuss different areas of DT
- Share planning across schools
- Show examples of evidence in books / how to show the design progress throughout year groups

Subject: English

Subject Leader: Louise Lowe & Sarah Kadar

Successes from last year:

- Y1 Phonics Screening Test - **93%** reached the required standard, demonstrating the continued success of the implemented Little Wandle scheme (81% National average and 80% Kingston average).
- Reading - **90%** reached the expected standard (74% National average and 80% Kingston average), with **54%** reaching the greater depth standard (28% National average and 37% Kingston average).
- Writing - **80%** reached the expected standard (72% National average and 75% Kingston average), with **29%** reaching the greater depth standard (13% National average and 18% Kingston average).
- Enjoyable World Book Day that centred on the message 'Read you way', with collaborative activities undertaken across year groups that focused on poetry, graphic novels, non-fiction and wordless novels. A 'Decorate a paper plate' was also held, with an abundance of entries across the school.
- KS2 class libraries were revamped with brand new stock recommended by 'Books for Topics' to support reading for pleasure, incorporating diverse and inclusive books.
- Successful KS1 production of 'Eddie the Penguin' and KS2 production of 'Joseph', both promoting key skills related to oracy and drama.

Whole school key development areas for improvement reflected in subject action plan:

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7. Ensuring high levels of staff satisfaction and job fulfilment
8. Strengthening partnerships both within and across schools
9. Subject specific priorities

Key Outcomes & Actions:

3.1 All children are able to access and pass the phonics screening test in Year 1 / 2

- Continue to implement Little Wandle across the school, ensuring any new staff complete the online training modules and all staff undertake refresher training provided by English leads or Little Wandle website.
- Carry out learning walks (half-termly) to ensure that all classrooms have relevant phonics / spelling displays, with access to appropriate resources, relating to current stage of phonic development.
- Promote phonics within the school community through Reception Reading Meeting (Autumn); staff meetings, updated information for parents on the website.
- Track outcomes at the end of each Phase taught, identifying children falling behind age-related expectations, and implementing targeted intervention where needed (eg) 1:1 keep up sessions using Little Wandle.

3.2 Achievement in reading meets or exceeds school targets, with SEND pupils making better than expected progress.

- Evaluate and restructure whole-class reading workshops in KS2 to follow the pattern of fluency, prosody and comprehension as introduced in KS1, including opportunities for Book Talk and novel studies.
- Hold CPD session on 'The Basics of Reading Fluency with Dr. Tim Rasinski', offered by fft.org.uk.
- Monitor fluency levels through termly words per minute assessment, using FFT: Aspire Reading Programme, enlisting 'Mega Book of Fluency' for targeted support.
- Trial and evaluate resources to support fluency teaching (eg) Fluency Factory for Y2 and KS2 (£120 yearly subscription) and Little Wandle Fluency (£337.05 for Big Cat books).
- Retain subscription of comprehension resources to support development of reading skills (eg) FRED's Reading or Literacy Shed Plus.
- Use NFER Test Analysis Tool to monitor progress of individuals and groups on a termly basis, enlisting Year groups Comprehension Cards for targeted support, alongside IDL software.
- Maintain existing reading scheme books, keeping them accessible and the book-changing process more manageable.
- Sustain Power of Reading approach within all year groups, ensuring English units are based around high-quality texts.

3.3 Achievement in writing meets or exceeds school targets, with SEND pupils making better than expected progress.

- Evaluate and restructure progression document for transcription (handwriting and spelling), holding an initial staff meeting to set expectations and coverage, before overseeing its execution.
- Track outcomes of Y2 'Little Wandle Spelling' at the end of each half term, identifying children falling behind age-related expectations, and implementing rapid catch-up as needed.
- Participate in the Writing SPARK Ed project led by achieving for children: 'Reset & Reignite', assessing current purposeful and stimulating writing opportunities that follow 'Writing for purpose' progression document.
- Monitor the implementation of the whole-school curriculum plan for writing, providing resources for supporting the writing process (eg) The Write Stuff (£24.99 for Individual user), Literacy Shed Plus (£29.99 for Individual user), Grammarsaurus (£44.99 for Individual user) and CLPE (£450 for school membership)
- Carry out book scrutiny and learning walk to assess quality of teaching and learning taking place, with an emphasis on the writing process - imitation / innovation and independent application. Conduct pupil voice surveys to establish teaching and learning preferences.
- Organise team-teaching opportunities to share effective practice.

8.1 All stakeholders are aware of high expectations and demonstrate ways to further support progress.

- Undertake regular writing moderation and sharing of good practice, including with cluster schools (eg) SPARK Comparative Judgement Sessions for Years 3 - 5 and Year 2 & 6 Cluster Moderation Agreement Meetings
- Liaise with the English governor termly, regarding ongoing procedures, and feedback to the full governing body yearly.

9.1 A culture of reading is well established, with the school fostering a love of reading

- Organise reading buddies for Years 6/5 with Years R/1 and train Reading Advocates from Y6 to support those children in Y3 who need further intervention.
- Participate in the SPARK! Book Awards, distributing information about author workshops and competitions.
- Promote and participate in book related activities (eg) World Book Day (5th March), Children's Book Week (6th - 12th May and 4th - 10th November), Book Trust Pyjamarama (22nd May), Roald Dahl Day (13th September), National Poetry day (3rd October), and make use of online author events / workshops provided by Authorfy, Book Trust or National Literacy Trust.
- Strengthen the home / school partnership, offering parental support / guidance through relevant material.

Subject: Foreign Languages

Subject Leader: Caitriona McGilvray & Gareth Dutton

Successes from last year:

- Children receive high quality foreign languages lessons in Latin. Children enjoy these sessions and speak very highly of them.
- Our scheme of work was reviewed and structured to incorporate catch-up sessions to enable the revisiting of key topics and themes.
- Latin subject concepts were chosen to support fundamental ideas and principles that underpin learning. These have helped to structure children's understanding and ensure progression as they move through the curriculum.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|-----------------------------------------------------------------|------------------------------------------------------------------|
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

1.1 Children value Latin culture

- Continue to teach about and celebrate Latin culture, celebrations and events
- Use authentic materials
- Raise awareness of different languages spoken by the St. Luke's community

2.1 Children receive high quality FL teaching and learning

- Key stage 2 to receive 30 minutes of Latin lessons per week
- Use Minimus SoW as a basis for year group topics, but use other resources to teach it
- Implement the second Minimus book with upper KS2 classes
- Review long term plans to ensure appropriate curriculum coverage

3.1 Children make good progress in all areas; reading, writing, speaking and listening

- Devise a portfolio of evidence for each year group with examples of work
- Continue celebrating children's work and achievements through display boards around the school
- Children are given opportunities to role play in order to practise speaking skills
- Children are able to link Latin to English by noting similarities in grammar, vocabulary and to other European languages which are spoken in our community

5.1 Staff are well supported to teach Latin lessons effectively

- Organise additional staff training to support teaching pedagogy
- Continue to monitor the teaching and learning of Latin to ensure staff are supported

Subject: Foundation Stage

Subject Leader: Hayley Hookham

Successes from last year:

- Implemented home visits for Nursery children, ensuring smooth transition into the Nursery.
- All teaching staff went to a smooth transition evening in the borough to support planning for the new cohort of children.
- Implemented strong SEN support using SEN skills, EY SENCO knowledge across the year group.
- Phonics catch up worked well in Reception alongside independent challenges to ensure children were engaged during free flow learning.
- Mastering number in Reception- big focus on maths and has made a positive impact on early maths learning. Children had access to new resources to support their concrete learning and understanding of numbers. Rich mathematical language.
- Little Wandle reading groups well organised in Reception, all staff trained.
- Tapestry- both classes using consistently to support, all staff competent in using the programme.
- Lots of opportunities to promote reading e.g. introduced mystery reader parents, varied book corners, books for specific topics, year 5 sharing stories with Nursery, Little Wandle rhyme of the week introduced in Nursery and shared with parents, Reception regularly reading high quality text with diverse characters.
- Increased teamwork across Early Years- sharing resources across classes, some mix up time between classes, Laura and Hayley visited Alexandra early years.
- Parents have been well informed about what their children are learning e.g. through tapestry, coffee mornings, pre-learning documents etc.

Whole school key development areas for improvement reflected in subject action plan:

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2. Ensuring consistently high quality teaching and learning
3. Ensuring all pupils make good or better progress
4. Continually working to close the gap & overcome disadvantage
5. Continually striving to build capacity and sustainability
6. Building a culture of teamwork and collective accountability
7. Ensuring high levels of staff satisfaction and job fulfilment
8. Strengthening partnerships both within and across schools
9. Subject specific priorities

Key Outcomes & Actions:

2.1 Children are taught about the Zones of Regulation

- Children in Nursery will learn about the zones of regulation to support them sharing how they feel
- Reception will embed the concept and develop strategies for children to use to help them regulate themselves

2.2 Children access an environment rich in learning opportunities

- Any new resources purchased will be relevant and robust
- Visit to other schools to review outdoor area provision, with the view of improving / redesigning Reception outdoor area to show more progression between Nursery and Reception
- Timetable opportunities for Reception to develop gross motor skills in particular use of bikes, scooters etc
- Resources are looking tired and need renewing over the course of the year- Research ways to raise money to buy new resources, 'toy drive' sent to all parents for donations, purchase quality resources which can be used in a variety of ways
- Look at ways to introduce 'Shrec approach' / high quality interactions between staff and pupils

2.3 Clear progression of gross motor skills from Nursery to Reception

- Timetable regular opportunities for children to use bikes/ scooters etc in Nursery areas or playgrounds
- Create a progression document linked to gross motor development between the ages of 3-5 referencing Birth to Five/ Development Matters
- Continue to do activities that cross the midline and promote upper body and core strength (currently done before handwriting and phonics sessions)

2.4 Embed Little Wandle phonics daily in Nursery

- Ensuring daily phonemic awareness sessions
- Introducing rhyme of the week, every week. Put on Tapestry so parents are aware and can support at home
- Nursery staff to observe Reception staff
- TAs to be fully trained in teaching phonics
- Resources printed e.g. grapheme mats, formation sheet and available for pupils and staff

Subject: Humanities

Subject Leader: Alice Dalrymple

Successes from last year:

- Successfully implemented Digimaps back into the curriculum as a Geography resource.
- Reviewed topics taught in each year group, ensuring continuity in children's learning.
- Reviewed and updated Mission Statements, Concepts and Concept Progression documents for both Geography and History.
- A newly established Geography Club has been set up for KS2. A different continent is the focus for each half term.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|-----------------------------------------------------------------|------------------------------------------------------------------|
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

2.1 Children develop their knowledge and enquiry skills through external trips and workshops

- Review and update Humanities workshop and trip provision across the Key Stages
- Create links with local experts to enhance children's knowledge of the local history and geography of the local area
- Provide new online resources for teachers to enhance subject knowledge and enrichment of children's learning
- Use the local area to enhance learning experiences, such as visits to the Kingston, Chertsey, and Richmond Museums

2.2 Children to access their Humanities learning in a variety of ways

- Using iPads to give children a teacher led virtual reality experience of geographical and historical locations
- To provide a comprehensive vocabulary list across all year groups
- Continue to encourage teachers to use Digimap to develop children's map reading skills

3.1 Children's achievement in Humanities meets or exceeds the National Curriculum attainment targets

- Carry out subject monitoring through a learning walk and book look
- Introduce revised assessment grids for each year group
- Audit Humanities Resources across the school (these remain in the year group that they relate to)
- Review assessment opportunities for humanities, including keeping samples of their work, involving the diverse cultural and ethnic backgrounds within the school community
- During a week in October, the whole school focuses on cultural diversity and ethnic backgrounds (Diversity Week). Discuss its relevance with other staff

7.1 Building a culture of teamwork and accountability

- Attending subject leader training sessions and regular meetings with subject governor

Subject: Inclusion

Subject Leader: Dan Bates

Successes from last year:

- Following on from the Nursery Teacher completing the Early Years SENCO course, SEN provision in Nursery is more in situ and dealt with by staff who are familiar with the setting. This has also meant that the school/Nursery staff attend the Early Years SENCO meetings termly and have developed a relationship with the Early Years SEND Team leading to better, more prompt and more bespoke support for the pupils.
- 2x EHCP pupils from previous Year 6 both entered the SATS and achieved well.
- Whole school training on dyslexia delivered via a session from the Helen Arkell Centre on the September inset day. This was in response to the rise in pupils being identified as having dyslexia or dyslexic tendencies and the decline in spelling attainment linked to Covid.
- SEN Padlet is live.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|-----------------------------------------------------------------|------------------------------------------------------------------|
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

2.1 Pupils with SEN continue to achieve above expected academic progress

- Monitor the application of Quality First Teaching (QFT), Rosenshine Principles and St Luke's teaching pedagogies by all staff
- Benchmark school's performance against other local and national schools
- Organise refresher staff training on (QFT) to ensure there is a consistent and clear understanding of what QFT is, what is considered 'universal provision' and what is considered 'additional to'
- Carry out informal learning walks (termly) to ensure that provision for SEN pupils is appropriate and matched to pupils' needs

4.1 Children's progress in basic literacy and spelling meets or exceeds the National Curriculum attainment targets

- Introduce new IDL software to help bridge the gap between class teaching and a precision teaching intervention
- Organise staff training and establish a set up and review process to ensure that pupils are engaging with the software and that class teachers are actively engaged in monitoring the pupils

5.1 Staff training and CPD are matched to current and emerging educational needs

- Monitor SEN data and admissions and identify trends in diagnosis or needs and book appropriate training
- Engage with external organisations to provide support to staff and parents
- Continue to develop relationships with external groups e.g., ADHD Embrace

6.1 All staff are aware of the shared responsibility for pupils with SEN

- 'Adaptive Teaching' developed so that teachers feel confident to plan for all pupils in their class, including those with SEN
- Teachers to share planning, Learning Intentions and success criteria with all support staff prior to the start of a lesson

9.1 Low attaining and SEN pupils are given appropriate support by external agencies

- Ensure that additional Educational Psychology time is used to best effect
- Use SEN pupil progress meetings to identify and keep track of pupils who need referral to external agencies
- Ensure that the Educational Psychology waiting list is kept up to date and staff are aware of its purpose

Subject: Maths

Subject Leader: Aoife Donnelly & Laura O'Dea

Successes from last year:

- Year 5 and 6 children completed the Primary Maths Challenge with 6 children qualifying for the Bonus round.
- SATs results above borough average.
- Incentive for TTRS has increased fluency of times tables.
- Number Day celebrated by whole school.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|-----------------------------------------------------------------|------------------------------------------------------------------|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 8. Strengthening partnerships both within and across schools |
| | 9. Subject specific priorities |

Key Outcomes & Actions:

1.1 Emphasise the development of the whole child through maths

- Design lessons that build curiosity and creativity, using open-ended tasks, investigations and real-life contexts to deepen understanding and relevance.
- Foster mathematical talk and reasoning so pupils feel confident to explain their thinking, question others and collaborate effectively.
- Use pupil voice and check-ins termly to evaluate pupils' attitudes to maths and adapt the curriculum accordingly.
- Celebrate all forms of progress and effort through recognition, displays and rewards that support personal development and emotional growth.

2.1 Ensure consistently high-quality teaching and learning in maths

- Implement the school's agreed teaching model across all classrooms, ensuring lessons include clear modelling, scaffolded practice and challenge for all.
- Provide high-quality, sequenced planning support and shared resources, linked to the maths curriculum and underpinned by mastery principles.
- Use regular monitoring (learning walks, book looks, pupil voice) to ensure consistency and identify strengths and areas for development.
- Facilitate peer observations and coaching cycles, promoting a reflective teaching culture and sharing of best practices.
- Prioritise teaching for understanding, using CPA (concrete-pictorial-abstract) approaches to develop secure and deep learning.

3.1 Ensure all pupils make good or better progress in maths

- Track and analyse individual and cohort progress each half-term, using a clear assessment system aligned to curriculum objectives.
- Use data to inform planning and interventions, ensuring that pupils not on track are identified early and receive targeted support.
- Embed formative assessment throughout lessons, including rich questioning, lolly sticks, quizzes and immediate feedback to guide next steps.

4.1 Close the attainment gap and overcome disadvantage in maths

- Implement evidence-based interventions such as small group support or pre-teaching with regular impact reviews.
- Promote high expectations and a strengths-based approach, ensuring disadvantaged pupils are challenged and celebrated, not limited or labelled.
- Use visuals and sentence stems to make maths language more accessible for all, particularly EAL and disadvantaged learners.
- Train support staff specifically in maths interventions and strategies, ensuring their work is consistent, well-informed and impactful.

Subject: Music

Subject Leader: Louise Lowe

Successes from last year:

- Highly successful and well-attended EYFS Nativities and KS1 / KS2 Productions, with a strong focus on singing.
- UKS2 choir participated in the Kingston Singing Festival 'Tell me a story' at the Rose Theatre (June 2024).
- UKS2 choir performed at the Kingston Market Place as part of the festive season.
- 'Musician of the Month' continued as part of weekly hymn practice, extending children's knowledge of Western Classical Tradition and Film; Popular Music and Musical Traditions, in line with the Model Music Curriculum.
- Weekly specialist teaching throughout EYFS - Year 6 from music lead, with KMS clarinet teacher for Y4.

Whole school key development areas for improvement reflected in subject action plan:

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| | 9. Subject specific priorities |

Key Outcomes & Actions:

1.1 All children have the opportunity to engage in musical experiences

- Advise and support EYFS and KS1 classes with their Nativity performances (Autumn Term)
- Liaise with staff and oversee the musical input for the KS2 Production (Summer Term)
- Work with LG and teaching staff to ensure musical performance is given a prominent role in class assemblies, worship and Church services
- Celebrate key musical events across the year: Sing-up day (18th June), World Music Day (21st June) through enrichment activities and visiting musician workshops or theatre performances
- Promote the Blue Peter Music Badge, encouraging children to apply

2.1 All children are receiving a consistent, high quality offer in music.

- Continue specialist teaching for weekly music lessons with Reception - Year 6 classes
- Continue with Year 4 Wider Opportunities provision from Kingston Music Service (£400 yearly)
- Sustain children's knowledge of notable composers and artists from different eras and styles, including more recent trends, by beginning hymn practice with a wider range of musical genres, supported by Charanga's 'Active Listening' section and Manic Street Teachers 'Musician of the Month'. Guide staff to access this resource during all assemblies (and in class if possible). Use the school newsletter to highlight this on a monthly basis, encouraging listening opportunities and discussion at home
- Utilise expertise and online resources to support music provision (eg) Kingston Music Service (Charanga charge of £100.27), Music Express Online (£50 + VAT per year), Sing-up website (£150 + VAT per year) and Music Mark
- Extend choice of musical extra-curricular clubs by arranging with KMS for further weekly small group / individual instrument tuition on top of current ukulele and guitar tuition (eg) KS1 Music skills group
- Offer a weekly lunchtime choir club for years 5 - 6 throughout the year
- Offer a weekly lunchtime ocarina club for years 3 - 4 throughout the year
- Look into additional extra-curricular provision (eg) Creative music composition (www.mteconline.co.uk) or Rock Steady

3.1 Pupil's musical responses over time show quality, depth and breadth of understanding.

- Create knowledge organisers to share with children and parents concerning the interrelated dimensions of music, emphasising that children will develop new musical skills and concepts, and re-visit established musical skills and concepts as they shift along the spiral learning curve - mastery
- Develop visual/auditory assessment in music across the school by promoting use of recording – even just recording a class singing a song they are unfamiliar with, then when confident, and then with instruments, shows progress
- Attend borough-led Charanga training for further guidance on assessment opportunities and procedures, making use of assessment checkpoints on Charanga website
- Evaluate individuals' progress in end-of-year reports

8.1 A culture of music is well-established and promoted within the wider community

- Sign up to take part in the Kingston Singing Festival for KS1 and KS2 at the Rose Theatre
- Hold a music evening, encouraging children (and parents) to perform and appreciate live music
- Organise opportunities to showcase the choir and other ensembles at events throughout the year (eg) Carol Singing at John Lewis, St. Luke's Summer Fair or Kingston Market Place

Subject: Physical Education
Subject Leader: Gemma Allan

Successes from last year:

- New scheme of work bought and implemented with all teachers using the new scheme.
- New curriculum map implemented to ensure progression and matched the Youth Games calendar
- Increased in the amount of tournaments, friendlies and wider opportunities festivals attended therefore increased the amount of children representing the school in a competitive way and this was reflected in our school being awarded the Platinum Sports Award. Won the Girls Basketball competition.
- Played 10 Friendlies with St Agatha's over the school year (2023-2024) and started to build a relationship with Fernhill - friendlies based on those who attend clubs/show enthusiasm for sports and may not have represented the school.
- Extra curricular clubs reviewed and Hockey and Crickets were well attended in the Summer Term last year - all those attended represented the school at the Borough Cricket and Hockey tournament and wider opportunities festivals.
- 'St Luke's World Tour' planned and executed in Summer Term -children really enjoyed it and feedback from parents was very positive.
- Several comments in the parent survey about the improvement in Sports and PE over the past couple of years.

Whole school key development areas for improvement reflected in subject action plan:

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3. Ensuring all pupils make good or better progress
4. Continually working to close the gap & overcome disadvantage
5. Continually striving to build capacity and sustainability
6. Building a culture of teamwork and collective accountability
7. Ensuring high levels of staff satisfaction and job fulfilment
8. Strengthening partnerships both within and across schools
9. Subject specific priorities

Key Outcomes & Actions:

- 1.1 Raise the profile of dance across the school as both part of PE curriculum and outside PE offer**
- PE specialist to attend training for Country Dancing
 - Country Dancing adding to PE curriculum map
 - School to enter festival and PE specialist to ensure that St Luke's has the correct equipment needed (Banner/neck ties/hair bands)
 - Continue to work with SSPS to develop offer dance across the borough
 - Work towards increasing the dance offer as an extracurricular activity
 - Video dances that children produce in PE lesson and make available for parents to see
 - Organise Country Dancing at the Summer Fair
- 1.2 Children continue to develop their Physical Literacy through high quality Physical Education lessons across all the PE curriculum**
- Curriculum is set out to show progression across the Key Stages and matched to the Youth Games competition calendar and this is continually reviewed in light of changes and children engagement and enthusiasm
 - Monitor new curriculum map that was put in place from EYFS across the school so that the progression of skills can be clearly seen and developed over 2024-2025
 - New curriculum map links closely to Youth Games competition calendar so those performing at a higher level will be selected for competitions (changes year on year and reflects changes to Youth Games offer)
 - Observe PE lessons throughout 2024-2025 to assess the impact of the new scheme of learning in terms of progression of skills and CPD needs of the teachers
 - Observations of PE specialists for model lessons if appropriate
 - Increase the range of sports that the children are exposed to, to give opportunities to all children and move away from a football only culture
 - PE specialist to attend NFL Flag training and organise Tag Rugby coaching to help achieve the above point and for CPD for teacher
 - Pupil voice from children across the school about the current PE offer
- 3.1. Assessment is introduced and embedded across Key Stage 1 and Key Stage 2 so that the progress of the children can be measured and teaching targeted**
- Assessment introduced to the teachers as looking at working through control, precision, fluency and application.
 - Teachers to understand the shared language of progression removes bias of size, strength, speed and that you can transfer skills and approach between activities
 - Introduce the words to the children so that when are practising skills/games/activities they know where they are working and what they are working on (so that the children understand how to build up to playing a game)
 - Use the PE Primary Planning scheme (Progress-O-Meter) to help teachers move the children up and down the skills as appropriate in lessons to ensure progress and challenge
 - Use the PE Primary Planning scheme (Progress-O-Meter) to give teachers a clear understanding of the Year group expectations for each topic
 - PE specialists to record and track the children in each topic in terms of Control/Precision/Fluency/Application
- 8.1 Children have access to a range of different activities and events outside their Physical Education offer**
- Increase the range of clubs offered by sourcing outside coaching (Tag Rugby and Play Ball etc)
 - Summer term school event like 'St Luke's World Tour' in Summer 2025 (input from children)
 - Participate in Wider Opportunities events to ensure that a larger amount of children have opportunities to play competitively and represent the school at sporting events
 - Continue to build relationships with schools in the local community (Fernhill and Alexandra) based on a 'friendlies' approach so that a range of children have more opportunity to participate - particularly those who are attending clubs (e.g. Netball/Football etc)
 - Link with the London Marathon to explore the opportunities for the children at St Luke's as a follow on from Cross Country in Year 5/6 - Mini Marathon and Mini Marathon in schools

Subject: Religious Education
Subject Leader: Gareth Dutton

Successes from last year:

- Internal RE assessments are inputted into our MIS termly and good progress is being made in RE across the school.
- Worship sessions and services held at St Luke's Church continue to reinforce RE learning.
- Children participated in Easter and Christmas Experiences at the Cornerstone Church.

Whole school key development areas for improvement reflected in subject action plan:

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| | 9. Subject specific priorities |

Key Outcomes & Actions:

1.1 All children experience creative and responsive RE lessons

- Develop staff knowledge through training in regular staff meetings
- Subject leader to attend meetings at SDBE
- Other staff to attend training where appropriate
- All classes use an A3 book containing high quality paper (EYFS to Year 6) to evidence learning and discussion that is not formally recorded in books
- Teachers to incorporate use of computing in lessons where appropriate – e.g. Purple Mash RE resources, investigating Islam using chrome books

2.1 Children improve their knowledge of Christianity and other world religions

- New SDBE syllabus to be embedded in weekly RE Lessons ($\frac{1}{3}$ Other Faiths / $\frac{2}{3}$ Christianity) from September 2025
- Monitor lessons, displays and books to ensure children are getting the most out of their RE lessons
- Continue school trips to alternative places of worship so children can experience different faiths
- Continue strong links with St Luke's Church and clergy for teaching and visits
- Invite parents to come in and share about their faith
- Investigate purchasing books on different faiths for the library

3.1 Children's attainment in RE is monitored termly (ensuring progress in line with maths and English)

- All assessments linked to SDBE scheme of work
- Assess all children in AT1 and AT2 areas of the curriculum (2024-25) and on the new lenses of the syllabus (2025-26)
- Regular book looks throughout the academic year
- Track all children and groups of children on Arbor
- Assessment leading to better support for emerging children and improved challenge for existing children

8.1 Children make a valuable contribution to RE

- Participation in whole school reflection days e.g. Pause Days / Faith Days
- Children to take part in activities that help the local environment / community
- Each classroom to have a reflective area to encourage deep thinking and questioning - including their reflective book and time built in during the week to interact and reflect
- Children to have more of an active role in planning and carrying out worship - Liaise with St. Luke's Clergy to support or follow up, Friday when not 'Open the Book' to support or follow up.

9.1 Standards in RE remain high

- Subject Leader to attend regular SDBE training
- Staff meetings are used to disseminate resources and best practice

Subject: Science

Subject Leader: Elspeth Millard & Amy Smith

Successes from last year:

- Opportunities for experiencing Science in different contexts such as; Nursery and Reception (hands on experience with reptiles), Y4 Rainforest Workshop, Y5 visiting the Planetarium, Kew Gardens for Y2, 3 and 4 (plant Scientists).
- Use of the TAPS working Scientifically skills, evidenced on displays. Science Week events.
- To raise the profile of Science in our school we had our Science Week events as well as STEM ambassadors (Y3 Manta Rays and Rec/ KS1 Vet visit).

Whole school key development areas for improvement reflected in subject action plan:

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Key Outcomes & Actions:

2.1 Continue to develop a consistent approach to planning across the school

- Support teachers with their planning for teaching working Scientifically skills and how this is evidenced
- Look into schemes available to ensure planning consistency across the school
- Lessons are encouraged to start with a hook such as; an Explorify zoom out activity

2.2 Give children the opportunity to take ownership over their own investigations to focus on enquiry skills

- Children to come up with their own investigation questions and planning

3.1 Ensure all pupils make good or better progress, close the gap of how disadvantaged pupils are performing in relation to their peers

- Modelling of vocabulary and pre-teaching of vocabulary and key concepts
- Hands on experiences (visits outside of the school environment)

8.1 Strengthen the profile of Science in our school

- Establish a link between St Luke's and local Secondary Schools
- Celebrate British Science Week (Second week in March every year)
- KS2 to have Science ambassadors per class for pupil voice (meet once a half term)