



# Annual self-evaluation of performance and progress: March 2020

St Luke's C.E. Primary School  
Acre Road,  
Kingston upon Thames, KT2 6EN  
020 8546 0902  
[office@stlukes.rbksch.org](mailto:office@stlukes.rbksch.org)

**Headteacher:**

*Gareth Dutton*

**Deputy Headteacher:**

*Dan Bates*

**Chair of Governing Body:**

*Janet Ayris*



# Annual Self-evaluation of Performance and Progress: March 2020

## Contents

- 1. Introduction** p.3
- 2. Contextual overview** p.4
- 3. Summary evaluation with reference to OfSTED and SIAMS** p.5
- 4. Review of development plan** p.8
  - In relation to the children:
    - the emphasis on developing the whole child
    - ensuring consistently high quality teaching and learning
    - ensuring all pupils make good or better progress
    - continually working to close the gap & overcome disadvantage
  - In relation to the school culture and organisation:
    - continually striving to build capacity and sustainability
    - building a culture of teamwork and collective accountability
    - ensuring high levels of staff satisfaction and job fulfilment
    - strengthening partnerships both within and across schools
- 5. Community surveys: children, parents and staff** p.16
- 6. Summary, conclusions and emerging priorities** p.18
- 7. Appendices** p.19
  - Judgements from previous inspections (June 2007 & December 2017)
  - Key outcomes from national tests and assessments (July 2019)
  - Parent survey outcomes (January 2020)

## 1. Introduction

The previous academic year has been one of great success: there is much to celebrate, not least the high standards of the children's achievement, which are better than that nationally in all aspects and better than local Richmond and Kingston averages across the whole school. In addition we have wanted to make sure we not only maintain but further develop our exceptionally broad curriculum that offers our children such a rich experience and learning opportunities. Nevertheless, we are not complacent. We are ambitious for all our children and want them to make the best possible progress whatever their background or learning needs. The annual self-evaluation report is an opportunity for us to take stock: consider what has been achieved and what we can do next to make St Luke's an even better place for our children to thrive. I would like to thank in particular parents, children and staff that have taken the time to complete questionnaires and provide feedback on the aspects of St Luke's they value as well as suggestions for how we can make improvements.

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

The whole school community is involved in the annual review. Each subject or aspect of school life has a linked governor that monitors how the strategic objectives are being addressed by coordinators. Coordinators report on progress to the governing body.

This report begins with a summary of contextual data that describes the community we serve. This section gives a context to the evaluative comments as well as the way we move forward in addressing future priorities. This is followed by a summary of performance.

Section 4 is a review of the progress made by the school in addressing last year's whole school priorities. Section 5 provides a commentary and interpretation of the parent, staff and children's surveys as well as the actions we have taken in response to last year's feedback. Finally the key points are summarised and emerging priorities for future development are identified. The appendices highlight the outcomes from national tests and assessments as well as a summary of the recent parent survey.

Gareth Dutton  
March 2020

## 2. Contextual overview

The table below shows some key contextual indicators for St Luke's together with national averages for maintained mainstream Primary schools. The information is based on recent School Census returns, and shows data for the past three years. This allows us to compare St Luke's against the national picture for maintained mainstream schools.

	2017		2018		2019	
	School	National	School	National	School	National
<b>Number on roll</b>	321	279	315	281	313	282
<b>Male %</b>	51.4	51.0	50.8	51.0	49.8	51.0
<b>Female %</b>	48.6	49.0	49.2	49.0	50.2	49.0
<b>Ever 6 FSM %</b>	9.3	24.3	8.9	23.5	9.3	23.0
<b>Minority ethnic groups %</b>	50.0	32.3	43.1	32.9	48.6	33.8
<b>SEN with statement or EHC plan %</b>	1.2	1.3	1.3	1.4	1.0	1.6
<b>SEN support %</b>	9.0	12.2	7.3	12.4	7.0	12.6
<b>English additional language %</b>	24.7	20.7	20.5	20.9	22.4	21.2
<b>Stability %</b>	85.4	85.7	88.1	85.8	89.5	85.6
<b>School deprivation indicator</b>	0.12	0.21	0.11	0.21	0.12	0.21

The data indicates that St Luke's is a popular one-form entry Foundation Primary School with an increasingly diverse community – over the past ten years there has been a gradual increase in pupils entering the school from European countries and a higher number of pupils from different ethnic backgrounds. In the same time period there has been an increase in the percentage of children eligible for free school meals, although this is still relatively low to that nationally. We are a popular school and are typically full in all year groups with the number of applications for places always over-subscribed and this has been increasingly the case over the past five years.

The school took on an additional Reception class in September 2015 and also in September 2017 as part of a temporary expansion. We also provide a nursery with spaces for 52 children, half in the morning and half in the afternoon session.

The proportion of children with learning difficulties is lower than other schools nationally. We have a high proportion of children from minority ethnic groups and a high proportion of pupils learning English as an additional language – over 80 in our most recent survey and a small but increasing number of children with little or no English entering the school in all year groups. Most children are from Christian backgrounds with a small and growing percentage from other religions or with no religious background represented.

The school population is a little more stable than other schools nationally. However, there is a growing trend of families moving out of the area to take advantage of relatively cheaper house prices out of London.

### 3. Summary evaluation with reference to OfSTED and SIAMS

St Luke's was inspected over ten years ago in 2007 with an interim inspection taking place in 2010. The inspection concluded that the school provides an outstanding quality of education and noted the many excellent aspects of practice. The inspectors were highly complimentary about St Luke's and the work of the staff. Some of the key passages below characterise the overall tone of the OfSTED report.

- 'St Luke's is an outstanding school where pupils flourish, both academically and in their personal and social development'
- 'There are many outstanding features but one thing that comes shining through is the consistency of the high quality provision'
- 'Children enjoy coming and are very enthusiastic about all the rich, varied opportunities they have including trips, visitors, school clubs, special events and performances'
- 'Teaching and learning are excellent and this means that pupils build extremely well upon their starting points'
- 'Achievement is outstanding and, by the time pupils leave the school, standards are exceptionally high'
- 'Children in Nursery and Reception get an excellent start to their education as a result of the outstanding provision'
- 'The school is also excellent at nurturing their personal and social skills'
- 'The Christian ethos and clear emphasis on valuing and respecting each individual has an impact upon the pupils themselves'

Our most recent SIAMS inspection, which focuses on aspects of the school which make it distinctive as a Church School, took place in December 2017. The inspection concluded that the school was Outstanding in all areas. Below are some of the comments made by the inspector.

- 'The school's embedded Christian foundation clearly underpins and drives forward its development as a church school, successfully influencing the high academic outcomes, respectful relationships and excellent behaviour of pupils.'
- 'There is a respectful and purposeful learning environment across the school, enhanced by effective displays, which expresses the school's mission of, 'High expectations....reflecting the example of Jesus', very well.'
- 'The varied worship programme has a high profile and contributes effectively to conveying the school's Christian foundation and developing its ethos, virtues and values.'
- 'Staff have high expectations of pupils' work in RE providing a range of both challenging, supportive and reflective activities to aid learning.'
- 'The link governor and senior leaders work closely with the effective subject leader to ensure continued development of the subject area.'
- 'Regular monitoring and evaluation of standards, teaching and progress feeds into the school's action plan well. This ensures that RE continues to deepen its positive contribution to school life.'

Nevertheless we are not complacent and governors and staff are ambitious for the school and have a sharp focus on key priorities. Children's achievement this year was outstanding in a number of aspects and the challenge now is to sustain this level of performance. Furthermore there is a drive and commitment from all sections of the St Luke's community to keep on improving and provide the best opportunities for our children. We are in a strong position to ensure all aspects of the school continue to be Outstanding.

**End of Key Stage 2** attainment is outstanding. In 2019 achievement was significantly above national averages in all aspects and above Kingston benchmarks. As Kingston is the one of the highest achieving boroughs in London, this is something of which we are particularly proud. St Luke's was a top performing school in Kingston for the percentage of children reaching the expected standard in Reading, Writing and Maths (90%).

Writing has been a priority for the school and we are extremely pleased to see that 90% of children reached the expected standard, compared with 78% nationally; along with this, 37% of children reached the greater depth standard in Writing, up from 30% the previous year. Reading continues to be a strength of the school with 93% of children reaching the expected standard compared with 73% nationally. In addition, Grammar, Punctuation and Spelling continues to be a strength with 97% of children reaching the expected standard and 73% reaching greater depth. We were also very pleased to see our Maths outcomes improve from 80% to 93% achieving the expected standard.

A particular highlight was our success in our children's progress scores where we have improved all our measures from the previous year. We now have a four-year trend of sustained improvement in our writing progress scores resulting in our first positive progress outcome.

**Pupils in Year 4** took part in the national pilot of the Multiplication Table Checking exercise. Although data is not available to be able to benchmark the outcomes we are pleased that they seemed to reflect what we know about the pupils' strength in arithmetic throughout the school with 80% scoring at least 20 from 25 marks; 43% scoring full marks with an overall mean average of 23 marks out of 25 across the whole year group.

**End of Key Stage 1** attainment was above national average, in all areas, and above Kingston averages. Particular strengths were children achieving greater depth standard in Reading (47% compared with 25% nationally), Writing (30% compared with 15% nationally) and in Maths (40% compared with 22% nationally).

The **Year 1 Phonics Screening Check** threshold was exceeded by 90% of St Luke's children compared to 82% nationally. We are pleased with these sustained strong outcomes this year that continue a trend of high attainment.

At the **end of the Foundation Stage**, standards are continuously above average compared to national figures in all areas of learning and above borough in all areas at expected levels of development. 90% of children were assessed at having a Good Level of Development compared to the national figure of 72%.

Across the school, the significant majority of children met their targets, demonstrating very good progress. Achievement was especially pleasing in Writing – a good sign, as we had writing as a school priority and organised multiple training sessions to improve writing standards.

We need to make sure we are continuing to focus on helping our children with English as an Additional Language (EAL) reach the same attainment levels as the rest of the children by exploring further options for how best we can support them. We also need to ensure that we are tracking SEND children in the most efficient, purposeful way to be able to evaluate progress and decide on next steps.

**To summarise, there are strengths in the following areas:**

- Attainment at the end of Key Stage 1 and 2, which are particularly strong
- Progress through Key Stage 2 in Reading, Writing and Maths
- Sustained trend of achievement in Writing, following our whole school focus this year
- Improvements in Maths attainment in Key Stage 2
- Three-year average attainment scores in Reading and Maths at the end of Key Stage 2
- Pupils achieving at greater depth at the end of Key Stage 1 in all subjects
- Attainment in Phonics in Year 1
- Attainment in GLD in Reception

**Aspects where we will continue to focus and target for improvement:**

- The outcomes for pupil groups with a high level of need, particularly SEND and EAL groups



## 4. Review of development plan

### IN RELATION TO THE CHILDREN:

#### 1. Emphasis on developing the whole child

- Invite parents to discuss with children about the jobs they do, their education and experiences.
- Plan rich learning opportunities including those initiated by the children including termly trips and visitors.
- Enrich the broader curriculum by increasing the number of themed days and events, including a range of different subjects.
- Introduce and embed a new foreign language in the school.
- Develop children's emotional, mental and physical wellbeing.
- Establish an Eco-team and identify priorities to improve the environmental impact of the school.
- Develop staff and pupils' understanding of metacognition and how children learn.

### COMMENTS:

After evaluating our provision for teaching a foreign language, the school opted to change from teaching French to Latin. The school received grants in order to purchase a scheme of work. This academic year began with professional development training with all staff attending a lively and enjoyable INSET session organised by Classics for All. This equipped the staff with the confidence to teach Latin to the children. The children and staff enjoyed a Latin Enrichment Day in September to welcome our new language into the school. This day consisted of learning new vocabulary and finding out about the origins of the language.

Teaching staff have been very impressed with the impact of learning Latin in the school. It improves our English. And by studying Latin, like other languages, it makes you think in a different way. It gives you a different perspective on everyday life. Latin in particular gives us an insight into our own language, from the way it's structured through to the accent of our words.

Children have also enjoyed learning a new language and are able to articulate the benefits. Below are a few comments from children:

- *I like Latin because it makes learning other languages easier;*
- *I like Latin because we come across Latin in everyday life;*
- *I like Latin because I find it quite challenging;*
- *I like Latin because you find out the origins of words.*

Trips and visits continue to be an important learning opportunity. School staff reflected on the educational trips and visits that we offer at St Luke's and have introduced new exciting excursions as a result. The most notable introduction is the Year 4 residential trip to Sayers Croft. This took place in November for a partial week with children taking full advantage of the wonderful learning opportunities away from school and classroom.

The school continues to use enrichment days and weeks as a valuable learning opportunity. The Arts week in the summer term provided an opportunity for children to show off their amazing talents and creative skills. This theme this year was linked with humanities with a particular focus on geography and exploring the world. The whole school enjoyed taking part in a kindness week during the autumn term with children paired with other year groups working together to reflect upon various acts of kindness.

**IN RELATION TO THE CHILDREN:****2. Ensuring consistently high quality teaching and learning**

- Continue to raise the standard of pedagogy across the school through a comprehensive professional development programme.
- Strengthen the quality of teaching and learning across the school so that all teaching is 'Good' or better, with 'Outstanding' teaching rising to 60%.
- Maintain regular curriculum enrichment opportunities within and outside of the school.
- Continue to use displays to sustain a culture of independence, reflect SMSC and to nurture a sense of pride through show casing the content in the most effective way.
- Develop the deployment of support staff to enable all children to make the best possible progress.
- Set high (and consistent) expectations of behaviour around the school – walking in corridors etc.

**COMMENTS:**

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 most is outstanding. There has been a sustained focus within the school on improving the quality of teaching and learning, which has resulted in a higher percentage of teaching and learning that is judged as good or outstanding. Features of the best teaching within the school include:

- *Teachers meeting the needs of all students; ensuring high levels of engagement and learning.*
- *Teachers have high expectations of pupils with the majority of pupils making at least good progress.*
- *Teachers' use of well-judged, stimulating and often inspirational teaching strategies.*
- *The quality of assessment for learning within the classroom – teachers are adept at monitoring pupil's progress and understanding during lessons, feeding back to them and adapting teaching strategies or approaches accordingly.*
- *Teachers constantly & effectively check their pupil's understanding, adjusting activities and learning opportunities to ensure full participation.*

Teachers have continued to undertake pedagogical enhancement activities this year, including personal reflection, education research and observations of teaching practice.

Almost all staff and parents agreed that children's behaviour is very good at St Luke's. Children comment very positively about their school and mention in particular the curriculum and teachers as well as the breadth of provision on offer through clubs, trips and visits. The children's love of learning is evident across the school and as a result incidences of low-level disruption are rare and engagement in lessons is high across subjects, in year groups and classes. Attendance and punctuality in the school is very high.

The teaching of computing has continued to improve this year with the introduction of Purple Mash materials and new touchscreen equipment. All classrooms have new interactive displays which make a real improvement in the quality of teaching and learning. Purple Mash is an online collection of curriculum focused activities, creative tools, programs and games to support and inspire creative learning. As it is online, children can continue their learning anywhere and anytime. The school is using the Computing Scheme of Work published by Purple Mash and staff have attended personalised training to support them to teach Computing with confidence. Our use of Google Classroom and Google Drive has developed further and has increased our ability to learn collaboratively with children and staff.

**IN RELATION TO THE CHILDREN:****3. Ensuring all pupils make good or better progress**

- Maintain the high performance achieved at the school.
- Continue to embed reading and writing strategies to effectively support pupil progress.
- Embed mathematical fluency to a level of breadth and depth to ensure that attainment and progress measures improve in Maths.
- Refine the assessment system in RE to show attainment and progression through the year groups.
- Develop the use of pupil conferencing to discuss progress and set aspirational targets.
- Improve our use of marking and feedback to effectively drive pupil progress.

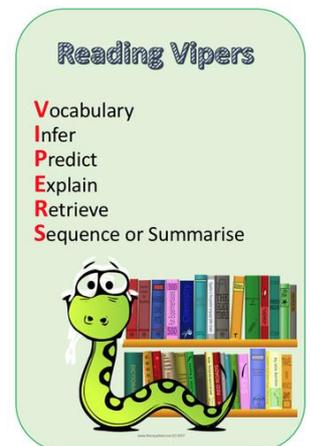
**COMMENTS:**

Maintaining the high performance achieved at the school has been an important focus for the school this year. As a result of this focus, the school has achieved excellent progress in this section. As already mentioned in the Summary Evaluation section, the results, internally and externally, across the school were very impressive. 90% of children in KS2 achieved at least the expected standard in reading, writing and maths combined. This is an increase of 13% from the previous year and places St Luke's 2<sup>nd</sup> in the Kingston Borough. Our percentage of children achieving at a higher standard is equally impressive placing St Luke's in the top 5 schools in the Borough.

Improving the teaching of writing has been a focus in the school for many years and in the past year there has been a significant amount of time and money invested to support teachers in improving standards in this area. The result of the work can be clearly seen in the amount of progress in writing made by children in the school – it has increased for the third year in succession where the progress score has increased to a positive progress score.

Attainment in Writing also improved at the end of Key Stage 2 with 37% of children reaching the Higher Standard, up from 30% the previous year. This is an achievement that we are very proud of and are committed to consolidating in future years.

The school continues to participate in the 'The Power of Reading' project which uses high quality children's literature and proven creative teaching approaches to engage teachers and children in the literacy curriculum and develop a whole school love of reading and writing. Our focus has switched to improving our daily reading sessions. These sessions have changed this year with the introduction of 'Reading Workshops' which focus on the key skills of comprehension (VIPERS) through a discussion based approach.



Another focus this year was to improve the quality of mathematics teaching across the school. The school is currently participating with the London SW Maths Hub, which has benefitted the school in several ways. School staff access free professional development training and our maths leaders participate in a network of local leaders of maths education. Through our effective leadership, there has been a noticeable improvement in the teaching and learning of maths across the whole school. The impact of this can be seen in our recent KS2 attainment results where the percentage of children achieving the Expected Standard has risen from 80% to 90%.

**IN RELATION TO THE CHILDREN:****4. Continually working to close the gap & overcome disadvantage**

- Review and increase the ELSA provision.
- Maximise the use of data to ensure that all vulnerable pupil groups make good progress.
- Develop the SEND Drive to promote awareness of children who could be in a disadvantaged position.
- Provide a workshop for parents to further support children with English as an Additional Language.
- Further develop high quality 'wave 1' pastoral support.
- Continue to develop and provide support for children with SEND ensuring that they make good progress against their personal targets.

**COMMENTS:**

We continue to put a high priority on helping all pupils to develop, fulfil their potential and to play an active role in supporting and valuing all members of the school community. Attainment and progress of all children in the school is tracked throughout the year and reported to the governing body each term. Additional support is provided to children who are vulnerable, which includes:

- Pupils with SEND
- Boys vs girls in core subjects
- Able, Gifted & Talented pupils
- FSM pupils/Pupil Premium (including able, gifted and talented pupil premium)
- Ethnic groups who were under-attaining, including children with English as an Additional Language
- Pupils identified as vulnerable by the school or social services
- Looked after children
- Service children

School staff have reflected on the provision of education that we offer at St Luke's. This is split into 'waves' and details the additional staffing and support that we make available to the children. Provision can then be planned to meet those needs and then track progress to as to improve learning outcomes. The provision at St Luke's document can be found in the appendix.

Staff have been supported through specific training to help children with SEND to make progress. As a result, children with SEND have made better than expected progress and are overcoming any disadvantage.

The school creates a strategic plan for discharging the Pupil Premium Grant monies each year with the aim being to improve outcomes and raise attainment of disadvantaged children, closing the gap between them and their peers. Some of the actions taken included providing:

- additional support in class to maintain good progress
- support for children with their self-esteem and confidence through 1:1 support
- the involvement of external professionals, e.g. educational psychologists to support focus children
- additional sporting or curriculum activities
- social development through the After School Club and Holiday Clubs
- funding for children to participate in trips and visits
- equipment to help children feel prepared for learning
- uniform to help children feel confident for learning

**IN RELATION TO THE SCHOOL CULTURE AND ORGANISATION:****1. Continually striving to build capacity and sustainability**

- Continue to develop links with universities, recruiting high quality newly qualified teachers to teaching positions where required.
- Increase the impact of middle leaders to ensure they are able to lead and manage change successfully.
- Develop ways of income generation for the school.
- Identify and develop future staffing prospects fostering a culture of internal promotion, development and career opportunities.

**COMMENTS:**

This year the school has participated in training provided by the Diocese of Southwark centred on supporting middle leaders. The training has helped our middle leaders to focus on improving their leadership and management skills. Our middle leaders support the school by leading a phase of primary education (EYFS, KS1, LKS2 & UKS2). They receive regular dedicated release time during the week, which is used to support other teaching staff in their phase.

Each middle leader has a specific project responsibility. The projects are:

- Embedding the new RSE curriculum before it becomes statutory in September 2020
- Supporting staff with behaviour management techniques
- Tracking the progression of key skills from Nursery through to the end of Reception
- Promoting resilience and supporting staff with their understanding

St Luke's staff actively participate with the Kingston and Richmond Pool for Newly Qualified Teachers (NQTs) and help to shortlist and interview prospective NQTs. The school uses the pool effectively to recruit high quality teachers.

Finances at the school continue to be managed very carefully and strategically. Over time, the school has reduced expenditure and is increasing income and this has put us in a significantly better position with the bottom line over the year. Some of this has been with the management of lettings which increases our income. We have been successful with applications for grants and this is clearly an area of practice that we could develop still further.



**IN RELATION TO THE SCHOOL CULTURE AND ORGANISATION:****2. Building a culture of teamwork and collective accountability**

- Set allocated time for regular key stage meetings.
- Continue to promote peer observations and lesson drop-ins enabling staff to improve teaching practice.
- Provide clarity to staff with the rules of the playgrounds and general behaviour expectations.
- Build a cohesive staff community through improving communication, collaboration and problem solving skills.

**COMMENTS:**

This year we have allocated regular Key Stage meetings across the year which take place at the beginning of each half term. The meetings enable all staff to be well informed with important messages and professional development updates. This, in addition to our improved use of the Google Drive, has improved communication. Training has also taken place centred on the rules of the playgrounds and the general behaviour expectations. This has improved the consistency of how staff manage with any behaviour issues when they arise.

We have been able to increase the amount of release time that subject coordinators receive to monitor the quality of teaching and learning in their subjects. This has resulted in coordinators providing teaching staff with feedback from their monitoring which has improved the teaching and learning in all subjects.



**IN RELATION TO THE SCHOOL CULTURE AND ORGANISATION:****3. Ensuring high levels of staff satisfaction and job fulfilment**

- Continue to develop opportunities for staff to observe each other and provide high quality feedback.
- Explore additional opportunities for staff to bond, especially out of school settings.
- Review and improve the staff induction process for new staff.
- Foster an environment which allows staff members to flourish and achieve their full potential for the benefit of themselves and the school.

**COMMENTS:**

Staff satisfaction is carefully monitored and a healthy work / life balance is promoted. Staff are given dedicated release time from teaching to carry out subject monitoring and to complete key tasks, for example making summative assessment judgements.

Other staff wellbeing items are listed below:

- The afternoons of INSET days are devoted to classroom enhancement time.
- Lunch is provided for all INSET days.
- There is one INSET day devoted to report writing.
- Staff are encouraged to attend their children's school events.
- Low key weeks or days are planned throughout the year promoting leaving the school early.
- Food and refreshments are provided during parent / teacher interviews.
- Workload release staff meetings are planned throughout the terms.



Staff are given high quality feedback through structured lesson observations at the school. All observations have a focus, for example the spring term focus was Maths and pedagogical approaches.

The school has reviewed and improved the staff induction process providing new staff with additional support. This has been highly effective this academic year with our new staff all assimilated into the school smoothly.

Internal promotions to leadership positions has boosted staff morale and has helped to keep productivity high. New staff members can see the potential for growth as they can see a potential career path with St Luke's. This will hopefully help St Luke's with staff retention and be less likely to lose promising staff to other school settings.

**IN RELATION TO THE SCHOOL CULTURE AND ORGANISATION:****4. Strengthening partnerships both within and across schools**

- Provide opportunities to share curriculum outcomes with parents.
- Develop collaboration with other educational settings.
- Continue to develop the weekly newsletter content to ensure parents are well informed.
- Increase the links between key stages so that children are able to learn from each other successfully.

**COMMENTS:**

Teach-in sessions took place over the autumn and spring terms where parents were invited into school for a maths session. They were a great opportunity for parents to see how children learn and see how hard they work in school. The school council continues to make a positive impact in the school. Minutes of the meetings are distributed across the school and on the school website so the school community can access them.

Key stages and classes have been linked together for various learning opportunities during the year. An example of this was during our Kindness enrichment week where classes were paired together and supported each other with their understanding of kindness. This is something that we wish to develop in the future as staff and children are extremely receptive to this approach to learning.

We have increased our extra-curricular provision with new clubs joining the school enabling children to access new enrichment opportunities. Parents (through the Parent Council meetings) have expressed a desire for more clubs to be available in the school, particularly creative clubs. This term has seen a new golf club start with children learning the basics of putting and pitching. There are additional clubs starting next term including hair braiding, photography and a new art club.

The weekly school newsletter has been improved this year with the inclusion of several new items on the front page, including team points and links to class information pages. The newsletter also includes more links for parents to use to navigate to helpful sections of the school website. This helps to maintain our clear lines of communication with parents. The website has also been improved recently with a new organisational structure. This has been designed to improve accessibility to key information and news for parents (existing and prospective). We also wanted the website to be a useful source of news ranging from termly curriculum topics, term dates, latest news and a calendar of events at the school. We hope to improve the website further by replacing some of the existing photography.



## 5. Community surveys: children, parents and staff

### Summary

The school changed the questions in our parent survey to bring it into line with the new ParentView survey that Ofsted use during an inspection process. These questions link more closely with the Ofsted new education inspection framework. Despite the changes, it is heartening to see that children remain overwhelmingly happy and safe, and parents are consistently complimentary on the community, the school environment and the feeling of the school. The school is regularly described as inclusive, holistic and welcoming. There is a high regard for the teachers and school leadership. Overall, it is a very positive outcome.

Typical comments include:

*'The staff are lovely and very good at recognising a child's individual ability and setting work to suit. It is a good size, the children feel happy and know everyone, it feels like a family.'*

*'Each pupil is loved for their individuality and pushed to their potential in a supportive environment. We love the school and know that it is the staff that make it a very special place for our children.'*

*'It is a small school where everyone knows everyone and my child is safe and the teaching staff work very hard to ensure he has a great rounded education.'*

*'It is a loving and caring environment and my children love going to school.'*

*'The children all behave so well, it is a calm and polite environment and always feels like a happy space when you go into the school.'*

*'My child is motivated to learn due to the teachers having the right skills to teach and encourage.'*

*'St Luke's is an inclusive, supportive school with an outstanding ethos.'*

However, we need to also learn where we can further improve. The area which warrants most introspection is when parents raise concerns with the school that they feel they have been dealt with properly. Although 82.1% of parents feel positive about this area, which is clearly the large majority, there were several parents who felt that their issues were not dealt with properly. We will review our processes to improve in this area, while maintaining the very positive current focus and trend.

The aspects of the parent survey that had a particularly strong response were:

1. My child is happy at St Luke's
2. My child feels safe at St Luke's
3. St Luke's makes me aware of what my child will learn during the year
4. There is a good range of subjects available to my child at St Luke's



The support provided to children with Special Educational Needs also received a strong response from parents and it is the one where we are furthest ahead of the national statistics.

## Commentary

This is a positive survey result overall. So the following areas to look at should be seen in the light of continual improvement from a positive position, rather than areas that are failing. Where relevant, comparisons have been made to last year's results and national averages.

- The most dramatic difference to last year's survey is the level of participation. There were 56 responses this year, against 87 last year. This is disappointing and we will look to improve the process next year to enable more participation.
- Children's happiness at St Luke's is not only a very positive result (98.2%) but it is also an improved outcome from last year (2019 was 96.6%).
- Informing parents about what children are learning shows an improved outcome (87.5%) when compared with the question last year about receiving valuable information (85.1%).
- Children's safety, although showing a slight decrease (96.4% against 100%) in positive responses is still a one of the strengths of the school. This is great to see and the staff survey results also bear this out, with safety being the highest scoring answer (100%).
- Effectiveness at dealing with bullying scored around 84% from parents which is far from being a grave problem, but its score suggests that more investigation may be warranted. School staff who expressed a view are confident that cases of bullying are dealt with effectively (96%). This is echoed by children in KS2 where 100% felt that behaviour of pupils in lessons and around the school is good.
- The question most closely relating to progress and attainment has slightly deteriorated (by 0.2%) since last year, which is very puzzling when compared with the outstanding results that we had in the summer. We need to keep a close eye to ensure that children's progress continue to be positively enhanced this year.
- It was pleasing to see that parents felt there is a good range of subjects available (94.6%) and over 90% felt that their children can take part in clubs and activities at St Luke's.
- Parents with children with SEND had an additional question centred on the effectiveness of the support provided in order for children to succeed. Although a very small number of parents responded to this question, they were all positive. This is pleasing and shows that St Luke's offers a fully inclusive provision where all children can succeed.
- The percentage of parents who would recommend St Luke's to another parent has decreased since last year (98.9% down to 91.1%) which is a little concerning. Counter to this, 100% of school staff feel proud to work at St Luke's and 100% of KS2 children would recommend St Luke's to a friend moving to the area. Nevertheless, this parental response will be addressed by the Leadership and Management Team who will look at how to improve further.

Children throughout the school completed questionnaires, which was again overwhelmingly positive about all aspects of teaching and learning. Children say they are happy to come to school, feel safe and continue to be very positive about the range of clubs and trips.

## 6. Summary, conclusions and emerging priorities

St Luke's has had another very successful year, not only continuing to build on strong academic performance over the past four years across all subjects and for all year groups, but by also maintaining the exceptionally broad range of high quality opportunities for all children across the curriculum – in sport, the arts, humanities and outdoor learning. The staff culture is exceptionally positive and national changes have been embraced – for example, the year 4 Multiplication Tables Check – and turned into positive opportunities for our pupils.

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

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

Our teaching of maths is excellent but there are some signs that practice needs to be reviewed. It will be interesting and exciting to see maths teaching develop next year particularly as we begin another year with the SW Maths Hub. This will be a key focus for the development of teaching and learning next year.

Our review this year indicates that our middle leadership has made a significant leap forward over the past year. However, we now need to look again at what the role of 'subject leader' means at St Luke's: how it sits alongside the phase leader roles and what responsibilities are entailed. Our curriculum plans across the school are very good – they result in engaging teaching and learning and make excellent use of the local area, include excellent opportunities for cross-curricular work. Nevertheless, the focus of the topic themes could be tighter and have a clearer progression across the school. A key task for our subject leaders next year will be to ensure this is in place: do all topic themes within their subject have a clarity of intent? How is planning being implemented in practice? What impact does each subject have on what pupils know, understand and can do?

These key priorities will be fully incorporated in the new School Improvement Plan and subject coordinator's action plans:

1. Embed **mathematical fluency** to a level of breadth and depth
2. Further develop the **subject leadership** role
3. Maintain the **high performance** achieved at the school
4. Enrich the **broader curriculum** by increasing the number of enrichment days and events

## 7. Appendices

### Graded judgements from the most recent OfSTED inspection (June 2007)

Detailed judgements on all aspects and the overall judgement of the inspection framework are below in the table. The full report as well as the previous report from the last full inspection (June 2003) and the interim assessment (July 2010) are available on the OfSTED website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

June 2007	Grade
Overall effectiveness	Outstanding, 1
Achievements and standards	Outstanding, 1
Personal development and well-being	Outstanding, 1
Quality of provision	Outstanding, 1
Leadership and management	Outstanding, 1

### Graded judgements from the most recent SIAMs inspection (December 2017)

Detailed judgements on all aspects and the overall judgement of the inspection framework are below in the table. The full report is available on our school website: [www.stlukes.kingston.sch.uk](http://www.stlukes.kingston.sch.uk).

December 2017	Grade
The distinctiveness and effectiveness as a Church of England school	Outstanding
The distinctive Christian character, meeting the needs of all learners	Outstanding
The impact of collective worship on the school community	Outstanding
The effectiveness of the religious education	Outstanding
The effectiveness of the leadership and management of the school as a church school	Outstanding



## Key headline achievement data: Summer 2019

### End of Key Stage 2 Tests and Teacher Assessment

RWM is the combined percentage for Reading, Writing and Maths where the standard was achieved in all subjects.

GPS stands for Grammar, Spelling and Punctuation (sometimes known as SPaG).

TA stands for Teacher Assessment.

Key Stage 2	Measure	Kingston	Richmond	National	St Luke's 2017	St Luke's 2018	St Luke's 2019
	RWM Expected Standard	69%	80%	65%	78%	77%	90%
	RWM High Standard	15%	21%	11%	10%	27%	23%
	Reading Expected Standard	78%	87%	73%	90%	93%	93%
	Reading High Standard	35%	45%	27%	54%	53%	53%
	Reading Average Scaled Score	106	108	104	109.7	110.4	108.4
	Value Added Reading	2.4	0.6	0.0	3.09	0.92	3.08
	Writing Expected Standard (TA)	81%	88%	78%	81%	90%	90%
	Writing Greater Depth (TA)	24%	28%	20%	10%	30%	37%
	Value Added Writing	0.8	-0.2	0.0	-2.60	-1.23	1.9
	GPS Expected Standard	84%	91%	78%	95%	93%	97%
	GPS High Standard	46%	56%	36%	47%	73%	73%
	GPS Average Scaled Score	108	110	106	109.7	112.5	112.1
	Maths Expected Standard	83%	90%	79%	90%	80%	93%
	Maths High Standard	37%	47%	27%	36%	50%	47%
	Maths Average Scaled Score	107	109	105	107.3	108.4	108.3
	Value Added Maths	2.2	0.6	0.0	0.98	0.01	2.34

### End of Key Stage 1 Teacher Assessments

RWM is the combined percentage for Reading, Writing and Maths where the standard was achieved in all subjects.

Key Stage 1	Measure	Kingston	Richmond	National	St Luke's 2017	St Luke's 2018	St Luke's 2019
	RWM Expected Standard	69%	73%	65%	80%	83%	83%
	RWM Greater Depth	16%	19%	11%	20%	23%	27%
	Reading Expected Standard	80%	83%	75%	93%	85%	90%
	Reading Greater Depth	31%	39%	25%	23%	37%	47%
	Writing Expected Standard	73%	76%	69%	80%	83%	83%
	Writing Greater Depth	19%	23%	15%	20%	25%	30%
	Maths Expected Standard	80%	82%	76%	90%	88%	93%
	Maths Greater Depth	28%	34%	22%	23%	30%	40%

### Year 1 Phonics

Year 1 Phonics	Measure	Kingston	Richmond	National	St Luke's 2015, 2016, 2017, 2018	St Luke's 2019
	Y1 Expected Standard	84%	87%	82%	93%, 86%, 83%, 90%	90%

### Early Years Foundation Stage Profile (Reception)

Reception EYFSP	Measure	Kingston	Richmond	National	St Luke's 2015, 2016, 2017, 2018	St Luke's 2019
	Good Level of Development (GLD)	76%	81%	72%	80%, 85%, 87%, 84%	90%

### Parent Survey Results 2020

Question	Whole School	Parent Responses					Percentage				
		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1	My child is happy at St Luke's	35	20	1	0	0	62.5%	35.7%	1.8%	0.0%	0.0%
2	My child feels safe at St Luke's	30	24	2	0	0	53.6%	42.9%	3.6%	0.0%	0.0%
3	St Luke's makes sure its pupils are well behaved	17	28	4	3	4	30.4%	50.0%	7.1%	5.4%	7.1%
4	My child has been bullied and St Luke's dealt with the bullying quickly and effectively	3	4	7	2	40	5.4%	7.1%	12.5%	3.6%	71.4%
5	St Luke's makes me aware of what my child will learn during the year	19	33	2	1	1	33.9%	58.9%	3.6%	1.8%	1.8%
6	When I have raised concerns with the school they have been dealt with properly	12	25	9	1	9	21.4%	44.6%	16.1%	1.8%	16.1%
7	St Luke's gives my child the support they need to succeed (SEND register only)	1	2	0	0	1	25.0%	50.0%	0.0%	0.0%	25.0%
8	St Luke's has high expectations for my child	20	24	5	0	7	35.7%	42.9%	8.9%	0.0%	12.5%
9	My child does well at this school	22	25	4	0	5	39.3%	44.6%	7.1%	0.0%	8.9%
10	St Luke's lets me know how my child is doing	20	27	6	1	2	35.7%	48.2%	10.7%	1.8%	3.6%
11	There is a good range of subjects available to my child at St Luke's	20	32	3	0	1	35.7%	57.1%	5.4%	0.0%	1.8%
12	My child can take part in clubs and activities at St Luke's	25	26	2	3	0	44.6%	46.4%	3.6%	5.4%	0.0%
13	St Luke's supports my child's wider personal development	17	27	8	1	3	30.4%	48.2%	14.3%	1.8%	5.4%
14	I would recommend St Luke's to another parent	<b>YES</b>	51	<b>NO</b>	5		<b>YES%</b>	91.1%	<b>NO%</b>	8.9%	

