



Annual self-evaluation of performance and progress: March 2023

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

Headteacher:

Gareth Dutton

Deputy Headteacher:

Dan Bates

Chair of Governing Body:

Janet Ayris

Contents

Page 1.

1. Introduction and summary of progress

Page 2.

2. Analysis of surveys

Page 5.

3. Evaluation and progress against priorities

Page 7.

4. Summary, conclusions and new priorities



1. Introduction and summary of progress

The previous academic year has been one of great success: there is much to celebrate, not least the continued return to normality following several years of disruption that the pandemic has caused. Last year, 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.

In addition, the school achieved high standards of the children's results, which are better than that nationally in all aspects and better than local Richmond and Kingston averages across the whole school. It was a slightly frustrating year as we were not fully able to demonstrate what they had learnt at the end of their primary school years because the DfE did not publish end of Key Stage results in performance tables.

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. This 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 surveys 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.

This report begins with an analysis of surveys that were completed by members of the school community, including parents, staff and pupils. The questions in the surveys were identical to those that are used in OFSTED inspections as this enables an easy comparison of the survey results against other schools. 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.

The appendix highlights the outcomes from national tests and assessments.

Gareth Dutton
March 2023

2. Analysis of surveys

Parents' survey: This year we returned to our usual practice of conducting a parent survey during the spring term. Last year there was no need to duplicate a survey as parents shared their views through the Ofsted inspection process. For the survey this year, we received 122 responses and I am pleased that parents' views overall continue to be highly complimentary about the school's work. 96% either agreed or strongly agreed that their child was happy in school, and 99% would recommend St Luke's to another parent. 97% agreed that pupils are well-behaved; 11% said their child had been bullied but the school had dealt with this quickly and effectively; 97% felt that concerns raised with the school had been dealt with properly.

Responses were positive in relation to teaching and learning. 93% agreed that St Luke's has high expectations for their children, whilst 98% believed that their child does well at the school. Some 98% agreed that there is a good range of subjects available and 94% felt that the school supports their child's wider personal development.

Parents commented positively about communications. 95% agreed that the school makes them aware of what their child will learn during the year, and 94% stated that the school lets them know how their child is doing. Eighteen respondents had children with SEND, and of those, fifteen agreed that St Luke's gives them the support they need to succeed; one disagreed.

One area for the school to reflect on is in relation to children taking part in clubs and activities as 9% of parents disagreed with the statement. This was the only statement where the percentage of positive responses fell below the national data for positive responses (91% vs 92%).

When asked about the school's greatest strengths, many parents commented positively on staff at the school. 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 were also complimentary about the children's behaviour, facilities, opportunities, equality and the supportive community feel of the school - *'You have created a happy, calm environment where the children feel excited to learn and comfortable to be themselves.'*

In response to a question about what might be improved, responses were varied and there was no consistent theme emerging apart from a growing number of parents desiring more time with teachers to find out how children are getting on. There were also several comments about the school offering more spaces for our free clubs.

Staff survey: There was a good response to the survey with 86% of staff members responding. The response reflected the range of staff employed.

100% of staff stated that they were proud to be a staff member at St Luke's, 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, 100% agreed that bullying is dealt with effectively, 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 64% strongly agreeing and 32% 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 relating to morale were a little more varied with a small number of staff (3) 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 100% 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 having high standards across different aspects of school life:

- *'High standards of pupil behaviour, dedicated staff, desire to deliver the best education to all pupils.'*
- *'Every child matters and are encouraged to be the very best that they can be.'*
- *'Consistently trying to do the best for the children.'*

Equally positive comments were made relating to staff supporting each other:

- *'I really enjoy working at this school. I think it has a really nice community feel to it and everyone is so approachable. There is always someone I feel comfortable to turn to, to ask for advice. There really is a sense of everyone is there to support and look out for one another. I definitely feel proud to be a member of staff at St Luke's.'*
- *'Staff have good relationships with each other and know pupils well.'*

Staff were also positive about the work of the leaders and the focus on wellbeing:

- *'The school is well managed and organised. The focus is very much on the children, their learning and wellbeing and it is clear to see that they are happy. The fact that the school is small makes it easy to collaborate as a whole team.'*

Suggested improvements included the physical environment, particularly the children's toilets and the hall roof. Also mentioned was a review of our behaviour reward system to ensure maximum engagement by all children. There were several comments that we should *'continue as we are with high expectations'*.

Pupil's survey: Children shared their views on St Luke's through two surveys. The first was an online survey completed by 218 children whilst the second was a collective survey completed in classes.

99% of children responded that they would recommend St Luke's to a friend moving into the area.

99% of children enjoy school and the same percentage also enjoy their learning. Although the overall scores of these two questions were identical, a higher proportion of the children's answers were recorded as '*All the time*' in response to enjoying learning. This shows that the huge majority of children enjoy the learning process. Research has shown that children learn better when they're interested in the topic at hand. Interest helps them to think more clearly, and it allows them to build a deeper understanding of new material. It even helps them to remember more of what they have learned.

The large majority of the children responded positively to questions relating to teachers helping them to do their best (91%), teachers giving them work to challenge them (88%) and teachers listening to what they have to say in lessons (96%). The huge majority of children also felt that the school provides them with helpful information about their next steps.

95% of children felt that behaviour of other pupils in their lessons is good, whilst 99% felt that the behaviour is good around the school. When asked if bullying is a problem at the school, the majority of children stated that '*it doesn't happen*' at St Luke's. For the small number of children who answered that bullying does happen at the school, there was an overwhelming feeling that teaching staff are good at resolving it.

99% stated that they felt safe when they are at school. School safety plays a crucial role in children's development and academic success. Children who feel safe at school tend to have better emotional health and take intellectual risks. It also helps to foster a school where genuine respect is the norm, and where all children feel they belong. Satisfyingly, 98% said that the school encourages them to look after their emotional and mental health as well as 99% feeling that the school encourages them to look after their physical health.

Children like many things about their school. In particular, they like the calm and kind ethos of the school. The ethos helps to foster positive relationships as well as increasing children's success academically and with their responses to emotional triggers. Children also like discovering new areas of learning and learning new vocabulary, having interactive lessons that make you think, going on lots of school trips, the desserts at lunch and having access to a good range of clubs.

Children thought of several improvements that would make St Luke's even better. Ideas included longer breaktimes, our own swimming pool, more playground equipment, even more trips, more trees, a school pet, a room for art and DT, AstroTurf in the compound and a prayer room.

3. Evaluation and progress against priorities

In relation to the children

Emphasis on developing the whole child:

Raising environmental awareness remains a priority for our school. It is important to ensure that future generations' lives are secure. New recycling bins were purchased to improve paper recycling in classrooms and offices. An Eco-team has been set up and they meet weekly to support the school with our environmental conscious. Our staff are passionate advocates in the importance of discussing environmental issues and this has led to the Key Stage 1 production regularly having an environmental theme. This ensures that the important message is received by our youngest children.

We are committed to delivering quality outdoor education across the school. Children enjoy their outdoor learning which is currently delivered by specialist teaching staff. These teachers recently attended a conference to support their professional development and training for all staff in this area is the next step to help elevate our outdoor learning provision.

Children regularly take an active part in collective worship, particularly in delivering content. There is more work we would like to do with enriching our worship sessions including using children to plan and evaluate worships and invite more visitors to lead worship. Our emotional support for children had a boost last year, not just with our ongoing use of Jigsaw materials but also in our engagement with the Emotional Wellbeing Service. We have made full use of the service and provided workshops for parents and, following referrals, direct group work for several children. The recent installation of our sensory room has also given St Luke's another resource to support children in this area.

Ensuring consistently high quality teaching and learning:

One of the school's aims is to provide a broad, balanced, enriched and inclusive curriculum for all pupils. There are considerable strengths in the teaching of our curriculum and teaching staff have an excellent knowledge of the curriculum areas. They maintain children's interest in all subjects and address any misunderstandings.

Staff are supported to provide Quality First Teaching (QFT) which emphasises high quality inclusive teaching for every child in the classroom. QFT relies on a variety of learning strategies in order to be effective, like differentiated learning and the use of SEND resources. In short, QFT is an approach that highlights the need for a personalised learning experience and encourages greater inclusion of pupils with SEND needs.

The school has invested a huge amount of training time in further developing QFT with teaching staff. Recently, staff have participated in training on sharpening the use of colourful semantics, which is an approach to support spoken and written language learning across the curriculum.

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. We provide opportunities for staff to share their CPD experiences in our staff meetings. Sharing CPD ensures that staff continue to be proficient and competent in their profession while also furnishing them with essential skills that could help them to make progress.

Ensuring all pupils make good or better progress:

Last year felt a little strange in that all the statutory assessments were completed and we received the results but, as mentioned at the beginning of this report, they were not published by the DfE. The school was, however, very pleased with our results. The results demonstrate that St Luke's continues to be a top performing school in the borough. 82% of children achieved the Expected standard in reading, writing and maths, which was a lot higher than Kingston (64%), Richmond (75%) and National (59%) averages. This was also true in relation to our Higher standards results too (22% vs 11%, 18% and 7%). Whilst other averages declined, understandably given the education disruption of the pandemic, St Luke's results either remained stable or increased.

We were delighted with our Value-Added progress scores which were all positive figures, which means that the children achieved a higher grade than expected considering their respective starting points. St Luke's was judged as being '*above average*' in reading (+2.5) and writing (+2.2), but '*well above average*' in maths (+4.2). The results underline not only the enormous potential that the children have, but also the quality of education that they receive at our school in preparing them for the future.

In changing the school's Management Information System (MIS), we were able to take advantage of a new assessment system. Arbor's assessment module has enabled the school to review the progress children are making and efficiently identify any groups of underperformance.

Working to close the gap & overcome disadvantage:

Due to the pandemic, there is a concern that the progress and attainment gap experienced by many disadvantaged pupils will be widening, exacerbating the damaging effect of poverty on their life chances. Therefore, identifying children to receive additional support continues to be a priority at St Luke's. 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. We have also looked at the evidence base for supporting children who are experiencing disadvantage, and how we can further develop QFT to support all children.

Our catch-up tuition sessions have proven to be popular and, more importantly, very effective. The sessions are delivered by school staff rather than online tutor sessions and children continue to benefit from the programme. Although funding for these sessions is reducing, St Luke's will continue to fund this as tuition effectively supports children academically. It helps to fill in knowledge that may prevent progression and helps to develop a drive for learning.

As mentioned in a section above, the school has improved our emotional support for children and our ELSA provision continues to offer support to disadvantaged children. This provision has a positive impact on children's emotional needs and helps them to develop coping strategies that work well for them.

In relation to the school culture and organisation

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.

Our subject leaders continue to play a key role in supporting, guiding and motivating teachers in their subject. St Luke's continues to support staff by providing dedicated release time for subject leaders to monitor the quality of teaching in their subject. A new Google Form has enabled leaders to quickly summarise their monitoring in order to feedback to colleagues. This cyclical process has increased the staff's capacity and given leaders a rounded view of what teaching, learning and outcomes look like in the different subjects.

Our maths leaders have engaged in a Teacher Research Group (TRG) and as part of the programme, they plus other colleagues at St Luke's have observed the teaching of maths in other schools. One of the best things teachers can do to improve their teaching is to look outside their own classrooms so this has been a very beneficial use of time.

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. This year we have increased our leadership capacity in introducing two new leadership positions to support children's behaviour and pastoral care. Both positions have already proven to be highly effective in supporting children, staff and parents.

Building a culture of teamwork and collective accountability:

This year, we have tried to provide opportunities for more collaborative work amongst the staff team as well as teambuilding exercises. We value this as it builds trust, mitigates conflict, encourages communication and increases collaboration. Effective team building also means more engaged employees. At the beginning of the year, the staff (and several governors) completed a variety of land and water-based activities, including low ropes, archery, kayaking and stand up paddleboarding. During the global pandemic, effective teamwork was a challenge so it was important for the staff to renew our focus on enabling teamwork.

Performance appraisals are essential for the growth of the school and the employee. The process at St Luke's is an open discussion and helps to assess how well staff accomplish their job responsibilities and identify the things staff can improve to meet the school's broader objectives. This year we reviewed and improved our appraisal process and staff were set goals to improve their work and performance.

Staff continue to attend weekly staff meetings, which promotes communication, reflection and training. Staff also attend phase meetings where staff split into smaller groups and explore aspects of school improvement relevant to their phase. These meetings really help to ensure staff knowledge and practice is up to date and consistent throughout the phase.

Ensuring high levels of staff satisfaction and job fulfilment:

At St Luke's, we recognise that our staff are our most important asset and resource. It is essential that all staff feel valued as part of a team and are supported and encouraged to develop personally and professionally within a caring, purposeful learning community. Good staff wellbeing is important for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. Staff satisfaction is carefully monitored in the school and a healthy work / life balance is promoted. 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. The school is committed to the wellbeing of staff and have produced a list of wellbeing items that staff can access whilst working at the school.

This past year, we have been able to invest in the school's premises with the completion of several projects including a new staffroom. This is a larger room which fits and reflects the staff size excellently. It is a fabulous place to conduct meetings as well being a quiet break-out area. It has certainly been warmly received by staff and it has boosted morale in the staff team. Other premises projects that have been completed have improved the facilities for children including the installation of AstroTurf on the lower playground, expanding the nursery outdoor space and our new sensory room. Each of these projects were completed successfully and have proven to make a big difference with children and staff. The school has plans to make further improvements to the premises which should increase levels of staff satisfaction.

We are always happy to support staff's interests and we recognise that this certainly helps to support staff's job fulfilment. Through the appraisal process, we identified several staff with a passion for outdoor education. We developed this interest and supported them to deliver quality outdoor education across the school. These sessions are having a wonderful impact on the school with children enjoying learning outside of the classroom.

Strengthening partnerships both within and across schools:

The school continues to forge strong partnerships with parents – this is clear from the results of the parent survey. However, there is more we would like to do in this area as several comments from parents indicated that they would like more information about how their children are doing. We plan to have a fresh look at the curriculum support materials that we provide to see if there is any more value that we can add in this area.

Arbor, our new MIS, has been a revelation in school and has made the admin side of the school more efficient. However, we were less than impressed with the communication module that they offered. We decided to return to using ParentMail for all comms, which was well-received by parents. It will be interesting to see how the next parent / teacher evening goes as we will be using ParentMail for parents to book sessions for the first time.

We have continued to offer coffee mornings to parents whose children have English as an Additional Language (EAL). These mornings have served as an ideal platform to share important information about the school to ensure that nothing is missed. In recognising that a growing proportion of our EAL children are coming from Hong Kong, the school entered into a new letting on the weekends aimed towards Hong Kong children and includes fitness, sketching, lion dancing and drama. The coffee mornings and the letting has helped to support transition and maximise learning opportunities.

4. Summary, conclusions and new priorities

St Luke's has had another very successful year, not only continuing to build on strong academic performance 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.

There is much to celebrate, nevertheless, we are not complacent: the mark of an effective 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.

This year one of our priorities will be to focus on our curriculum. We strive to offer an inclusive curriculum and so it would be good to review our educational offer, especially promoting protected characteristics. By doing so, it will open our education up to reflect alternative knowledge systems, philosophies and perspectives. We are also keen to review the curriculum materials that we provide parents. Our parents are always very keen to support at home and so it would be wise for the school to review our documents to maximise the effectiveness in this area.

A priority for us is to continue to support emotional health across the community. Research shows that emotional health is a skill. There are steps you can take to improve emotional health and be happier. It would be great for the school to explore other ways to support in this field. It is also clear from the summary evaluation that we have more work to do to enhance our school facilities. The hall roof needs fixing and some of the children's toilets are looking a little tired and needing of refurbishment.

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. Review **curriculum support materials** for parents;
3. **Progress** for all: ensuring no child is left behind in their learning;
4. **Review** the curriculum to ensure inclusivity;
5. Support the **emotional health and resilience** of the school community;
6. Continue to develop **QFT** across teaching staff;
7. Further develop **school facilities**;
8. **Subject** specific priorities.

Performance Information

Outcomes from Assessments and Tests July 2022

Including data from St Luke's 2015-2019; national results; Richmond and Kingston results for comparison.

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	RBK	RBR	National	St Luke's 2017	St Luke's 2018	St Luke's 2019	St Luke's 2022
	RWM Expected Standard	64%	75%	59%	78%	77%	90%	82%
	RWM High Standard	11%	18%	7%	10%	27%	23%	22%
	Reading Expected Standard	80%	86%	74%	90%	93%	93%	90%
	Reading High Standard	34%	44%	28%	54%	53%	53%	43%
	Reading Average Scaled Score			105	109.7	110.4	108.4	108.5
	Value Added Reading			0	3.09	0.92	3.08	2.50
	Writing Expected Standard (TA)	73%	81%	69%	81%	90%	90%	82%
	Writing Greater Depth (TA)	16%	25%	13%	10%	30%	37%	27%
	Value Added Writing			0	-2.60	-1.23	1.90	2.20
	GPS Expected Standard	79%	86%	72%	95%	93%	97%	92%
	GPS High Standard	40%	48%	28%	47%	73%	73%	67%
	GPS Average Scaled Score			105	109.7	112.5	112.1	112.3
	Maths Expected Standard	78%	86%	71%	90%	80%	93%	93%
	Maths High Standard	32%	42%	23%	36%	50%	47%	57%
	Maths Average Scaled Score			104	107.3	108.4	108.3	109.5
	Value Added Maths			0	0.98	0.01	2.34	4.20

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	RBK	RBR	National	St Luke's 2017	St Luke's 2018	St Luke's 2019	St Luke's 2022
	RWM Expected Standard	61%	62%	54%	80%	83%	83%	83%
	RWM Greater Depth	9%	13%	6%	20%	23%	27%	20%
	Reading Expected Standard	73%	77%	67%	93%	85%	90%	83%
	Reading Greater Depth	24%	31%	18%	23%	37%	47%	27%
	Writing Expected Standard	64%	67%	58%	80%	83%	83%	83%
	Writing Greater Depth	13%	16%	8%	20%	25%	30%	20%
	Maths Expected Standard	74%	77%	68%	90%	88%	93%	93%
	Maths Greater Depth	21%	25%	15%	23%	30%	40%	33%

Year 1 Phonics

Year 1 Phonics	Measure	RBK	RBR	National	St Luke's 2015, 2016, 2017, 2018, 2019	St Luke's 2022
	Y1 Expected Standard	79%	83%	76%	93%, 86%, 83%, 90%, 90%	97%

Early Years Foundation Stage Profile (Reception)

Reception EYFSP	Measure	RBK	RBR	National	St Luke's 2015, 2016, 2017, 2018, 2019	St Luke's 2022
	Good Level of Development (GLD)	72%	72%	65%	80%, 85%, 87%, 84%, 90%	83%