

## SCHOOL CONTEXT

As a church school, St. Luke's provides an environment of love, Christian precept and example within which children may develop, acquire skills and learn to make informed judgements. The strong religious foundation of the school and the solid relationships enjoyed with parents and the wider community contribute to the exceptional promotion of pupils' spiritual, moral, social and cultural development – the result of which means that the school is regularly oversubscribed. St Luke's School is an inclusive community of children, staff, parents, governors, friends and colleagues. Everyone works together as a team to provide the best quality education for all children and to equip them with the confidence to embrace our ever-changing world. 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.

## PROGRESS FROM PREVIOUS INSPECTION KEY ISSUES (Ofsted November 2021)

### What the school should do to improve further:

- Some subject plans are not implemented consistently by all teachers. As a result, some pupils do not know and remember important knowledge to help them understand new learning. Leaders should prioritise training and support for teachers so that all subject plans are taught well by all teachers.

### ACTIONS TAKEN

- ⇒ The release time for subject leaders has been increased ensuring regular monitoring of teaching standards in subjects.
- ⇒ Subject monitoring has been made more rigorous with leaders using a range of monitoring strategies to support teaching staff to teach subject plans well.
- ⇒ Teaching staff access appropriate training to learn new teaching strategies to encourage and promote effective learning.
- ⇒ Creation of subject key concepts help structure pupil's understanding and ensure progression as they move through the curriculum.

## ACHIEVEMENT

### EXCEPTIONAL

Pupils achieve exceptionally well at St Luke's, with academic standards in all core subjects consistently exceeding both national and local averages.

**EYFS:** 97% of children achieved a Good Level of Development in the Early Years—68% nationally.

**Y1:** Phonic Screening 90% - national 80%.

<b>KS2:</b>	80% RWM (27% GD)	62% national (8% GD)
	93% Re (73% GD)	75% national (33% GD)
	87% Wr (27% GD)	72% national (13% GD)
	87% Ma (67% GD)	74% national (26% GD)
	93% GPS (70% GD)	73% national (30% GD)

### KEY ACTIONS

- ⇒ Maintain and build upon the school's strong academic achievements.
- ⇒ Implement writing support to develop key skills, focusing on grammar, vocabulary and structure across different genres.
- ⇒ Provide targeted interventions to enhance the academic attainment of girls, focusing on building confidence, engagement, and success in core subjects.

Urgent Improvement	Needs Attention	Expected Standard	Strong Standard	Exceptional
		Early years provision	Curriculum and teaching	Achievement
			Inclusion	
			Attendance and behaviour	
			Personal development and well-being	
			Leadership and governance	
Not met	Met			
		Safeguarding		

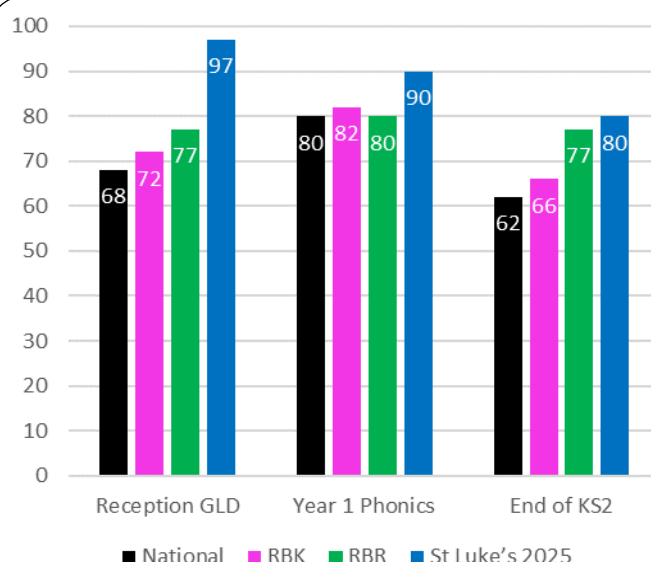
## CURRICULUM AND TEACHING

### STRONG STANDARD

St Luke's offers a broad, balanced, innovative and engaging curriculum which is relevant to the needs of all our learners. There is a creative curriculum in place which is ambitious and well designed. It gives all learners the knowledge they need to succeed in life. All pupils have full access to the National Curriculum which consists of five core subjects and six foundation subjects. An analysis of lesson observations and a consideration of other evidence, including work scrutiny, pupil feedback and parental surveys, indicate that teaching is never less than good and the majority is outstanding.

### KEY ACTIONS

- ⇒ Review the process and impact of subject monitoring across the school.
- ⇒ Improve curriculum overview materials to better inform and support parents.
- ⇒ Ensure high expectations of writing in all subjects.
- ⇒ Improve the teaching and learning of Design and Technology across the school.
- ⇒ Promote the use of high-quality handwriting consistently across all areas of the curriculum.



## SAFEGUARDING

### MET

The arrangements for safeguarding are effective. All staff receive regular training so that they are confident in recognising when a pupil may need help or support. They know how to use the school's systems to raise concerns swiftly with leaders. Leaders respond appropriately, working with a range of external agencies to provide support for pupils and their families. Pupils understand the different ways they can share a worry or concern in school. They are also taught how to use technology safely, including how to protect themselves online.

#### KEY ACTIONS

- ⇒ Commission an external safeguarding audit to review policies, procedures, and practice.
- ⇒ Carry out termly safeguarding walks around the school to identify risks (site security, supervision, quiet areas).
- ⇒ Conduct lockdown practice drills with staff and pupils to ensure everyone understands the procedures in the event of a security incident.

## LEADERSHIP AND GOVERNANCE

### STRONG STANDARD

The leadership team, staff and governors are committed to effect change, drive progress and ensure continuous improvement. There is a pursuit for excellence and a focus on high standards for quality and performance. The school monitors and thoroughly evaluates its effectiveness. Action plans are focused on pupil progress. Evidence of the school's capacity and ability to improve can be found in our improved results at the end of EYFS and our consistently high levels of attainment at the end of both Key Stages. Appraisal targets for teaching staff are based on areas for whole school improvement. Governors hold the school to account and know its strengths and areas for development. The school's curriculum is well planned and delivered. Children are safe at St Luke's due to the high priority given to safeguarding by the school.

#### KEY ACTIONS

- ⇒ Enhance communication and functionality to better serve parents, staff, and pupils.
- ⇒ Improve curriculum overview materials to better inform and support parents.
- ⇒ Review the process and impact of subject monitoring across the school.
- ⇒ Plan observations in other schools for teaching staff to learn different teaching techniques.

## EARLY YEARS PROVISION

### EXPECTED STANDARD

Pupils get off to a strong start in the Early Years at St Luke's. The environment is carefully designed to promote curiosity, independence and a love of learning. Staff know the children well and skillfully support their development through well-planned, purposeful activities that build on children's interests and prior knowledge. Routines are well established, and expectations are clear, helping children to feel safe and confident. Staff are quick to identify and support any children who need extra help. As a result, children make strong progress across all areas of learning, both academically and socially.

#### KEY ACTIONS

- ⇒ Develop the outdoor learning environment so that pupils can learn from the natural environment.

## INCLUSION

### STRONG STANDARD

Inclusion is central to our ethos at St Luke's, where all pupils are supported to thrive and succeed. Staff have high expectations for every child and adapt teaching effectively to meet individual needs, particularly for those with SEND or from disadvantaged backgrounds. Pupil voice is strong, and children report feeling safe, valued and included. Outcomes for vulnerable groups are carefully monitored with targeted support in place to remove barriers and promote equity.

#### KEY ACTIONS

- ⇒ Improve the attendance of PPG pupils.
- ⇒ Utilise IDL (International Development Learning) to provide targeted support for pupils who require additional assistance.
- ⇒ Revise the Pupil Premium Grant (PPG) strategy document by incorporating key insights and best practices to support disadvantaged children.

## ATTENDANCE AND BEHAVIOUR

### STRONG STANDARD

Pupils' behaviour around school and within lessons is exemplary. There is a calm, orderly atmosphere around the school. Behaviour management is underpinned by strong well-established, well-understood systems and respect for all. Feedback from lesson observations, pupil, parental and staff surveys, as well as the many positive comments we receive from visitors, are all positive. Pupils show respect to each other and praise each other's contributions. School staff do all they reasonably can to achieve the highest possible attendance. As a result, the school regularly has attendance figures that are above national averages and significantly lower rates of persistent absence.

#### KEY ACTIONS

- ⇒ Develop our behaviour curriculum through identifying best practice from other schools and research.
- ⇒ Support staff to apply the behaviour policy consistently across the school.
- ⇒ Continue to track attendance rigorously using daily monitoring systems.
- ⇒ Communicate a strong, consistent message to families about the importance of attendance through newsletters, parent meetings and the school website.
- ⇒ Monitor the use of Fixed Penalty Notices (FPNs) and report on their impact on attendance and family engagement within the school.

## PERSONAL DEVELOPMENT AND WELLBEING

### STRONG STANDARD

The curriculum extends beyond the academic, technical or vocational. It offers a broad development, enabling children to develop and discover varied interests and talents. There is a strong ethos at the school which promotes learners to develop their character including their resilience and independence.

#### KEY ACTIONS

- ⇒ Increase opportunities for classteachers to lead and actively participate in collective worship (CW).
- ⇒ Enhance the range of club opportunities for Reception pupils, fostering engagement, skill development, and a love for learning beyond the classroom.
- ⇒ Support pupils to demonstrate courageous advocacy and support others in overcoming difficulties.