



# Annual self-evaluation of performance and progress: March 2022

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## 1. Introduction and summary of progress

Last year I began by writing that the previous academic year had been one of the most unusual in my career - this has not changed. The impact of the pandemic continues to be felt and tests everyone. I am very grateful to the whole staff for their resilience and creativity as we regularly run, in effect, two schools: one online for children isolating at home and one in our normal physical setting. We have learnt a great deal from this experience, particularly with what works well and how we can continue to use this technology productively in the future.

It was a frustrating year again for both teachers and children in Year 6, that they weren't able to demonstrate (even 'show off'!) what they had learnt at the end of their primary school years because of the government's cancellation of the SATs. Nevertheless, we know that historically our results for the four years when they were measured and we could benchmark them, have been of a very high standard: children's achievement has been better than that nationally in all aspects and better than local averages across the whole school. Our internal teacher assessment suggests that we continue to maintain very good outcomes in spite of the impact of the pandemic.

Progress with our priorities has been satisfying. The recent Ofsted inspection was a positive experience and it was pleasing for the school to be congratulated on being such a strong school with a real commitment to delivering a high quality education. There has been very good progress in the development of performance management systems and professional development. We also know that there is more to be done with the implementation of 'catch-up' programmes and although good progress was made with curriculum development there is more to be done, especially with the evaluation of the impact on children's learning.

To summarise: this has continued to be another unusual year with factors beyond our control, nevertheless, there have been many successes and it has not limited our ambition. 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.

This report begins with an update on progress on key issues from the previous inspection. This is followed by a summary of the progress made against last year's priorities. Finally, the key points are summarised and priorities for the future development plan are identified.

Gareth Dutton  
March 2021

## 2. Summary evaluation

This evaluation takes into account a summary of progress with last year's priorities; feedback from surveys and other feedback; as well as the outcomes from the Ofsted inspection.

St Luke's was inspected by Ofsted during the autumn term in November 2021. This was a two-day inspection using Ofsted's new inspection criteria. The inspection model is radically different to previous versions: the top grade is a challenging and an exacting judgement to achieve. Ofsted is looking for strong progression in children's learning across all aspects of the curriculum and that all pupils should be able to access and benefit from the curriculum. Schools are simply being judged in a different way. Nevertheless, the resulting report made note of many excellent aspects of our practice.

We were content with the outcome as it endorsed our own self-evaluation. It confirmed that our key priorities for improvement, at that time, were correct and noted how we were continuing to strengthen progression across the whole curriculum. The final report was highly complimentary about St Luke's and the staff. The inspection team made the following comments that are typical of the report as a whole:

- *'Pupils are enthusiastic about school and are safe.'*
- *'Pupils play together happily in the playground.'*
- *'There is a calm, orderly atmosphere around the school.'*
- *'Pupils access an extensive range of extra-curricular clubs.'*
- *'The school is alive with wider curriculum activity before school, after school and at lunchtimes.'*
- *'Leaders have high expectations for all pupils.'*
- *'Leaders' secure subject knowledge, and typically regular checks on pupils' learning mean that pupils who are struggling are quickly spotted.'*
- *'The school curriculum is ambitious and well designed.'*
- *'Leaders have appropriate plans to measure how well teachers teach subjects.'*
- *'Leaders regularly check that pupils are knowing more and remembering more.'*
- *'Leaders prioritise reading across the school.'*
- *'Pupils with special educational needs and/or disabilities are well supported.'*
- *'Pupils who speak English as an additional language are helped to develop their spoken and written English quickly.'*
- *'Pupils behave well in lessons and in the playground.'*
- *'Staff feel supported by leaders and governors to manage their workload and prioritise their well-being.'*

- *'The school is well led and managed.'*
- *'Governors understand their role of providing support and challenge to leaders.'*
- *'Governors work closely with senior and subject leaders to check that they are making the right decisions.'*

Inspectors noted one aspect that needed improvement, which were typical of many Ofsted reports published at that time. This continues to be worked on through our school priorities and action plans:

- *'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.'*

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.'*

**Parents' survey and views:** There was no need to conduct our usual annual parent survey as the Ofsted inspection gave parents an opportunity to provide their views on the school. We had 155 responses and I am pleased that parents' views overall continue to be highly complimentary about the school's work. 98% either agreed or strongly agreed that their child was happy in school, and 94% would recommend St Luke's to another parent. 98% agreed that pupils are well-behaved; 16% said their child had been

bullied but the school had dealt with this quickly and effectively; 53% felt that concerns raised with the school had been dealt with properly, but this was in the context of a further 38% stating that they had not raised any concerns.

A particularly notable feature of the survey is the number of parents who have gone out of their way to comment very favourably on their children's teachers and indeed all the staff. Parents frequently comment on the friendliness of teachers and the support their children have received, the high standard of teaching and professionalism of the staff, good communications, high expectations of children and activities organised for children. Comments are also complimentary about the wide curriculum offered, facilities, interesting clubs, the school's diversity, and the supportive community feel of the school. In response to a question about what might be improved, responses were very varied and there was no consistent theme emerging.

Responses were positive in relation to teaching and learning. 90% agreed that St Luke's has high expectations for their children with 6% disagreeing, whilst 92% believed that their child does well at the school, with 5% disagreeing. Some 95% agreed that there is a good range of subjects available and 91% felt that the school supports their child's wider personal development; 6% disagreed with this statement.

Parents commented positively about communications. 94% agreed that the school makes them aware of what their child will learn during the year, and 89% stated that it lets them know how their child is doing. There were also positive comments about the school's work during the pandemic.

Fifteen respondents had children with SEND, and of those, twelve agreed that St Luke's gives them the support they need to succeed; three disagreed.

**Staff survey:** There was a good response to the survey with 82% of staff members responding. The response reflected the range of staff employed.

96% of staff stated that they were proud to be a staff member at St Luke's (and none disagreed), and 100% said they were happy working here. 100% agreed that children are safe at the school, 100% felt that children's behaviour is consistently well managed, 96% agreed that bullying is dealt with effectively (and none disagreed), 100% agreed that the school challenges all pupils to make at least good progress.

In terms of employee relationships, there was a strongly positive response to a question about feeling supported working in the school, with 61% strongly agreeing and 39% agreeing. Even higher proportions felt the school has a culture that encourages calm and orderly conduct. Responses to questions related to professional development were also very positive.

Responses related to morale were a little more varied with a very small number of staff (2) expressing their concerns about staff being treated fairly and with respect at the school. 96% agreed that leaders are considerate of staff's well-being and 93% agreed that leaders take workload into account when developing and implementing policies and procedures to avoid unnecessary burdens on staff. There were many very positive comments referring to the school being great - *"It's been a challenging two years and we've grown closer as a staff in that shared experience, supporting each other. Everyone in St Luke's is outstanding."*

Staff were positive about the work of the leaders and the governing body with responses suggesting that staff would like to see this further developed with improved and more effective links between governors and staff.

**Overall effectiveness, self-evaluation and progress against priorities:** There are significant strengths across all aspects of the school's work, not least the consistently strong academic performance over the years in reading, writing, grammar, spelling, punctuation and mathematics prior to the pandemic.

Our **key priorities for development for the period 2021-2022** were:

1. 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.

Progress was made with last year's priorities but this has been variable because of the constraints imposed by the pandemic. Nevertheless, there were some important steps forward in our practice.

**1. Emphasis on developing the whole child:** In recent years, *'cancelled'* was the recurring refrain used for many school activities. That said, staff at St Luke's continued to prioritise and offer a wide range of extra-curricular activities throughout the pandemic. For children and staff, these activities provided a sense of connection and normalcy during a time when many felt isolated and stressed. For many children, participating in clubs is the best part of their week, where they feel comfortable and safe talking and communicating. We were very pleased that Ofsted inspectors recognised this commenting, *'Each day, pupils access an extensive range of extra-curricular clubs, including football, chess and drama. The school is alive with wider curriculum activity before school, after school and at lunchtimes, such as skipping and gymnastics. Pupils enjoy the wide range of opportunities on offer. They talk proudly about the number of clubs they attend and different experiences they gain.'*

It is important to provide a relaxed and social environment during lunchtimes. This is after all an important break so that children are able to feel refreshed and ready to learn in the afternoon. We have made some improvements in the children's lunchtimes which is making a positive impact on the uptake of school meals and the wider school day. Using new lunchtime furniture (including a new salad bar), changing the furniture layout, reducing queuing time, rewarding healthy eating, removing tension, promoting good behaviour and providing an attractive menu has led to children respecting and enjoying the environment they sit in. As a result, children are happier, calmer and are fostering healthy eating habits, creating a positive dining experience.

Recycling remains a priority for our school. Educating children about the importance of recycling and the environment provides a path to a greener future. By helping to shape the children's recycling habits at school, we hope that they continue this as adults. We have looked at our waste as an expenditure that can be reduced. Our staff are passionate advocates in the importance of recycling and have helped to get recycling started in the school. School processes continue to be improved in becoming 'paperless' and new bins were purchased to improve paper recycling in classrooms and offices. Food waste from lunchtimes has decreased as a result of the improvements made to children's dining experience. I am sure that this is the spark to get the school to see that recycling is essential.

**2.Ensuring consistently high quality teaching and learning:** With whole classes and, more recently, individuals required to isolate at home due to the pandemic, our remote learning provisions came into effect to provide continuity of education. Children and families are able to access high-quality lessons and resources throughout the isolation period, being taught broadly the same curriculum as children would if they were in school. Devices are available to be loaned to families from the first day of remote learning; further equipment was acquired through the Department for Education allowing for even greater device support for many children. Wonde continues to be an effective management system to provide children with a single portal from which to access a range of educational apps. This means that children can continue their education effectively and independently using a familiar platform despite studying from home.

There are considerable strengths in the teaching of our curriculum. The Ofsted report noted that our children '*study an ambitious curriculum which is well designed.*' Children build knowledge based on what they learned previously. Teaching staff have a good knowledge of the curriculum areas and they maintain children's interest in the subjects, addressing misunderstandings. Staff are supported to provide Quality First Teaching (QFT) which emphasises high quality inclusive teaching for all children in the class. QFT includes differentiated learning, strategies to support SEND pupils' learning in class, on-going formative assessment and many others. Recently, staff have participated in training on sharpening the use of learning objectives to focus the lesson design and the importance of regular high quality feedback. The school will continue to prioritise Continued Professional Development (CPD) and teachers

are regularly given opportunities to reinforce existing skills, as well as learning new ones to improve performance.

This year, teachers have reviewed our Pedagogical Approaches to Learning. When planning a lesson, teachers consider the best way to communicate the relevant information to enable children the best possible learning experience. Teachers take into account the context of the subject and also their own teaching preferences. Pedagogy is important because it gives teachers an insight into the best teaching practices. It allows them to understand how different children learn so they can tailor their lesson to suit these needs. As a result, this improves the quality of their teaching as it is well received by children. Staff focus on four contrasting pedagogical approaches each term and these are emphasised in lesson observations, which are used to improve the quality of teaching through feedback on practice.

**3.Ensuring all pupils make good or better progress:** Historically we have been measurably successful supporting all children to make good progress. The impact of the pandemic has meant that the majority of the statutory summative assessments have not taken place. Therefore, it is difficult to measurably evaluate this using statutory performance data. However, our internal summative assessments demonstrate that children made better than expected progress during the previous academic year. This includes different pupil groups including children with barriers to learning (SEND, PPG, EAL). Children have continued this trend during the autumn and spring terms of the current academic year.

This year, work on the curriculum will continue with subject leaders evaluating the impact our curriculum is having on children's learning. Impact will be evaluated for all subjects in a variety of ways including pupil voice, book scrutiny and analysing performance data. The school will be better placed to analyse data this year as a new assessment tracking system will be accessible after the Easter holidays. This system allows attainment and progress to be tracked easily and efficiently.

Maintaining the high performance of the school was a priority last year but it is clear that we have not completed this to the extent we would have wished because of the pandemic. Nevertheless, there were some important steps forward in our practice during the year and, therefore, we should retain this priority in our new plan.

**4.Continually working to close the gap & overcome disadvantage:** Identifying children to receive additional support continues to be a priority at the school. We evaluated the effectiveness of the provision put in place last academic year to help inform our decisions for this year. Evaluation confirmed that, to be most effective, the support needs to be tailored. In addition, catch up sessions are more effectively delivered by school staff rather than online tutor sessions. Going forward, our provision will focus on English writing and reading as it is these subjects that have been affected most by the pandemic (as identified in teacher assessments).

We have existing strengths in closing the gap and overcoming disadvantage - continuous assessment and monitoring of pupil groups to identify areas of need; we are continuing to build on effective practice from last year; we are developing and expanding the breadth of support for PPG, EAL and SEND and of course as previously mentioned, historically there are strong outcomes for these pupil groups.

Our ELSA provision has been increased this academic year which means that the school is able to offer more emotional support to a greater number of children. This provision continues to have a positive impact on children's emotional needs and helps them to develop coping strategies that work well for them.

**5.Continually striving to build capacity and sustainability:** Providing CPD opportunities remains an important priority this year and the school has strived to offer staff high quality training to all members. This has helped to keep pace with the current standards of others in education, but also ensures that staff can deliver high quality teaching and impact positively on children's outcomes. It also enables the school's capacity to grow, as well as to increase motivation, confidence and commitment to teaching; learning new skills to lead to a more effective teaching environment. Moreover, it ensures that all staff are compliant with DfE and Ofsted requirements. Progress on this priority has been particularly pleasing given the lack of in-person training that has been available.

Middle leaders continue to be successful, playing an integral role in our highly effective management system. They are highly visible in their curriculum areas and around the school, interacting well with teachers and children. Leaders are focused on their teaching and learning projects and support other colleagues to improve their practice. An example of this is the implementation of the new Phonics scheme throughout the school. This was effectively embedded before it was statutorily required with staff suitably trained to deliver high quality phonic sessions.

**6.Building a culture of teamwork and collective accountability:** New systems of communication were successfully developed internally and externally. A great deal was learned from this experience and some of the systems will be retained. For example, there were clear advantages for some of our communications and meetings to be retained online which were more convenient for both parents and staff. This is now incorporated into our way of thinking and working.

Parent / teacher interviews continue to provide important feedback and allows parents and teachers to work from the same page in helping a child develop. It's also an opportunity for parents to raise questions about the teaching of their child. During the pandemic, we facilitated these meetings using video appointments enabling parents and teachers to meet easily and remotely by video calls. Going forward, our offer will comprise a combination of in-person and online meetings to provide a flexible approach to interviews.

**7.Ensuring high levels of staff satisfaction and job fulfilment:** Staff satisfaction is carefully monitored in the school and a healthy work / life balance is promoted. With high levels of employee satisfaction, we can strengthen retention and engagement. Staff want to feel respect and trust, while working in a safe environment, with opportunities to advance. Our survey shows that staff continue to be content with their job and are proud to work at the school – both receiving very positive responses.

We are continuing to invest in the school's premises with several projects planned to improve the environment. This includes new AstroTurf surfaces for the main school and in the nursery department, which will allow us more flexibility in the sports we can play and improve our ability to train better throughout the year. In addition, a spare classroom will be converted into a new staffroom during the summer holidays which will provide staff with a larger space and boost morale, as having a suitable place in the school is essential to staff feeling like a team player. Making members of staff feel like they belong and are supported reflects onto the children as well, improving results all around.

**8.Strengthening partnerships both within and across schools:** We continue to value subject leaders through providing regular release time from the classroom to monitor the teaching and learning of their subject across the school. The main purpose of the monitoring activity is to collect information that will inform and facilitate improvement in classroom practice. This academic year, subject leaders have played a key role in supporting, guiding and motivating teachers in their subject.

Our appraisal process is thorough yet supportive and is a developmental process that ensures all staff have the skills and support they need to carry out their role effectively. This process helps to ensure that staff can continue their professional practice and improve, because successful, quality staff ensure positive outcomes for children. All staff receive an appraisal meeting where future development and actions are discussed in addition to reflecting on what has and hasn't worked well. Staff discuss what they can do, moving forward, to achieve their objectives and contribute towards the school's priorities.

The school continues to provide additional curriculum support to parents through our termly resource. This contains pre-learning activities, knowledge organisers and termly overviews. All of these resources are aimed to help parents support their children at home with their learning. Feedback from parents on these resources continues to be very positive.



### 3. Summary, conclusions and new priorities

In spite of the continuing challenges, St Luke's has had another very successful year. Circumstances meant that we needed to swiftly re-evaluate our priorities. Although not all of last year's priorities were completed in the way in which we would have wished, the context in which the school is operating has changed significantly and we have new challenges which means we need a new set of priorities.

This year one of our priorities will be to focus on sustaining a high performance work team. Staff will be supported to be goal-focused individuals with complementary skills who collaborate, innovate and produce consistently superior results. Staff will strive for performance excellence through shared goals, shared leadership, collaboration, open communication, clear role expectations and a strong sense of accountability and trust among its members.

It is also clear from the summary evaluation that we still need to gain a fuller understanding of the impact of the pandemic on the children and continue to direct resources to enable some to 'catch-up' and make accelerated progress.

Although there has been good work with curriculum development our self-evaluation indicated that we must now evaluate the impact of what we are teaching and continue to refine our planning to ensure excellent progression in all subjects. All subjects will contribute towards achieving the whole school priorities, however there may be in addition some priorities that are more subject specific.

A further priority for us is to continue to support wellbeing across the community. We need to get a better understanding and sense of wellbeing: what it means for our staff as well as children and families and also what the school's role in promoting wellbeing might be.

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

1. Maintain the **high performance** achieved at the school
2. **Progress** for all: ensuring no child is left behind in their learning
3. **Impact on learning** across the breadth of the curriculum
4. Supporting **wellbeing** across the St Luke's community
5. **Subject** specific priorities

