



School Improvement Plan 2026-29

2026-29

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 Leadership Group 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.

02 CONTENTS

03

INTRODUCTION

- 03. School's aims and objectives
- 04. Accountabilities & success indicators
- 05. Three Year development plan
- 06. Current staffing & responsibilities
- 09. Governing Body strategic planner
- 12. Policy review schedule
- 14. Governor's targets for KS2 2026
- 15. Attainment results summary 2019-2025

16

CURRICULUM ACTION PLANS

- 16. Art
- 17. Collective Worship
- 18. Computing
- 19. Design Technology
- 20. English
- 21. Foreign Languages
- 22. Foundation Stage
- 23. Humanities
- 24. Inclusion
- 25. Maths
- 26. Music
- 27. Physical Education
- 28. Religious Education
- 29. Science

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
 - Line managers for key stages have clear responsibilities
 - 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 2026-29

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 2026-29.

In relation to the children		
Intent	Implementation	Intended Impact
<i>Emphasis on developing the whole child</i>	Increase opportunities for pupils to lead and actively participate in collective worship.	Pupils increase their confidence and spiritual reflection through leading CW at least twice a term.
	Provide more varied opportunities for pupils to demonstrate courageous advocacy and support others in overcoming difficulties.	Pupils think widely about global issues and express themselves confidently to decision-makers.
<i>Ensuring consistently high quality teaching and learning</i>	Ensure consistently high expectations for all children's work and progress across all year groups.	Parents and staff report a shared understanding of high standards, and book scrutinies show high expectations in all subjects.
	Promote the use of clear, consistent "next steps" in every lesson so children know how to improve.	100% of pupils feel they receive the right amount of helpful information about how to improve their learning.
<i>Ensuring all pupils make good or better progress</i>	Implement targeted support to stretch pupils of all abilities, including those of higher ability.	Pupils report feeling consistently challenged in lessons, and progress data shows high achievement for all groups.
	Maintain the school's strong academic achievements through focused interventions in core subjects.	High levels of school performance data are maintained across all key stages.
<i>Working to close the gap & overcome disadvantage</i>	Monitor the participation of disadvantaged pupils in after-school clubs and provide subsidised "priority spots."	The gap in enrichment participation closes, ensuring Pupil Premium children have equal access to the full "St Luke's experience."
	Improve the attendance and engagement of pupils receiving the Pupil Premium Grant (PPG).	The gap in attendance and attainment between PPG pupils and their peers continues to close.

In relation to the school culture and organisation		
Intent	Implementation	Intended Impact
<i>Continually striving to build capacity and sustainability</i>	Review the process of internal communication to ensure staff have sufficient notice for diary and schedule changes.	Staff stress levels are reduced, and they feel better prepared for school events and policy implementations.
	Transform the nursery's outdoor area into a high-quality, learning environment to facilitate year-round, curriculum-aligned activities and physical development sessions.	Families are attracted to our premium early-years education, directly resulting in an increase in enrolment numbers.
<i>Building a culture of teamwork and collective accountability</i>	Enhance the staff wellbeing package and improve physical staff break areas to create a more relaxing environment.	Staff feel valued and respected, maintaining the 100% "enjoyment of work" recorded in the annual staff survey.
	Apply school policies and procedures consistently and transparently to ensure all staff feel treated fairly.	100% of staff agree they are treated fairly and with respect.
<i>Ensuring high levels of staff satisfaction and job fulfilment</i>	Enhance the school's communication to provide clearer, more timely updates on school events and policy changes.	Parents report feeling "well-informed" and the 95% threshold for communication satisfaction is exceeded.
	Improve curriculum overview materials to better inform parents about what is being taught.	Parents feel equipped to support their child's learning and have meaningful discussions about schoolwork.
<i>Strengthening partnerships both within and across schools</i>	Audit and diversify the library collection to include modern genres, such as manga stories, alongside high-quality fiction and non-fiction.	Pupil engagement with the library increases, specifically among reluctant readers and older year groups; pupils report feeling that their reading interests are valued.
	Review and refurbish the music room environment and instrument inventory to ensure it is a functional, inspiring and well-resourced space for all year groups.	The quality of music provision is enhanced; pupils and staff have access to reliable instruments and a dedicated space that supports the school's creative curriculum.

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 Gifted & Talented Collective Worship	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	Science (Joint)	Mrs Allan
Mrs Kate Haworth	Year 3 teacher	Full	Jan 2017 (PT) Sept 2017 (FT)	Maths	Mr Bates
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	DT	Mrs Allan
Mrs Claire Hodgson	Nursery teacher	Part (0.52)	Sept 2019	Art	Mrs Kadar
Mrs Alice Dalrymple	Nursery 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 (0.2)	Sept 2007		
Mrs Lin Felicien	After School Club Manager Pastoral Leader	ASC 18 hours BC 8 hours TA 15 hours	May 2000	Leadership Group After School Club Manager Breakfast Club Manager Governor PSHE & RSE	Mr Dutton

Mrs Caitriona McGilvray	Teaching Assistant	28.75 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	15.5 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 Syeda Hasnath	Teaching Assistant	35 hours	Jan 2026	Apprentice	Mr Bates
Mrs Sue Blachford	Teaching Assistant	5.83 hours	Sept 2020		
Mrs June Hennings	Individual Support	24 hours	Oct 2004		Mrs Lowe
Mrs Lisa Owens	Individual Support	17.25 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 10 hours SMSA 6.25 hours	Sept 2022		Mrs Lowe
Mrs Emma Scott	School Business Manager	28 Hours	Sept 2020	Leadership Group Finance & HR Premises	Mr Dutton
Mr Colin Carr	Site Manager	18 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
Miss Jess Cheung	SMSA	6.25 hours	Apr 2026		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-2026 (2022)	27-Apr-2030	English School website	Finance
Father Martin Hislop	Foundation Ex-Officio	01-Feb-2000		RE, PSHE The Arts	
Melissa Tanudirdja	Parent	30-Apr-2026 (2026)	29-Apr-2030	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-2025 (2017)	06-Sept-2029	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 2026-2029

Summer Term	Agenda	Policy Review
Main Governing Body 1st Meeting <i>April</i>	<ul style="list-style-type: none"> • Feedback from Chair's Forum & Director's Briefing meetings • Headteacher's verbal report to Governors • Receive finalised School Improvement Plan • Agree Three Year Budget • Approve items of budget expenditure of over £10k • School Improvement Partner Spring Report • Review Assessment Report (Spring) • Reports of bullying and racist incidents • Safeguarding update • Feedback from recent committee meetings • Feedback from governor's curriculum monitoring • Review policies in line with schedule 	2026 Health & Safety Equal Opportunity Code of Conduct for School Staff Inclusion & SEND 2027 Health & Safety Equal Opportunity Code of Conduct for School Staff Inclusion & SEND 2028 Health & Safety Equal Opportunity Code of Conduct for School Staff Inclusion & SEND
Main Governing Body 2nd Meeting <i>July</i>	<ul style="list-style-type: none"> • Feedback from Chair's Forum & Director's Briefing meetings • Headteacher's report to Governors • Staffing structure for September • Approve residential journeys • Review SEND Report • Review Health & Safety Report • Review Behaviour Report • Review Governors' Code of Conduct • Set provisional meeting dates for the next school year • Agree FGB Strategic Planner • Reports of bullying and racist incidents • Safeguarding update • Feedback from recent committee meetings • Feedback from governor's curriculum monitoring • Review policies in line with schedule 	2026 Complaints Procedures School's Risk Assessment Critical Incident Plan Behaviour 2027 School's Risk Assessment Critical Incident Plan Freedom of Information 2028 School's Risk Assessment Critical Incident Plan Whistleblowing Statement of Behaviour Principles
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 	2026 Governor's Allowance 2027 Governor's Allowance 2028 Governor's Allowance
Finance Committee 2nd Meeting <i>July</i>	<ul style="list-style-type: none"> • Budget monitoring quarterly actuals • Review latest view of year (latest quarterly estimates) • Review best value statement • 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 	
Autumn Term	Agenda	Policy Review
Main Governing Body Meeting 1st Meeting <i>September / October</i>	<ul style="list-style-type: none"> • Appoint Clerk • Election of Chair and Vice-Chair • Review Instrument of government • Governance essentials and required actions • Review membership of committees & responsibilities • Agree meeting dates for the year • Feedback from Chair's Forum & Director's Briefing meetings • Headteacher's report to Governors • School Improvement Partner Summer Report • Receive SEF summary document • Agree term dates for next academic year • Reports of bullying and racist incidents • Safeguarding update 	2026 Anti-Bullying policy Safeguarding & Child Protection 2027 Anti-Bullying policy Safeguarding & Child Protection 2028 Anti-Bullying policy Safeguarding & Child Protection

	<ul style="list-style-type: none"> • Feedback from recent committee meetings • Feedback from governor's curriculum monitoring • Review Scheme of Delegation • Governor training opportunities • Review policies in line with schedule 	
2nd Meeting November / December	<ul style="list-style-type: none"> • Feedback from Chair's Forum & Director's Briefing meetings • Headteacher's report to Governors • Review Governor Skills Audit • Review school performance headlines • Agree assessment targets for the academic year • Receive Pupil Premium Strategy Statement • Review Health & Safety Report • Review Behaviour Report • Reports of bullying and racist incidents • Safeguarding update • Feedback from recent committee meetings • Feedback from governor's curriculum monitoring • Review transfer of pupils to KS3 • Approve terms of references • Review policies in line with schedule 	2026 Admissions Medical Needs Staff Disciplinary Procedures 2027 Admissions Medical Needs Suspension & Permanent Exclusion 2028 Admissions Medical Needs Premises Management
Pay Committee October	<ul style="list-style-type: none"> • Election of Chair • Review Terms of Reference • Appraisal arrangements (and pay recommendations) • Review policies in line with schedule 	2026 Pay Policy Staff Appraisal 2027 Pay Policy Staff Appraisal 2028 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 	
Premises Walkabout October	<ul style="list-style-type: none"> • Evaluate how well the school premises support safety, compliance and high-quality education 	
Governors' Morning November	<ul style="list-style-type: none"> • Evaluate how effectively the school's priorities are being realised in classrooms and across the wider school 	
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"> • Feedback from Chair's Forum & Director's Briefing meetings • Headteacher's report to Governors • Review school's aims and objectives • Review School Improvement Partner Autumn Report • Review Assessment Report (Autumn) • Review Staff Wellbeing Package • Reports of bullying and racist incidents 	2027 Charging & Remissions Relationships & Sex Education 2028 Charging & Remissions Relationships & Sex Education Capability 2029

	<ul style="list-style-type: none"> • Safeguarding update • Feedback from recent committee meetings • Feedback from governor's curriculum monitoring • Review policies in line with schedule 	Charging & Remissions Relationships & Sex Education Complaints Procedures
Main Governing Body 2nd Meeting March	<ul style="list-style-type: none"> • Feedback from Chair's Forum & Director's Briefing meetings • Headteacher's report to Governors • Review survey summaries • School Improvement Plan Evaluation • Receive Draft Development Plan • Review SEF • Review Health & Safety Report • Review Behaviour Report • Review St Luke's Agreement • Reports of bullying and racist incidents • Safeguarding update • Feedback from recent committee meetings • Feedback from governor's curriculum monitoring • Review policies in line with schedule 	2027 Equality information & Objectives Allegations of abuse against staff Induction of ECTs 2028 Equality information & Objectives Allegations of abuse against staff Attendance 2029 Equality information & Objectives Allegations of abuse against staff Accessibility Plan
Admissions 1st Meeting February	<ul style="list-style-type: none"> • Consideration of applications for Reception places 	
Admissions 2nd Meeting March	<ul style="list-style-type: none"> • Consideration of applications for Nursery places • Review Admissions Policy 	
Finance Committee 1st Meeting February	<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 	2027 School Lettings 2028 School Lettings 2029 School Lettings
Finance Committee 2nd Meeting March	<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 	
HTPM Mid-Year Review March / April	<ul style="list-style-type: none"> • Review progress of Headteacher's targets 	



POLICY REVIEW SCHEDULE

FULL GOVERNING BODY	Review	Review	Review	Review	Review
	2026	2027	2028	2029	2030
Anti-Bullying	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Safeguarding & Child Protection	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Admissions	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Medical Needs	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Premises Management			Autumn 2		
Suspension and Permanent Exclusion		Autumn 2			Autumn 2
Staff Disciplinary Procedure	Autumn 2			Autumn 2	
Charging & Remissions	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
Relationships & Sex Education	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
Capability			Spring 1		
Complaints Procedure	Summer 2			Spring 1	
Equality information & Objective	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Allegations of abuse against staff	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Accessibility Plan	Spring 2			Spring 2	
Attendance			Spring 2		
Induction of ECTs		Spring 2			Spring 2
Health & Safety	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Equal Opportunity	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Code of Conduct for School Staff	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Inclusion & SEND	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Code of Conduct for Governors	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
School's Risk Assessment	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Critical Incident Plan	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Statement of Behaviour Principles			Summer 2		
Behaviour	Summer 2			Summer 2	
Whistleblowing			Summer 2		
Freedom of Information		Summer 2			Summer 2

FINANCE COMMITTEE	Review	Review	Review	Review	Review
	2026	2027	2028	2029	2030
Data Protection		Autumn 2			Autumn 2
Governor's Allowance	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
School Lettings	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2

PAY COMMITTEE	Review	Review	Review	Review	Review
	2026	2027	2028	2029	2030
Pay Policy	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Staff Appraisal	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

LEADERSHIP GROUP	Review	Review	Review	Review	Review
	2026	2027	2028	2029	2030
Able, Gifted & Talented	Summer			Summer	
AI			Autumn		
Arrivals and Departures			Spring		
Art & Design		Spring			Spring
Assessment		Autumn			Autumn
Collective Worship			Autumn		
Computing		Autumn			Autumn
Design & Technology			Spring		
Display, presentation & learning environment			Summer		
EAL		Spring			Spring
Educational Visits	Spring			Spring	
Emergency Procedures			Spring		
English			Autumn		
Fire Safety		Spring			Spring
First Aid			Autumn		
Foreign Languages		Autumn			Autumn
Foundation Stage	Summer	Summer	Summer	Summer	Summer
Geography			Autumn		
Google Apps Acceptable Use		Summer			Summer
Healthy Eating			Summer		
History		Summer			Summer
Home Learning				Summer	
Induction of Newly Appointed Staff		Autumn			Autumn
Intimate Care	Autumn			Autumn	
Lockdown Procedures			Autumn		
Marking and Feedback	Summer	Summer	Summer	Summer	Summer
Maths	Autumn			Autumn	
Mobile Phone			Autumn		
Monitoring of Standards			Autumn		
Multi-cultural Anti-Racist Statement			Autumn		
Music			Summer		
Online Safety		Autumn			Autumn
Physical Education			Autumn		
Physical Restraint	Spring			Spring	
Prevent Risk Assessment	Autumn	Autumn	Autumn	Autumn	Autumn
Promoting British Values	Summer			Summer	
PSHE		Summer			Summer
Religious Education	Spring			Spring	
Safe Recruitment		Autumn			Autumn
Science	Autumn			Autumn	
Spiritual Development		Summer			Summer
Staff Absence	Summer			Summer	
Staff Development	Autumn			Autumn	
Staff Leaving		Summer			Summer
Sun Smart	Summer		Summer		Summer
Teaching and Learning	Summer	Summer	Summer	Summer	Summer

GOVERNORS TARGETS – KS2 2026

Profile of Year 6	Total	Boys		Girls	
		No	%	No	%
Number of pupils	30	18	60%	12	40%
Number on SEND register	5	2	7%	3	10%
No. on Pupil Premium	4	1	3%	3	10%
Number FSM	3	1	3%	2	7%
Number of EHCP	0	0	0%	0	0%
Number adopted from care	0	0	0%	0	0%
Number of EAL	11	6	20%	5	17%

Targets set by Governors December 2025 for end of KS2 2026:

PERCENTAGE OF CHILDREN WORKING AT THE EXPECTED STANDARD:

KS2	Reading	GPS	Writing	Mathematics	RWM combined
School 2025	93%	93%	87%	87%	80%
National 2025	75%	73%	72%	74%	62%
Target 2026	89%	93%	86%	89%	79%

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

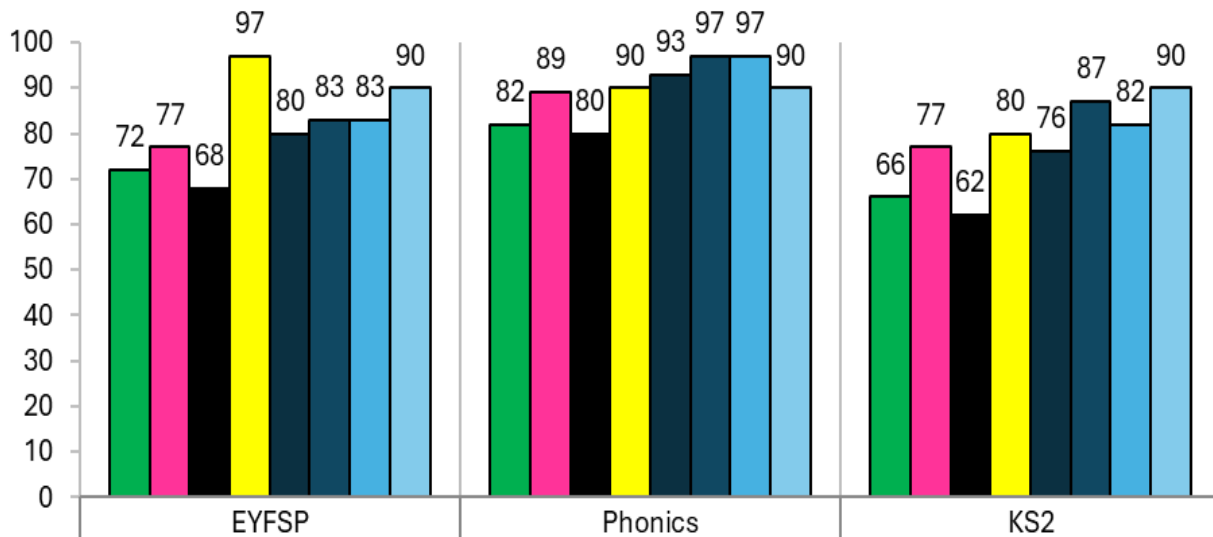
KS2	Reading	GPS	Writing	Mathematics	RWM combined
School 2025	73%	70%	27%	67%	27%
National 2025	33%	30%	13%	26%	8%
Target 2026	50%	68%	29%	43%	29%



ATTAINMENT RESULTS SUMMARY 2019, 2022, 2023, 2024 & 2025

Key Stage	Measure	Kingston	Richmond	National	St Luke's 2019	St Luke's 2022	St Luke's 2023	St Luke's 2024	St Luke's 2025
EYFSP	Good Level of Development	72%	77%	68%	90%	83%	83%	80%	97%
Phonics	Y1 Expected Standard	82%	89%	80%	90%	97%	97%	93%	90%
KS2	RWM Expected Standard	66%	77%	62%	90%	82%	87%	76%	80%
	RWM Greater Depth	13%	21%	8%	23%	22%	33%	24%	27%
	Reading Expected Standard	78%	87%	75%	93%	90%	93%	90%	93%
	Reading Greater Depth	41%	53%	33%	53%	43%	77%	54%	73%
	Reading Average Scaled Score	107	109	106	108.4	108.5	112.5	109.3	111.2
	Writing Expected Standard (TA)	74%	83%	72%	90%	82%	93%	80%	87%
	Writing Greater Depth (TA)	17%	26%	13%	37%	27%	33%	29%	27%
	GPS Expected Standard	77%	86%	73%	97%	92%	97%	90%	93%
	GPS Greater Depth	38%	51%	30%	73%	67%	80%	59%	70%
	GPS Average Scaled Score	107	110	105	112.1	112.3	113.0	110.4	112.8
	Maths Expected Standard	79%	88%	74%	93%	93%	93%	86%	87%
	Maths Greater Depth	37%	46%	26%	47%	57%	70%	44%	67%
	Maths Average Scaled Score	107	109	105	108.3	109.5	111.7	108.3	109.2
KS1-KS2	Reading Progress Score				+3.08	+2.50	+4.60	NA	NA
	Writing Progress Score				+1.90	+2.20	+1.80	NA	NA
	Maths Progress Score				+2.34	+4.20	+5.00	NA	NA

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



■ Kingston	72	82	66
■ Richmond	77	89	77
■ National	68	80	62
■ 2025 St Luke's	97	90	80
■ 2024 St Luke's	80	93	76
■ 2023 St Luke's	83	97	87
■ 2022 St Luke's	83	97	82
■ 2019 St Luke's	90	90	90

Subject: Art

Subject Leaders: Claire Hodgson & Laura O'Dea

Successes from last year:

Successes include a range of enriching opportunities that strengthened pupils' experience of art across the school. Art-related trips provided valuable enrichment and helped bring learning to life, while a wide variety of clubs – such as Magpie Makes (art, sewing and photography), KS1 Drawing and Painting Club, and Knitting Club – were well attended and clearly enjoyed by the children. Arts Week was another highlight, with this year's focus on the local area of Kingston-upon-Thames enabling pupils to make meaningful connections between their artwork and their community. In addition, sketchbooks continued to be developed effectively, supporting pupils in building their skills, creativity and independence over time.

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**
- 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
- 1.2 Children enjoy a rich, inclusive art education that reflects diverse cultures and perspectives through a modern, representative curriculum**
- Revisit the 'artists studied' at St Luke's to ensure there is a continued diverse curriculum
- 2.1 Children learn using a range of media and techniques - ensuring a complete, progressive curriculum coverage**
- Ensure the art curriculum throughout the school continues to cover all areas of the required curriculum. Ensuring good balance and variety
 - Attend art training when possible and feedback to all staff (ongoing)
- 3.1 Children take ownership of their artistic journey, using professional vocabulary to track their progress and celebrate their growing skills**
- Record comments in the sketchbooks by both teachers and children, using subject-specific vocabulary to enable pupils to assess their own skill and knowledge (ongoing)
 - Evaluate how we assess art at St Luke's
 - 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
- 4.1 Vulnerable pupils thrive as tailored support and inclusive teaching remove barriers, ensuring every child succeeds in the arts**
- Ensure SEND / disadvantaged pupils access the art curriculum - ask staff about children in their classes and the individuals access to the art curriculum
 - Provide support and guidance where necessary for these pupils
- 9.1 Children explore a vibrant, contemporary curriculum that inspires their creativity through high-quality resources and modern artistic practices**
- Ensure the current curriculum is updated and relevant
 - Research into the Access Art scheme with potential for buying it for the school in September

Subject: Collective Worship

Subject Leader: Gareth Dutton

Successes from last year:

The school had a very successful SIAMS inspection, which praised the high quality of collective worship sessions that are highly valued by both children and staff. Worship makes effective use of the school's audio-visual systems, enhancing engagement and understanding. Weekly 'worship round-ups' continue to provide an overview of the themes explored each week and share key resources with pupils. The introduction of the half-termly worship quiz has further increased engagement, with children eagerly anticipating the quizzes and actively participating in discussions. Staff have observed that pupils are increasingly able to recall the values discussed in worship and apply them thoughtfully to real-life situations.

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 experience a vibrant and inclusive spiritual life through daily moments of meaningful reflection and high-quality, engaging worship that connects with their lives**
- Plan a calendar of worship themes in advance, ensuring they are designed to be highly interactive and engaging for all pupils
 - Hold daily sessions for reflection and prayer, providing a consistent space for spiritual growth and quiet contemplation
 - Research and integrate diverse, high-quality content and resources to enhance the impact and delivery of collective worship
- 8.1 Children build deep, meaningful connections with their local faith community through a rich variety of worship experiences led by inspiring visitors and clergy both in school and at the church**
- Collaborate with the local clergy to lead weekly worship, hosting sessions within the church itself to provide an authentic sacred space for the children
 - Maintain strong partnerships with 'Open the Book' on Fridays, alongside regular worship sessions led by the Insight school worker and the local Methodist minister
 - Invite a diverse range of guest speakers and visitors to lead worship, offering children a broad perspective on faith and community leadership
- 8.2 Children experience the joy of tradition and the importance of charity as they participate in seasonal services and lead initiatives to support their neighbours in need**
- Refine and enhance the annual Easter and Christmas services at St Luke's Church to ensure they remain a high-quality, meaningful highlight of the school year
 - Focus the Harvest Festival on the value of service by coordinating donations and support for those less fortunate in the local community
- 9.1 Children feel empowered to communicate with God in their own words and see their shared faith vibrantly reflected from the very moment they step through the school doors**
- Develop more frequent opportunities for spontaneous prayer across the school day, allowing children to express their thoughts and thanks in the moment
 - Enhance the main entrance display to ensure it provides a powerful, high-quality first impression that reflects the school's core values and spiritual identity

Subject: Computing

Subject Leader: Louise MacAuslan

Successes from last year:

The school has embedded a blended approach to the computing curriculum, using both Teach Computing and Purple Mash to ensure pupils experience a broad range of hardware and software while developing their digital skills. The subject leader continues to work with the computing governor and engage in network meetings, with recent focuses on AI and Scratch, and attended the BETT show in January 2026 to further explore developments in AI in education. Pupil leadership has been strengthened through the merging of Digital Leaders with the School Council. This was evident during Safer Internet Day, where pupils led a whole-school assembly on 'Smart tech, safe choices – exploring the safe and responsible use of AI', alongside activities across all year groups. Year 2 also participated in a live Tech She Can assembly. Following the removal of Wonde logins, pupils are becoming more confident in managing their own usernames and passwords. Google Classroom continues to support learning and communication effectively, and staff use tools such as Google Forms confidently to streamline communication and gather information.

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

1. The emphasis on developing the whole child
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:

- 1.1 Children become safer, digitally literate, and technically proficient through a comprehensive computing curriculum and hands-on skill development**
- 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
 - 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
 - Develop a clear curriculum for EYFS
 - Advertise Safer Internet Day in February and encourage teachers to share resources with class about this. Organise the School Council to deliver a whole school assembly on the day to raise awareness of the theme
 - Children participate in whole school online safety workshops
 - Children have access to resources to allow them to practise and become competent at touch typing
 - Continue to run a Jam Coding club for KS1 and KS2
 - Ensure staff are aware of any trips / workshops that may be useful for particular computing topics
- 1.2 Children develop essential online safety skills that fosters responsible and secure digital citizenship**
- Introduce Digital Citizenship curriculum from Common Sense Media. This curriculum aligns with the National Curriculum and covers key aspects of online safety
- 2.1 Children thrive in creative, tech-rich classrooms led by teachers who confidently master the latest digital learning tools**
- Organise staff training sessions where necessary to support the teaching of computing
 - 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
 - Keep computing linked governor updated with any new software / hardware being used across the curriculum
- 2.2 Children build consistent digital fluency and technical skills through regular, reliable access to hands-on computing and robotics**
- Ensure all classes have access to Chromebooks / iPads at least once a week for 45 mins to 1 hour for a computing lesson. Ensure Chromebooks / iPads are booked on the calendar
 - 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
 - Integrate new micro:bit and BeeBot sets into the curriculum
- 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 Children benefit from a high-quality, tailored curriculum that evolves based on their direct feedback and learning experiences**
- Continue to use a mix of Teach Computing and Purple Mash throughout the school
 - Send out a staff questionnaire to gain an insight into their thoughts of Teach Computing
 - 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 Children lead by example, empowering their peers to stay safe and excel through student-led assemblies, clubs, and mentoring**
- School Councillors take on the responsibility of being Digital Leaders
 - Deliver an assembly on Safer Internet Day
 - Continue to develop tasks the School Councillors can lead on e.g. teach peers, leading assembly on online safety, running a club

Subject: Design Technology

Subject Leader: Laura O'Dea & Claire Hodgson

Successes from last year:

Last year saw several successes in design and technology. A pupil in Year 2 won the Rotary Arts competition for their mixed-media Kingfisher, showcasing creativity and skill. Staff have provided positive feedback on the Kapow planning, which has been adapted to better suit individual classes and overall confidence in teaching design and technology has increased. Teachers are now more secure in using the Design, Create, Evaluate method, enabling them to deliver lessons that effectively develop pupils' skills, creativity, and problem-solving abilities.

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 |
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| 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:

- 2.1 Children receive high-quality, accurate instruction as a consistent and well-monitored curriculum evolves to meet their learning needs**
- Provide staff training to address any misconceptions in the DT curriculum
 - Observe whole curriculum coverage across whole school (YR to Y6)
 - Provide feedback at end of summer term to evaluate effectiveness of the new curriculum (see if any updates are needed)
- 3.1 Children receive a high-quality education as regular monitoring and pupil feedback ensure their lessons are consistently effective and accurately assessed**
- Carry out subject monitoring through a learning walk and book look
 - Carry out a pupil voice in the summer term to ascertain children's views
 - Monitor DT assessments to ensure accuracy and consistency
- 8.1 Children benefit from an enriched curriculum as teachers collaborate across schools to share best practices and proven design strategies**
- Organise bi-termly meetings with local schools to discuss different aspects of DT
 - Share planning across schools
 - Show examples of evidence in books showcasing the design progress throughout year groups

Subject: English

Subject Leader: Louise Lowe & Sarah Kadar

Successes from last year:

Last year, pupils achieved strong outcomes across reading, writing, and phonics, reflecting the continued impact of the school's literacy initiatives. In the Year 1 Phonics Screening Test, 90% of pupils reached the required standard, exceeding both the national average of 80% and the Kingston average of 82%, demonstrating the ongoing success of the Little Wandle scheme. In reading, 93% of pupils met the expected standard (compared with 75% nationally and 78% in Kingston), with 73% achieving greater depth (33% nationally and 41% in Kingston). In writing, 87% reached the expected standard (72% nationally and 74% in Kingston), with 27% attaining greater depth (13% nationally and 17% in Kingston). Literacy engagement was further promoted through an enjoyable World Book Day, themed 'Get comfy and read', which included collaborative activities across year groups focusing on poetry, graphic novels, non-fiction, and wordless novels, alongside competitions such as 'Read your way' and 'Book in a box', which attracted an abundance of entries. Pupils also showcased their oracy and drama skills in successful performances, including the EYFS / KS1 production of Shine Star Shine and the KS2 production of The Wizard of Oz.

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

1. The emphasis on developing the whole child
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:

- 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; and 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, e.g. 1:1 keep up sessions using Little Wandle resources
- 3.2 Children's achievement in reading meets or exceeds school targets, with SEND pupils making better than expected progress**
- Implement daily fluency workshops in KS2, building upon the pattern of fluency, prosody and comprehension as introduced in KS1 (The Fluency Factory - £120 yearly school subscription)
 - Trial and evaluate resources to support fluency teaching, e.g. Little Wandle Fluency (£337.05 for Big Cat books)
 - Monitor fluency levels through termly decoding / fluency assessment, using FFT: Aspire Reading Programme
 - Retain subscription of comprehension resources to support development of reading skills within reading workshops e.g. 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
- 3.3 Children's achievement in writing meets or exceeds school targets, with SEND pupils making better than expected progress**
- 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
 - Hold a sequence of staff meetings to disseminate information gathered through involvement 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, e.g. 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 Children excel where everyone shares high expectations and works together to make effective progress**
- Undertake regular writing moderation and sharing of good practice, including with cluster schools, e.g. 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 Children become inspired, lifelong readers who discover joy and curiosity through a vibrant and deeply embedded school reading culture**
- Sign up to the Learning Management System on the 'Go All In' platform to keep up to date with CPD webinars, resources and events linked to the National Year of Reading
 - Promote and participate in book related activities, e.g. National Storytelling Week (2nd - 8th February) World Book Day (5th March), Children's Book Week (4th - 10th May), Book Trust Pyjamarama (12th June), Roald Dahl Day (13th September), National Poetry day (1st October), and make use of online author events / workshops provided by Authorfy, Book Trust or National Literacy Trust
 - Analyse outcomes of Reading for Pleasure surveys and Book Choice Shields completed by KS1 and KS2 to determine areas of priority and improvements in current bookstock
 - Organise fundraising opportunities / events throughout the year to raise money for new reading materials / resources e.g. World Book Day 'Bounce for Books' with workshop provider 'Bounce Beyond'
 - Strengthen the home / school partnership, offering parental support / guidance through relevant material made available on the school website
 - Update book stock within class and whole-school libraries, allowing further choice through diverse genres and text-types, as well as subscriptions to children's magazines like First News, The Week and Aquila
- 9.2 Children take pride in their work, producing fluent and legible handwriting that remains consistent across every subject**
- Hold whole-school CPD on the explicit teaching of 'Transcription' and 'Fluency'
 - Introduce updated Handwriting Policy and implement Handwriting Progression document across the school, making use of resources and guidance from the National Handwriting Association and Little Wandle Handwriting content for Reception
 - Measure handwriting through a variety of different methods: Pupil voice (Can our children articulate what handwriting is, its purpose and how it helps them?); Handwriting tracking (capture a selection of WTS, EXS and GDS children at regular intervals throughout the year); Book looks (see if what children learn in handwriting lessons is replicated in their English books)
 - Celebrate handwriting: 'National Handwriting Day' (23rd January). As our handwriting scheme develops, we aim to make National Handwriting Day a big celebration in the academic year, holding a Key Stage competition
 - Ensure there is sufficient writing (child and adult) on display within classrooms and shared areas

Subject: Foreign Languages

Subject Leader: Caitriona McGilvray

Successes from last year:

Pupils receive high-quality foreign language teaching in Latin, which they enjoy and speak positively about. The scheme of work has been reviewed and structured to include catch-up opportunities, allowing key topics and themes to be revisited and securely embedded. In addition, clearly defined subject concepts underpin the curriculum, supporting pupils to develop a strong understanding of core ideas and ensuring clear progression as they move through the 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 Children become culturally fluent global citizens as they explore authentic Latin traditions and develop a deep appreciation for the linguistic diversity within their own community**
- Teach children about Latin culture through the ongoing celebration of significant regional events and traditions
 - Use authentic materials and resources to provide a rich, immersive experience
 - Raise awareness of the diverse range of languages spoken within the St. Luke's community to celebrate linguistic heritage
- 2.1 Children unlock the foundations of modern language and history as they engage in a rigorous Latin curriculum that sharpens their grammatical understanding and analytical thinking**
- Deliver 30 minutes of Latin instruction per week to all Key Stage 2 pupils to build foundational linguistic skills
 - Adapt the Minimus scheme of work as a core framework, supplementing it with diverse resources to enrich year group topics
 - Implement the second Minimus book with upper Key Stage 2 classes to ensure continued challenge and progression
 - Review long-term plans regularly to guarantee comprehensive curriculum coverage and strong links to historical context
- 3.1 Children take immense pride in their linguistic journey as they see their work celebrated and learn to bridge the gap between ancient roots and the modern languages they speak every day**
- Devise a portfolio of evidence for each year group featuring high-quality examples of pupil work to track progress and achievement
 - Celebrate children's work and academic milestones through vibrant, high-profile display boards throughout the school
 - Provide regular opportunities for role-play to allow children to practice and refine their oral communication and speaking skills
 - Enable children to make explicit linguistic links between Latin, English, and other European languages spoken within our community
- 5.1 Children benefit from a high-quality, sustainable curriculum delivered by staff who are continuously supported and empowered through expert training and professional development**
- Organise additional staff training to enhance teaching pedagogy and build teacher confidence in the subject
 - Monitor the teaching and learning of Latin regularly to ensure staff feel supported and resources are being used effectively

Subject: Foundation Stage

Subject Leader: Claire Hodgson, Alice Dalrymple & Laura O'Dea

Successes from last year:

Last year, early years pupils benefited from a range of targeted strategies and resources to support their learning and development. Children in Nursery were introduced to Zones of Regulation (ZoR), which continued into Reception with a focus on strategies to self-identify and regulate, supported by the introduction of calm corners. Crossing the midline activities were incorporated into targeted warm-ups for handwriting in Reception and early mark-making in Nursery, with staff also selecting activities within planning to reinforce these skills. The Little Wandle phonics programme was successfully embedded in Nursery, with children showing greater familiarity with letters and sounds compared to previous cohorts. Reception and Nursery environments were further enhanced with refreshed resources, including new tuff trays, foam bricks, and topic-specific backdrops, such as a bakery for *The Gingerbread Man* and a construction site for *The Three Little Pigs*, supporting imaginative play and hands-on learning.

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:

- 2.1 Children master letter formation through focused whole-class lessons and targeted small-group support that builds confidence and precision in their writing**
- Deliver three weekly sessions focusing on specific letters of each letter family, with whole-class teaching followed by small-group work so that ten children receive targeted support in each session
- 2.2 Children flourish in stimulating environments where high-quality resources and expert adult interactions accelerate their physical and social development**
- Purchase relevant and robust resources
 - 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
 - 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
 - Introduce 'Shrec approach' / high quality interactions between staff and pupils
- 9.1 Children develop physical confidence and core strength through adventurous outdoor play, specialised cycling skills, and creative sensory exploration**
- Train staff on Bikeability progression from EYFS to KS1 to set high expectations for future formal cycling training
 - Resource new balance bikes and helmets to support early physical development and safety
 - Revamp the Nursery outdoor area to include a sensory garden, enhanced mud kitchen, and builders yard
 - Provide vertical mark-making and writing opportunities to strengthen shoulder stability and fine motor skills
- 9.2 Children build the essential physical foundations for learning as targeted strength-building and a clear progression of movement skills boost their coordination and confidence**
- Timetable regular opportunities for children to use bikes and scooters within the Nursery areas and playgrounds
 - Create a progression document for gross motor development for ages 3–5, aligned with Birth to Five Matters and Development Matters
 - Continue activities that cross the midline and promote upper body and core strength during daily phonics and handwriting sessions

Subject: Humanities

Subject Leader: Alice Dalrymple

Successes from last year:

Last year saw continued development in history and geography, with updated mission statements clarifying the vision for both subjects. Subject concept and progression documents were also refined, ensuring clear and coherent development of knowledge and skills across year groups. This work was supported by a checklist to map subject content and identify where key learning takes place, helping to strengthen consistency and coverage. In addition, the Digimap subscription was renewed and staff were reminded of its value, particularly in Key Stage 2, where it has enriched pupils' geographical understanding and engagement.

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 feel empowered as their feedback directly shapes the strategies used to close the attainment gap**
- Complete a comprehensive pupil voice for SEND pupils to ensure their unique experiences and needs are at the heart of school improvement
- 2.1 Children become local historians and geographers, developing a deep sense of place and identity as they explore the heritage and landscape of their community through expert-led inquiry**
- Review and update the Humanities workshop and trip provision across all Key Stages to ensure high-impact, curriculum-aligned experiences.
 - Establish partnerships with local experts to provide children with specialised insight into the unique heritage and geography of their community
 - Use the local area to enhance learning, including targeted visits to the Kingston, Chertsey, and Richmond Museums
- 2.2 Children become tech-savvy explorers, using digital tools to navigate the globe and the centuries, developing a deep understanding of how the world has changed—and continues to change—around them**
- Utilise iPads to provide teacher-led virtual reality (VR) experiences, transporting children to significant geographical and historical locations to deepen their immersion and understanding
 - Encourage the consistent use of Digimap to refine children's map-reading skills and empower them to use technology as a primary tool for independent research
 - Display a prominent chronological timeline that includes current events from the children's own lifetimes, helping them anchor ancient history within a modern context
- 2.3 Children transform into articulate historians and geographers, mastering a sophisticated "language of learning" that allows them to move beyond simple facts and engage in deep, critical analysis of the world**
- Issue all teachers with a comprehensive humanities vocabulary list to provide clear guidance and ensure the consistent progression of terminology across year groups
 - Introduce tiered vocabulary groupings—such as monarchy, empire, and civilisation for History, and latitude, erosion, and sustainability for Geography—to demonstrate clear academic progression
 - Clarify the distinction between Substantive Knowledge (the "what"—specific facts, dates, and events) and Disciplinary Skills (the "how"—how historians and geographers investigate and evaluate evidence).
- 3.1 Children build a robust, interconnected web of knowledge where past learning is never lost, and their own diverse heritages are woven into the very heart of the curriculum**
- Conduct regular subject monitoring through learning walks and book looks, complemented by Pupil Voice assessments to gauge the impact of the Humanities curriculum
 - Review assessment opportunities by maintaining work samples that reflect the diverse cultural and ethnic backgrounds of the St. Luke's community
 - Implement a '1-1-1' retrieval strategy: teachers ask one question from last week, one from last term, and one from last year to actively combat the 'forgetting curve'
 - Evaluate long-term retention—for example, assessing if Year 4 pupils remember Year 2 concepts—and increase retrieval practice where gaps are identified
- 6.1 Children benefit from a masterfully led curriculum where leadership is informed, governance is supportive, and every classroom is equipped with the very best tools for discovery**
- Attend subject leader training sessions to stay at the forefront of educational best practices and ensure effective leadership
 - Establish a strong working relationship with the newly appointed subject governor, Rebecca Munoz, through an introductory meeting to align curriculum goals with school governance
 - Audit resources regularly by engaging in dialogue with teaching staff to ensure all Humanities materials are current, high-quality, and relevant to the evolving curriculum

Subject: Inclusion

Subject Leader: Dan Bates

Successes from last year:

Last year, pupils with SEND made strong progress across the curriculum, with 100% achieving good or better progress in Reading, Writing, and Maths, and 44% exceeding expectations in Reading. Support for these pupils was further strengthened through the successful acquisition of funding and statutory support, including three EHCPs and two EYSIF applications. A smooth and well-supported high-needs transition from Nursery to Reception was facilitated with the involvement of an Educational Psychologist, ensuring pupils received the tailored support they needed. In addition, the school launched whole-school colour deficiency testing, which has now been established as an annual screening for Reception pupils, helping to identify and address visual needs early.

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

1. The emphasis on developing the whole child
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 Pupils with SEND continue to achieve above expected academic progress

- Embed 'Adaptive Teaching' so that teachers feel confident to plan for all pupils in their class
- 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 SEND pupils is appropriate and matched to pupils' needs

3.1 Key inclusion groups match or exceed peers in literacy and spelling progress

- Embed IDL software as an integral part of the graduated approach for pupils requiring literacy and spelling interventions
- Establish a sustainable model for IDL software delivery that ensures fidelity and consistency across all year groups
- Evaluate the impact of IDL software on closing literacy and spelling gaps

4.1 Foster an inclusive school culture where all pupils feel valued, respected and develop a strong sense of belonging

- Achieve at least 90% of pupils in key inclusion groups reporting that they feel they belong at school through the adapted Pupil Psychological Sense of School Membership Scale (PSSM) survey
- Ensure all pupils, especially disadvantaged pupils, those with SEND, and those who may face other barriers to their learning and/or well-being, benefit from high-quality personal development opportunities and have equal access to and participate in interesting and relevant extra-curricular activities
- Enable staff to articulate how they adapt their practice to ensure all pupils feel included
- Maintain attendance data for key inclusion groups at parity with or better than non-key inclusion groups

5.1 Children benefit from a highly skilled and responsive support network as staff leverage expert training and external partnerships to meet their specific needs

- Monitor SEND data and admissions to identify trends in diagnoses and commission relevant training
- Engage with external organisations to provide targeted support to staff and parents
- Strengthen relationships with external groups, such as ADHD Embrace
- Establish regular feedback slots for staff to disseminate key takeaways from external training to the wider team

6.1 Children with SEND achieve their full potential within an inclusive environment where staff work in seamless partnership to provide consistent, high-impact support

- Share planning, learning intentions, and success criteria with all support staff prior to the start of every lesson
- Collaborate with teaching assistants to plan and assess the direct impact of SEND support
- Use consistent language and pedagogical approaches across the school when supporting pupils with SEND
- Disseminate expertise and successful intervention strategies among the wider staff team
- Maintain a 'no excuses' culture to ensure high expectations are consistently met for all pupils with SEND

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

- Use pupil progress meetings to identify and track pupils who might benefit from a referral to an external agency
- Ensure that the Educational Psychology waiting list is kept up to date and staff are aware of its purpose

Subject: Maths

Subject Leader: Kate Haworth

Successes from last year:

Last year, pupils experienced a wide range of enriching and engaging opportunities in mathematics. A whole-school Maths Enrichment Day was enjoyed by children across all year groups, while selected Year 5 pupils took part in Hampton School's Maths Wizard Competition. Pupils in Years 5 and 6 completed the Primary Maths Challenge, with Years 3 and 4 participating in the First Mathematics Challenge, further promoting problem-solving and resilience. Whole-school involvement in TTRS competitions, alongside weekly awards, has sustained strong engagement and improved accuracy in times tables. Teaching has also been strengthened through participation in Maths Hub TRG sessions, supporting a mastery approach, alongside the use of more effective interactive displays and working walls in classrooms. As a result, pupil conferencing indicates high levels of enjoyment and engagement in mathematics across the school.

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

1. The emphasis on developing the whole child
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:

- 1.1 Children emerge as resilient, creative problem-solvers who don't just 'do' maths, but use it to investigate and understand the world around them**
- Design mathematical experiences that prioritise curiosity and creativity, utilising open-ended tasks and real-life investigations to make learning deeply relevant
 - Empower staff to bridge subjects through cross-curricular learning, allowing children to apply mathematical concepts within Science, Geography, and the Arts
 - Enter Year 5 and 6 pupils into the Primary Maths Challenge during the autumn term, and Year 3 and 4 pupils into the First Maths Challenge in the summer term to celebrate high-level problem solving
 - Foster a culture of mathematical talk and reasoning, where pupils are equipped with the vocabulary to explain their logic, challenge peers, and collaborate on complex problems
 - Monitor pupil attitudes through termly 'check-ins' and Pupil Voice sessions, using this feedback to adapt the curriculum and build learner confidence
 - Celebrate effort and individual progress through vibrant displays and rewards, ensuring mathematical growth is linked to personal development and emotional resilience
- 2.1 Children become confident, fluent mathematicians who possess a 'mental toolbox' of strategies, allowing them to visualise complex problems and articulate their solutions with precision**
- Implement the school's agreed pedagogical model in every classroom, ensuring every lesson features explicit modelling, scaffolded practice, and high-level challenge to meet all learners' needs
 - Provide teachers with high-quality, sequenced planning and shared resources that are strictly aligned with the National Curriculum and underpinned by Mastery principles
 - Utilise a rigorous monitoring cycle—including learning walks, book looks, and pupil voice—to maintain school-wide consistency and celebrate areas of excellence
 - Facilitate a culture of professional growth through peer observations and coaching cycles, encouraging staff to reflect on their practice and share successful strategies
 - Prioritise deep conceptual understanding by embedding the Concrete-Pictorial-Abstract (CPA) approach as a fundamental requirement in all year groups
- 3.1 Children thrive in an environment where their progress is nurtured, receiving the exact support they need at the right time to bridge gaps and build lasting mathematical confidence**
- Track and analyse individual and cohort progress each half-term, utilizing a robust assessment system aligned with National Curriculum objectives and NCETM Curriculum Prioritisation materials
 - Utilise data to drive adaptive planning and early intervention, ensuring pupils not yet on track are identified and supported through targeted Numeracy IDL software
 - Embed formative assessment at the heart of every lesson, using 'low-stakes' strategies such as rich questioning, lolly sticks, and quick quizzes to provide immediate feedback and guide the next steps of learning
- 4.1 Children experience an environment where barriers are removed and expectations are limitless, supported by a highly skilled team that believes in their potential to master complex mathematics**
- Implement a robust cycle of evidence-based interventions, including targeted small-group support and pre-teaching sessions, with regular reviews to measure the impact on pupil progress
 - Cultivate a culture of high expectations through a strengths-based approach, ensuring disadvantaged pupils are met with ambitious challenges and celebrated for their successes rather than being limited by labels
 - Dismantle language barriers by embedding visuals and sentence stems into every lesson, making mathematical discourse accessible for all, with a specific focus on EAL and disadvantaged learners
 - Empower support staff through specialized training in maths interventions and mastery strategies, ensuring their support is high-impact, theoretically sound, and perfectly aligned with classroom teaching

Subject: Music

Subject Leader: Louise Lowe

Successes from last year:

Last year saw a range of successful and engaging music opportunities for pupils across the school. EYFS and KS1 Nativities, as well as the KS2 production, were highly successful and well attended, with a strong emphasis on singing. The UKS2 choir participated in the Kingston Singing Festival, performing *Our Beautiful World* at the Rose Theatre in June 2025, and also performed at Kingston Market Place and John Lewis as part of the festive season. The weekly Musician of the Month initiative continued to broaden children's knowledge of Western Classical Tradition, Film, Popular Music, and Musical Traditions, in line with the Model Music Curriculum. Pupils benefited from weekly specialist teaching from the music lead across EYFS to Year 6, with Year 4 also receiving ukulele tuition from the Kingston Music Service, supporting skill development and musical enrichment throughout the school.

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

1. The emphasis on developing the whole child
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:

- 1.1 All children have the opportunity to engage in a variety of musical performances, celebrations, and professional workshops that place the arts at the heart of school life**
- 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
 - Publicise any KMS family events within weekly school newsletter
 - Celebrate key musical events across the year: Sing-up day (26th March), World Music Day (21st June) through enrichment activities and visiting musician workshops or theatre performances
- 2.1 Children experience a rich and equitable musical education through a high-quality curriculum that is delivered consistently across every year group**
- Continue specialist teaching for weekly music lessons with Reception - Year 6 classes
 - Support Nursery staff with how to access and incorporate Charanga's New: Creative Music Scheme into EYFS planning
 - Continue with Year 4 Wider Opportunities Ukulele provision from Kingston Music Service (£485 per term for autumn & spring)
 - Host choral trainer from All Saints Church who is to provide weekly singing workshops as part of the 'Lifting Young Voices' initiative (Y5/6 - Autumn Term, Y3/4 - Spring Term, Y2 - Summer Term), culminating in a termly performance for each phase
 - 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 '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, e.g. Kingston Music Service (Charanga charge of £395 + VAT), Music Express Online (£276 + VAT per year), Sing-up website (£170 + 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 piano tuition
 - Offer a weekly lunchtime choir for UKS2 throughout the year
 - Offer a weekly lunchtime ocarina club for Years 3 - 4 throughout the year
- 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 Children grow in confidence as they showcase their musical talents through local festivals and public performances**
- 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, e.g. 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:

Last year saw a significant increase in the profile and participation in PE and sport across the school. Dance was a key focus, with new opportunities such as Country Dancing, a Spring term dance club, and the introduction of Maypole dancing, which was highly popular. The PE curriculum continued to develop in line with the Youth Games calendar, ensuring all Key Stage 2 pupils represented the school in a competition or festival, supported by staff training in areas such as NFL and Tag Rugby. Pupils accessed a wider range of extracurricular clubs, including Athletics, Basketball, Football, Dance, Dodgeball, Cricket and Hockey, alongside events such as the Mini London Marathon. Strong links with local schools further enhanced participation. The school also achieved notable sporting success across a range of competitions, while pupil voice—particularly from girls—has informed improvements to playtimes and provision, supporting a more inclusive and engaging experience for all.

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

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|---|--|
| 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 discover their athletic potential and develop a lifelong love for physical activity through a diverse, high-energy curriculum that offers both inclusive participation and elite competitive opportunities**
- Align the curriculum map with the Youth Games competition calendar to ensure skill progression and competitive opportunities for high-performing pupils
 - Observe PE lessons regularly to evaluate the impact of the new scheme of learning and identify staff training needs
 - Model high-quality teaching by arranging observations of PE specialists to support staff development
 - Expand the variety of sports offered to ensure a diverse curriculum that engages all children and moves beyond a football-only culture
 - Conduct pupil voice surveys across the school to gather feedback and shape the future PE offer
 - Embed dance within the curriculum, ensuring Year 3 pupils participate in country dancing and teacher-led units
- 3.1. Children master physical literacy through a clear, fair assessment system that celebrates technical skill and gives them the language to understand and drive their own progress**
- Introduce a standardised assessment framework focusing on control, precision, fluency, and application
 - Train teachers to use a shared language of progression that removes bias regarding physical size or speed and emphasizes transferable skills
 - Embed key terminology within lessons so children understand how to bridge the gap between practicing skills and playing full games
 - Utilise the PE Primary Planning "Progress-O-Meter" to provide differentiated challenges and ensure clear year-group expectations
 - Track and record pupil progress across all topics using the specialized criteria of control, precision, fluency, and application
- 4.1 Children thrive in an inclusive active environment where every girl feels empowered to participate, lead, and excel through targeted opportunities and inspiring role models**
- Act on pupil voice by adjusting play and lunchtime timetables to ensure girls have equitable access to physical activity
 - Organise rotating tennis weeks each half term to provide inclusive lunchtime opportunities for all pupils
 - Provide targeted skills training for girls during their designated compound time, delivered by trained lunchtime staff
 - Offer dedicated Dance and Tennis clubs in the Spring and Summer terms to boost female participation in extra-curricular activities
 - Host a "Female Takeover" day with Fulham Football Club to promote girls' football and empower current players as school role models
 - Select Year 3 and 4 PPG girls to represent the school at the International Women's Day Football Festival
 - Deliver skipping workshops for all children to diversify the range of active play options during break times
- 8.1 Children develop a strong sense of school pride as they represent the school in a broad range of local, regional, and national sporting events**
- Expand the range of extra-curricular clubs by sourcing external coaching and maximizing the offer from PE specialists
 - Launch a student-led summer event, such as the 'St Luke's World Tour,' to celebrate diverse cultures and physical activity
 - Participate in Wider Opportunities events to increase the number of children representing the school in competitive sports
 - Strengthen local school partnerships with Fernhill and Alexandria to host 'friendly' fixtures for club members in netball and football
 - Partner with the London Marathon to provide Mini-Marathon opportunities for pupils, building on the Year 5/6 Cross Country foundations
 - Introduce Maypole dancing for Years 4–6 to prepare for the May Merrie and the Kingston Country Dancing Festival
 - Celebrate school achievements at the London Youth Games Netball Festival through the weekly school newsletters
 - Collaborate with the Deputy Headteacher to host the Kingston Quadkids Athletics competition for the local school community

Subject: Religious Education
Subject Leader: Gareth Dutton

Successes from last year:

The school received a very positive SIAMS inspection, which recognised the high quality of teaching in RE. Internal assessment data, recorded termly, shows that pupils are making strong progress in RE, exceeding outcomes seen in Reading, Writing and Maths. Worship sessions and services at St Luke's Church continue to reinforce and enrich pupils' understanding, while participation in Easter and Christmas Experiences at Cornerstone Church has provided meaningful opportunities for children to engage more deeply with key aspects of the Christian faith.

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

1. The emphasis on developing the whole child
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:

- 1.1 Children engage in profound theological and ethical inquiry as they benefit from a tech-enriched curriculum and a staff team committed to continuous professional growth and creative evidence-gathering**
- Develop staff subject knowledge through targeted training delivered in regular staff meetings
 - Attend subject leader meetings at the Southwark Diocesan Board of Education (SDBE) to stay aligned with regional best practice and theological updates
 - Identify and facilitate training opportunities for other staff members to ensure widespread expertise across the team
 - Implement the use of high-quality A3 books in all classes (EYFS to Year 6) to capture rich discussions and learning that is not formally recorded
 - Incorporate computing and digital resources, such as Purple Mash and Chromebooks, to enhance research and engagement within RE lessons
- 2.1 Children flourish as religiously literate and empathetic individuals, developing a deep understanding of their own beliefs and a profound respect for the diverse faith stories within their community and the wider world**
- Embed additional units from the new SDBE syllabus into weekly RE lessons, ensuring a balanced curriculum of 1/3 world faiths and 2/3 Christianity
 - Monitor lessons, environment displays, and books to ensure children are receiving a high-quality and impactful RE offer
 - Organise visits to diverse places of worship, allowing children to experience the lived reality of different faith traditions first-hand
 - Maintain strong partnerships with St Luke's Church and clergy to enrich teaching through expert visits and church-based learning
 - Invite parents to share their personal faith journeys and traditions, fostering a culture of mutual respect and curiosity
 - Expand the school library collection with high-quality texts on global religions to support independent research and inclusion
- 3.1 Children achieve their full potential in RE through a precise and purposeful assessment system that recognises their unique spiritual and academic growth while driving high expectations for all**
- Link all RE assessments directly to the scheme of work to ensure academic rigor and curricular alignment
 - Transition assessment procedures to the 'New Lenses' framework for the 2026-27 academic year
 - Conduct regular book looks and work scrutinies throughout the year to monitor the quality of learning and consistency of feedback
 - Track the progress of all pupils and specific demographics using Arbor to identify trends and ensure no child is left behind
 - Utilise assessment data to provide targeted interventions for emerging learners and sophisticated challenges for those exceeding expectations
- 8.1 Children develop a strong moral compass and a sense of social responsibility as they take an active lead in the spiritual life of the school and the care of the world around them**
- Empower children to participate in social action projects that directly support the local environment and the wider community
 - Establish a dedicated reflective area in every classroom, equipped with reflective books and protected time for deep thinking and questioning

Subject: Science

Subject Leader: Aoife Donnelly and Elspeth Millard

Successes from last year:

During Science Week, each class explored a focus book linked to the theme 'Change and Adapt', using it to carry out investigations that deepened pupils' understanding through enquiry-based learning. Some classes also introduced new trips and workshops to further enrich the science curriculum and provide real-world context. Across the school, weekly retrieval activities were embedded at the start of lessons, supporting pupils to consolidate and retain their scientific knowledge over time.

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 transform into inquisitive young scientists as they explore the world through hands-on discovery, collaborative experiments, and expert-led external visits**
- Ensure every class participates in at least one science-based trip or workshop each academic year to bring learning to life
 - Provide frequent opportunities for collaborative practical work to build essential teamwork and problem-solving skills
 - Develop scientific oracy by embedding structured discussions and the rigorous use of specialised vocabulary across all year groups
- 2.1 Children become confident investigators as they benefit from a consistent, well-sequenced curriculum delivered by teachers who excel in modelling scientific enquiry**
- Support teachers in planning and evidencing 'Working Scientifically' skills to ensure a rigorous approach to enquiry
 - Review available curriculum schemes, such as Oak National Academy, to guarantee planning consistency across all year groups
 - Embed retrieval activities at the start of every lesson to consolidate prior learning and strengthen long-term memory
 - Share best practice across the staff team through collaborative team teaching and peer observations
- 5.1 Children develop a deep respect for the planet and a practical understanding of the natural world through immersive outdoor learning and sustainable living practices**
- Provide children with consistent access to a diverse range of natural areas and raw materials in the outdoor environment
 - Create hands-on opportunities for children to grow, harvest, and taste their own seasonal produce
 - Embed targeted sustainability lessons into the curriculum for every year group to foster environmental responsibility
- 8.1 Children are inspired to pursue future careers in innovation as they engage with professional STEM role models and participate in high-profile national science celebrations**
- Attend local Science Network meetings to integrate current research and innovative ideas into the school's best practice
 - Celebrate British Science Week annually with high-profile events and immersive activities to raise the profile of the subject
 - Invite guest scientists and parents in STEM careers to share their expertise and inspire children with real-world career paths