

St Luke's C.E. Primary School
Self-Evaluation Summary 2023-24

SCHOOL CONTEXT

As a church school, St. Luke's seeks to provide 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.

BEHAVIOUR AND ATTITUDES - OUTSTANDING

Children demonstrate and talk with pride about their school and achievements. Children display positive learning behaviours with rare incidents of low-level disruption. Children are motivated to give their best in all lessons. Attendance remains above national average with no groups of pupils with low attendance.

KEY ACTIONS

- ⇒ Develop our behaviour curriculum through identifying best practice from other schools and research.
- ⇒ Ensure our pupils know what it means to be a good citizen.

PERSONAL DEVELOPMENT - OUTSTANDING

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

- ⇒ Develop a unique and effective prayer zone.
- ⇒ Ensure the mental health of pupils and staff is a high priority for all.

LEADERSHIP AND MANAGEMENT - GOOD

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

- ⇒ Consider how subject leaders report monitoring across the school without significantly impacting workload.
- ⇒ Continue to ensure all staff can access CPD opportunities.
- ⇒ Continue to enhance the school's facilities.

OVERALL EFFECTIVENESS
St Luke's is a good school.

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.

QUALITY OF EDUCATION - GOOD

INTENT

There is a creative curriculum in place which gives all learners the knowledge they need to succeed in life. All pupils have full access to the National Curriculum.

IMPLEMENTATION

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. 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 pupils' 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.

IMPACT

EYFS: 83% of children achieved a Good Level of Development in the Early Years—67% nationally.

Y1: Phonic Screening 97% - national 79%.

KS1:	74% RWM (0% GD)	56% national (6% GD)
	81% Re (26% GD)	68% national (19% GD)
	78% Wr (0% GD)	60% national (8% GD)
	85% Ma (26% GD)	71% national (16% GD)

KS2:	87% RWM (33% GD)	59% national (8% GD)
	93% Re (77% GD)	73% national (29% GD)
	93% Wr (33% GD)	71% national (14% GD)
	93% Ma (70% GD)	73% national (24% GD)
	97% GPS (80% GD)	72% national (30% GD)

PROGRESS:

+4.6 in Re, +1.8 in Wr and +5.0 in Ma.

KEY ACTIONS

- ⇒ Maintain the academic performance achieved at the school.
- ⇒ Develop a consistent approach to teaching and learning across the school.
- ⇒ Ensure high expectations of writing in all subjects.