School Improvement Plan 2020-23

2020-23

St Luke's C.E. Primary School
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Headteacher	Gareth Dutton
Deputy Headteacher	Dan Bates
Chair of Governing Body	Janet Ayris

Our Vision

High expectations, by all, for all, reflecting the example of Jesus.

Our Mission

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.

What is the purpose of this improvement plan?

This plan will direct the work of school leaders and staff over the next three years. It will allow us to focus on what is important and prioritise the work that we do in the school and community. It will drive performance management and professional development of staff within school and the financial decisions that are made.

Children will benefit from the outcomes of the plan. They will receive a high standard of teaching and learning and be well-prepared academically and emotionally for the next stage of their education.

Parents will be able to see the direction that the school is going and hold the school accountable to this. They will feel more engaged with the school and well-supported.

School staff will have a clear vision of where the school is going and how we are going to get there. They will know their role in working towards achieving the targets in the plan. They will further develop their own practice and develop their leadership roles.

How will the plan be monitored?

Progress against the action plan will be discussed at Senior Leadership Team meetings. During these meetings we will determine how far along we are in achieving each target. A senior leader, often the headteacher, or the governing body will be responsible for monitoring that the actions are being addressed and that they are achieved. Progress made against the plan is reported to the full governing body.

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SCHOOL'S AIMS AND OBJECTIVES

A Church School such as 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. During their time at St. Luke's Primary School it is our aim that children should:

- develop lively, enquiring minds and appreciate that there is a joy in all forms of learning and discovery
- prepare for the society in which they will grow up, and develop an awareness of their own needs and those of others as well as the need for desirable social behaviour
- acquire skills of literacy, numeracy and effective means of communication
- gain a respect and appreciation of religious and moral values and a tolerance of all races in accordance with the teachings of the Church of England
- acquire an understanding of the world in which they live, its historical and physical background and a knowledge of human achievements and aspirations
- gain an ability in physical, artistic and manipulative skills
- learn skills relevant to adult life that will help them succeed in a fast-changing world
- acquire the skills necessary for lifelong learning

The school also aims to:

- provide a broad and balanced curriculum for all pupils
- prepare children for the opportunities, responsibilities and experiences of secondary school education
- develop a parent-teacher partnership which supports the achievement of the school's aims
- create a happy, secure and stimulating environment for the children

ACCOUNTABILITIES AND SUCCESS INDICATORS FOR THE LEADERSHIP AND MANAGEMENT OF ST. LUKE'S

1. ***Staff Effectiveness***

All staff performance is reviewed in line with the school's appraisal policy
All staff have regular career development opportunities
All teaching and administrative staff have opportunity to a minimum of 45 minutes of the Head's time per term
All staff encouraged to keep a personal development journal
LSA and Nursery nurses have their performance reviewed each term by their line manager
SMSA's have their performance reviewed each term by their line manager

2. ***Finance and resource deployment***

Budgets are monitored in accordance with the school's financial monitoring and budget procedures
Returns and reports are made on time
Actual spending reflects original plans wherever possible
Resource audits are carried out and suitability allocated and deployed

3. ***Pupil Achievement***

All pupils have the opportunity to attain the basic skills in numeracy and literacy and the school is committed to the currency of its Basic Skills Award
Targets are set on a regular basis to improve pupil performance
Targets are reviewed by SLT/Governors to check progress
External assessment reflects national norms and above
NC achievements are regularly recorded and reported
Teaching and learning is monitored by Headteacher, subject co-ordinators and school SIP
All pupils have equal access to the curriculum and inclusion statement is fully upheld
All teaching staff have clear curriculum responsibilities which are made public
Line managers for key stages have clear responsibilities which are made public
All pupils develop a growing understanding of the importance of a healthy lifestyle

4. ***Vision and culture of the school***

SIP is regularly reviewed and evaluated
Leadership Team meetings are reported to staff
Parent contributions to school development are valued
Aims and Objectives are reviewed annually
All pupils achieve their maximum potential through a process of continual review and target setting

5. ***Effective external relationships***

Parents receive regular termly reports from Headteacher and curriculum information from class teachers
Parents have direct access to the Headteacher
Parent council held every term
School Brochure is regularly updated
Curriculum information evenings for parents are held annually
Links with the local community through the curriculum
Links with Secondary and local Primary schools are maintained and regularly evaluated
Headteacher attends PFA meetings termly to answer general education questions
Develop positive relationships with new cluster groups

6. ***Effective Governor Relationships***

Committees/meeting details are presented on time
All Governors given opportunity to visit at least twice per year
All Governors receive training opportunities
All class teachers and coordinators know their paired Governor
Governors are accountable to parents and seek parent's views through questionnaires and meetings
Plan strategically for school improvement
Monitor teaching and learning by examining results of teaching and learning

7. ***Premises***

School buildings and grounds maintained and developed
Health and Safety policy is implemented
Risk assessment is carried out each term

The School Improvement Plan was formulated by a process of whole school self-review, carried out by the Headteacher, Governors and Staff who have identified areas for further development. Action Plans will be reviewed throughout the year in order to judge its success.

THREE YEAR DEVELOPMENT PLAN AND ACTION PLANS FOR 2020/23

This plan was formulated by the Staff and Governors of St. Luke's Primary School by a process of curriculum audit, review and evaluation. Underpinning the School Development Plan is the mission statement and the aims and objectives which are agreed by the Governors each year. Below are the key development areas and actions for 2020/23.

In relation to the children:

Emphasis on developing the whole child

- Continue to embed and support the teaching of Latin in the school.
- Promote more opportunities for peripatetic musical lessons.
- Establish an Eco-team.
- Develop a 'crew' of children to lead collective worships.
- Continue to develop children's resilience.
- Provide greater opportunities for children to share their learning and interests.
- Plan rich learning opportunities including those initiated by the children including workshops.
- Develop children's emotional, mental and physical wellbeing (new PSHE scheme – Jigsaw).
- Develop staff and pupils' understanding of metacognition and how children learn.

Ensuring consistently high quality teaching and learning

- Improve the deployment of support staff to enable all children to make the best possible progress.
- Continue to raise the standard of pedagogy across the school through a comprehensive professional development programme.
- Provide support for teaching staff to effectively teach the new computing scheme of work (Purple Mash).
- Evaluate the curriculum and develop the schemes of work for each year group.
- Develop the whole school behaviour reward system.

Ensuring all pupils make good or better progress

- Maintain the high performance achieved at the school.
- Embed mathematical fluency to a level of breadth and depth to ensure that attainment and progress measures remain high in maths.
- Purchase additional foundation resources to support the understanding of key mathematical concepts.
- Provide support to improve our use of marking and feedback to effectively drive pupil progress.
- Develop the use of pupil conferencing to discuss progress and set aspirational targets.

Continually working to close the gap & overcome disadvantage

- Increase the ELSA provision.
- Provide support for parents with English as an Additional Language and parenting strategies.

In relation to the school culture and organisation:

Continually striving to build capacity and sustainability

- Timetable regular Key Stage meetings and TA meetings to share information.
- Plan observations in other schools for teaching staff.
- Increase the impact of middle leaders to ensure they are able to lead and manage change successfully.
- Identify and develop future staffing prospects fostering a culture of internal promotion, development and career opportunities.

Building a culture of teamwork and collective accountability

- Build a cohesive staff community through improving communication, collaboration and problem solving skills.
- Look at ways to improve the communication between staff.

Ensuring high levels of staff satisfaction and job fulfilment

- Continue to develop opportunities for staff team building exercises.
- Develop the use of informal observations to improve professional development.
- Improve the environment in the staff room to make it more welcoming for staff.
- Foster an environment which allows staff members to flourish and achieve their full potential for the benefit of themselves and the school.

Strengthening partnerships both within and across schools

- Encourage more collaborative projects linking different classes / year groups together.
- Increase inter-school competitions, including non-sport activities.
- Provide opportunities to share curriculum outcomes with parents.
- Develop collaboration with other educational settings.

The Leadership team and the Governors review the school development plan termly in order to evaluate its effectiveness.

CURRENT STAFFING & RESPONSIBILITIES

Name	Role	Full/Part	Date of Employment	Responsibilities	Performance Manager
Mr Gareth Dutton	Headteacher	Full	Sept 2015	Assessment Child Protection Governor Health & Safety LMT AG & T Student Council Collective Worship Joint Computing Foreign Languages	Governors
Mr Daniel Bates	Deputy Headteacher	Full	Sept 2017	LMT Governor Curriculum NQT Mentor Student Mentor CPD Coordinator Parent & Student Council Inclusion Manager SEND EAL Pupil Premium Joint Computing	Mr Dutton
Mrs Teresa Payton	Bursar	Part (0.6)	Sept 1994	LMT Governor Finance & HR	Mr Dutton
Mrs Louise Lowe	Year 5/6 Phase Leader Year 6 teacher	Full	Sept 2017 TLR 2019	LMT English & Phonics Music	Mr Dutton
Miss Aoife Donnelly	Year 5 teacher	Full	Sept 2017	RE	Mrs Lowe
Mr Aaron Francois-Williams	Year 3/4 Phase Leader Year 4 teacher	Full	Sept 2015 TLR 2019	LMT PE	Mr Bates
Miss Donna Dowd	Year 4 teacher	Full	Sept 2019	NQT	Mr Bates
Miss Kate MacPherson	Year 3 teacher	Full	Jan 2017 (PT) Sept 2017 (FT)	Joint Maths	Mr Francois-Williams
Mrs Elspeth Millard	Year 2 teacher	Part (0.52)	Sept 2010	Science	Mr Francois-Williams
Mrs Sarah Kadar	Year 1/2 Phase Leader Year 2 teacher	Part (0.6)	Sept 2010 TLR 2019	LMT English & Phonics	Mr Dutton
Miss Chloe Palmer	Year 2 teacher	Full	Sept 2019	NQT	Mr Bates
Mrs Alice Dalrymple	Year 1 Teacher	Part (0.52)	Sept 2015 (TA) Sept 2018 (CT)	Humanities	Mrs Kadar
Mrs Claire Hodgson	Year 1 teacher	Part (0.52)	Sept 2019	Art	Mrs Kadar

Ms Katie Hempston	EYFS Phase Leader Reception teacher	Full	Sept 2015 TLR 2019	LMT Joint Maths	Mr Bates
Mrs Kate Daulby	Nursery teacher	Part (0.52)	Sept 2018	Outdoor Learning	Ms Hempston
Mrs Clare Walsh	Nursery teacher	Part (0.52)	Sept 2013	PSHE	Ms Hempston
Mrs Anne Edwards	PPA cover – Early Years	Part (0.12)	Sept 1999		
Mrs Lin Felicien	Year 5/6 TA After School Club	TA 13.5 hours ASC 19.25 hours Premises 11 hours	May 2000	LMT After School Club Manager Breakfast Club Manager Governor Art & DT PPG Tutor Premises	Mr Dutton
Mrs Caitriona McGilvray	Y4 TA	26 hours	Sept 2015	Library	Mrs Lowe
Mrs Jacqui Bye	Y3 TA	20 hours	Jan 2018		Mr Francois-Williams
Mrs Janine Bamber	Y2 TA	19.5 hours	Sept 2015		Mrs Kadar
Mrs Danielle Kellaway	Y2 TA	7 hours	Sept 2015		Mrs Kadar
Mrs Jane Corlett	Y2 TA	20 hours	Sept 2011		Mrs Lowe
Mrs Claire Burke	Y2 TA	13 hours	Sept 2018		Mrs Lowe
Mrs Anne Linton	Y1 TA	19.5 hours	Sept 2007		Mrs Kadar
Mrs Katie Bintcliffe	Y1 TA	15.5 hours	Apr 2003		Mrs Kadar
Mrs Rebecca Munoz	Reception TA	19.5 hours	Sept 2015		Mr Francois-Williams
Mrs Kamila Matusiak	Reception TA	13 hours	Feb 2019		Mr Francois-Williams
Mrs Cheryl Dommett	Nursery TA	22.5 hours	Sept 2018		Ms Hempston
Mrs Judy Shaw	Nursery Nurse	21.5 hours	Sept 2010		Ms Hempston
Mrs June Hennings	Individual Support	24 hours	Oct 2004		Ms Hempston
Mr Alfie Felicien	Individual Support SMSA	LSA 19.75 hours SMSA 3 hours ASC 15 hours	Nov 2016		Mrs Lowe
Miss Mandy Chevalier	Individual Support SMSA	LSA 16 hours SMSA 7.5 hours	Nov 1999		Mr Francois-Williams
Mrs Lisa Owens	Individual Support	30.25 hours	Sept 2009		Mr Francois-Williams
Mrs Teresa Payton	Bursar	Part (0.6)	Sept 1994	LMT Governor Finance & HR	Mr Dutton

Mrs Lisa Garner	School Secretary	Full	Sept 2019		Mrs Payton
Mrs Roz Ashman	Admin Assistant	23.75 hours	Sept 2011		Mrs Payton
Mrs Helen Jeffries	Clerical Assistant	15.25 hours	Jun 2015		Mrs Payton
Mr Matt Trinidad	Premises Manager	25 hours	Sept 2019	Health and Safety	Mrs Felicien
Mrs Sue Fry	SMSA Cleaning staff	SMSA 9.5 hours Cleaning 3.75 hours	Oct 1994		Mrs Felicien
Mrs Sylvia Billinghurst	After School Club	ASC 15.42 hours	Jan 2017		
Mrs Hazel Bassett	SMSA	7.5 hours	Sept 2019		
Mrs Sara Lloyd	SMSA	7.5 hours	Oct 2000		
Mrs Bronwen Glanville	SMSA	7.5 hours	Nov 2015		
Mrs Debbie Haran	SMSA	8.75 hours	Sept 2019		

GOVERNORS

	Name	**Governor Type**	**Start Date (since)**	**End Date**	**Linked subjects / areas**	**Committees**
	Hannah Maley	Clerk	01-Sep-2019 (2019)			
	Janet Ayris	Foundation Chair of Governors	02-Oct-2017 (2003)	02-Oct-2021	Humanities AG&T / Assessment	Achievement & Standards Personnel
	Maria Netley	Local Authority Vice Chair of Governors	01-Sep-2016 (2002)	01-Sep-2020	Pupil Premium Music	Finance Personnel
	Father Martin Hislop	Foundation Ex-Officio	01-Feb-2020 (2000)		RE, PSHE, the Arts	Wellbeing
	Liz Ormonde	Foundation	03-Nov-2018 (2011)	03-Nov-2022	Inclusion Early Years Child Protection / LAC	Admissions Wellbeing
	Rhys Pullen	Parent	11-Dec-19 (2019)	11-Dec-23	Maths School website	Achievement & Standards Finance
	Amy Brogan	Parent	12-Dec-16 (2016)	12-Dec-20	English	Premises Admissions
STAFF	Gareth Dutton	Headteacher	01-Sept-19 (2015)		Computing, PE	All committees
STAFF	Daniel Bates	Co-opted	01-Sept-17 (2017)	01-Sept-21	Science	Wellbeing, Achievement & Standards
STAFF	Teresa Payton	Co-opted	01-Jul-19 (2015)	01-Jul-23		Finance, Personnel
STAFF	Lin Felicien	Staff Governor	01-Jul-19 (2001)	01-Jul-23		Premises, Wellbeing

GOVERNING BODY STRATEGIC PLANNER 2020-2023

Summer Term	Agenda	Policy Review
Main Governing Body ***April & June***	• Agree Three Year Budget (or in Spring Term – must be before 1st May) • Monitor School Improvement Plan • Election of governors, if necessary • Staffing structure for September • Headteacher's report to Governors • Report on Bullying and Racial incidents • Governor's curriculum monitoring • Agree school prospectus • Review SEF • Permission for School Journey • Feedback from committees • Set meeting dates for the next school year • Review policies in line with schedule	**2020** Safeguarding & Child Protection (1) Equal Opportunity (2) **2021** Safeguarding & Child Protection (1) Equal Opportunity (2) **2022** Safeguarding & Child Protection (1) Equal Opportunity (2)
Achievements & Standards Committee ***May & July***	• Subject Presentation • Assessment updates • Review SIP progress • Monitor targets – evaluate SATs results if received • Review SEF –Outcomes for pupils • Review policies in line with schedule	**2020** Teaching & Learning Able, Gifted & Talented Home learning **2021** Foundation Stage Home Learning History Teaching & learning **2022** Teaching & Learning Music Home learning
Pay & Personnel Committee ***May***	• Evaluate any monitoring during the year • Staffing update • Review of Headteacher's targets • Preparation for staff appraisals • Review policies in line with schedule	**2020** Staff Appraisal Statement of Behaviour Principles **2021** Staff Appraisal Staff Absence **2022** Staff Appraisal Job Sharing
Premises, Health and Safety Committee ***June***	• Carry out risk assessments • Agree summer holiday repairs and maintenance • Progress on SIP • First Aid & Accident Reporting • Review policies in line with schedule	**2020** Health & Safety Sun Smart **2021** Health & Safety **2022** Health & Safety Sun Smart
Well Being Committee ***June***	• Evaluate monitoring tasks • Staffing updates • Safeguarding audit • Review policies in line with schedule	**2020** Alcohol/drugs at work Voluntary Helpers in school **2021** Spiritual Development PSHE HIV **2022** Behaviour Healthy Eating
Finance Committee –	• Agree actuals for year end, including school fund accounts • Agree Budget 3 year plan and recommend to GB (Possibly	**2020** Governor's Allowance

April	Spring Term – requires full Governing Body approval before 1st May) Including best value statement • Review CFR report for LA • Appoint school fund auditor • Review policies in line with schedule	**2021** Governor's Allowance **2022** Governor's Allowance
Finance Committee – ***July***	• Budget monitoring quarterly actuals • Review latest view of year (latest quarterly estimates) • Review best value statement • Review staffing structure • Review financial procedures manual	
Autumn Term	**Agenda**	**Policy Review**
Main Governing Body Meeting **1st Meeting** ***September***	• Appoint Clerk • Appoint Chair and Vice-Chair • Set up new register of Governor's Pecuniary Interests • Review membership of committees & responsibilities • Review Governors' Code of Conduct • Receive Evaluation of SATs for KS1 and 2 • Staff update • Report on progress of School Improvement Plan • Headteacher's report to Governors • Report on Bullying and Racial incidents • Committee reports • Review policies in line with schedule	**2020** SEND Anti-Bullying policy Freedom of Information **2021** SEND Anti-Bullying policy **2022** SEND Collective Worship Anti-Bullying Policy
2nd Meeting ***November***	• Agree school targets • Report on progress and attainment • Report on Pupil Premium progress and attainment • Review terms of reference for each committee • Committee reports • Report on Bullying and Racial incidents • Safeguarding update • Review policies in line with schedule	**2020** Admissions Relationships & Sex Education Staff Disciplinary Procedure **2021** Admissions Relationships & Sex Education **2022** Admissions Relationships & Sex Education Multi-cultural Anti-Racist Statement
Achievement and Standards Committee ***October***	• Subject Presentation • Review Terms of Reference and set meeting dates for year • Monitoring tasks • Agree summaries of SIP & SEF • Assessment update • Evaluate statutory and internal assessment results to ensure different groups of children are achieving at least national levels • Review policies in line with schedule	**2020** Assessment Maths Science **2021** Assessment Computing FL **2022** Assessment English Geography PE Monitoring Standards
Pay & Personnel Committee ***October***	• Review Terms of Reference and set meeting dates for year • Staffing update including succession planning • Appraisal arrangements (and pay recommendations) • Review of Headteacher's targets • Agree new Headteacher's targets • Review policies in line with schedule	**2020** Allegations of abuse against staff Code of conduct for school staff Pay Policy **2021** Allegations of abuse against staff Code of conduct for school staff Pay policy Safe Recruitment **2022** Allegations of abuse against staff Code of conduct for school staff Pay Policy

Premises, Health and Safety Committee ***November***	• Review terms of reference and set meeting dates for year • Review Governor monitoring tasks for the year • Risk assessment report • Review policies in line with schedule	**2020** Critical Incident Plan Unwanted Intruders School's risk assessment **2021** Critical Incident Plan Premises Management School's risk assessment **2022** Critical Incident Plan School's risk assessment
Well Being Committee ***November***	• Review Terms of Reference and set meeting dates for year • Transfer of pupils to KS3 – school allocation and feedback • Transfer of pupils to Reception – school allocation and feedback • Review SEF – Section on Personal Development, Behaviour and Welfare • Safeguarding update • Staffing update • Accident record review • Review policies in line with schedule	**2020** Staff Development Medical needs **2021** Induction of newly appointed staff Exclusion Medical needs Intimate care **2022** Medical needs Social Inclusion
Finance Committee ***October & December***	• Review Terms of Reference and set meeting dates for year • Review Governor monitoring tasks for the year • Monitor budget – Review of half-year actuals • Review half-year actuals and latest estimate for current yr • Discuss budget requirements including staffing • Review scheme of delegation • Review Financial regulations (every 2 years) • Staff competency review (every 2 years) • Review audit school fund • Review policies in line with schedule	**2021** Data Protection
Spring Term	**Agenda**	**Policy Review**
Main Governing Body ***March***	• Headteacher's report to Governors • Report on Bullying and Racial incidents • Safeguarding update • Review school improvement and impact on raising Standards • Approve new SIP Action Plans & objectives for year ahead • Review SEF • CPD Review • Permission for French Trip • Feedback from committees • Review policies in line with schedule	**2021** Whistleblowing Attendance Charging & Remissions School Lettings **2022** Whistleblowing Charging & Remissions School Lettings **2023** Whistleblowing Charging & Remissions School Lettings
Achievement and Standards Committee ***January***	• Subject Presentation • Evaluate monitoring tasks • Assessment update • Start agreeing priorities for school Improvement Plan • Evaluation current SIP and its impact on raising standards • Review SEF sections on Quality of Teaching • Review policies in line with schedule	**2021** Art & Design EAL **2022** Design & Technology **2023** RE

Pay & Personnel Committee ***February***	• Review of Headteacher's targets • Review staffing situation • Review staff survey • Review policies in line with schedule	**2022** Capability **2023** Complaints procedure
Premises Health and Safety Committee ***February***	• Agree Priorities for forthcoming year for SIP • Carry out risk assessments • Review Disabled Access Plan – carry out modifications where necessary • Health & Hygiene Practices • Fire Safety Check • Emergency Procedures • Critical Incident Plan Review • Review policies in line with schedule	**2021** Educational Visits Emergency Procedures **2022** Fire Safety **2023** Accessibility Plan Substance use & misuse
Well Being Committee ***March***	• Evaluate monitoring tasks • Agree St Luke's Agreement • Staffing update • Review parent, pupil and staff surveys • Agree Priorities for forthcoming year • Review policies in line with schedule	**2021** St Luke's Agreement Equality Information Objectives **2022** St Luke's Agreement Asthma Equality Information Objectives Physical restraint **2023** Induction of NQTs St Luke's Agreement Equality Information Objectives
Finance Committee ***February & March***	• Review budget progress • Financial planning – resourcing – personnel – capital projects • Benchmark costs against similar schools • Budget monitoring and actuals • Review latest estimate of year (Latest estimate Q3) • Review benchmarking • Agree limit for petty cash payments • Statement for internal control • Fixed assets inventory • Financial Governor's competency review • Review policies in line with schedule	

POLICY REVIEW SCHEDULE

FULL GOVERNING BODY	Review 2019	Review 2020	Review 2021	Review 2022	Review 2023	Review 2024
Admissions***	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Anti-Bullying ***	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Attendance			Spring			Spring
Charging & Remissions***	Spring	Spring	Spring	Spring	Spring	Spring
Collective Worship ***	Autumn 1			Autumn 1		
Equal Opportunity ***	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Freedom of Information***		Autumn 1			Autumn 1	
Multi-cultural Anti-Racist Statement	Autumn 2			Autumn 2		
Relationships & Sex Education***	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Safeguarding & Child Protection***	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Autumn 2
School Lettings	Spring	Spring	Spring	Spring	Spring	Spring
Special Educational Needs & Disability***	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Staff Disciplinary procedure***		Autumn 2			Autumn 2	
Whistleblowing		Spring	Spring	Spring	Spring	Spring

ACHIEVEMENTS & STANDARDS	Review 2019	Review 2020	Review 2021	Review 2022	Review 2023	Review 2018
Art & Design			Spring			Spring
Assessment	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Design & Technology	Spring			Spring		
EAL			Spring			Spring
English	Autumn			Autumn		
Foundation Stage***			Summer			Summer
Geography	Autumn			Autumn		
Able, Gifted & Talented		Summer			Summer	
History			Summer			Summer
Home Learning	Summer	Summer	Summer	Summer	Summer	Summer
Computing			Autumn			Autumn
Maths		Autumn			Autumn	
Foreign Languages			Autumn			Autumn
Monitoring of Standards	Autumn			Autumn		
Music	Summer			Summer		
PE	Autumn			Autumn		
RE		Spring			Spring	
Science		Autumn			Autumn	
Teaching & Learning	Summer	Summer	Summer	Summer	Summer	Summer

WELL BEING COMMITTEE	Review 2019	Review 2020	Review 2021	Review 2022	Review 2023	Review 2024
Alcohol/Drugs at Work		Summer			Summer	
Asthma	Spring			Spring		
Behaviour***	Summer			Summer		
Equality information & Objective***	Spring	Spring	Spring	Spring	Spring	Spring
Exclusion			Autumn			Autumn
Healthy Eating	Summer			Summer		
HIV			Summer			Summer
Induction of Newly Appointed Staff			Autumn			Autumn
Induction of NQTs		Spring			Spring	
Intimate Care	Autumn		Autumn		Autumn	
Medical Needs	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Personal, Social & Health			Summer			Summer
Physical Restraint		Spring		Spring		Spring
Social Inclusion	Autumn			Autumn		
Spiritual Development			Summer			Summer
Staff Development		Autumn			Autumn	
St Luke's Agreement***	Spring	Spring	Spring	Spring	Spring	Spring
Voluntary Helpers in School		Summer			Summer	

PREMISES, H & S COMMITTEE	Review 2019	Review 2020	Review 2021	Review 2022	Review 2023	Review 2024
Accessibility Plan***		Spring			Spring	
Critical Incident Plan	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Educational Visits			Spring			Spring
Emergency Procedures			Spring			Spring
Fire Safety		Spring		Spring		Spring
Health & Safety***	Summer	Summer	Summer	Summer	Summer	Summer
Premises Management			Autumn			Autumn
School's Risk Assessment	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Substance use and misuse		Spring			Spring	
Sun Smart		Summer		Summer		Summer
Unwanted Intruders (Precautions against)		Autumn			Autumn	

PAY & PERSONNEL COMMITTEE	Review 2019	Review 2020	Review 2021	Review 2022	Review 2023	Review 2024
Allegations of abuse against staff***	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Capability***	Spring			Spring		
Code of Conduct for School Staff***	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Complaints Procedure***		Spring			Spring	
Job Sharing	Summer			Summer		
Pay Policy***	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Safe Recruitment			Autumn			Autumn
Staff Absence			Summer			Summer
Staff Appraisal***	Summer	Summer	Summer	Summer	Summer	Summer
Statement of Behaviour Principles (GB)***		Summer			Summer	

FINANCE COMMITTEE	Review 2019	Review 2020	Review 2021	Review 2022	Review 2023	Review 2024
Data Protection***	Autumn		Autumn		Autumn	
Governor's Allowance***	Summer	Summer	Summer	Summer	Summer	Summer

SENIOR LEADERSHIP TEAM POLICIES	Review 2019	Review 2020	Review 2021	Review 2022	Review 2023	Review 2024
Arrivals and Departures	Summer			Spring		
Cover Supervision	Autumn			Autumn		
Display, presentation & learning environment	Summer			Summer		
Google Apps Acceptable Use			Summer			Summer
Internet/E-Safety			Autumn			Autumn
Marking and Feedback	Summer	Summer	Summer	Summer	Summer	Summer
Promoting British Values	Summer			Summer		
Students			Spring			Spring
Sustainable Development		Summer			Summer	
Working With Support Staff		Autumn			Autumn	

GOVERNORS TARGETS – KS1 & KS2 2020

Profile of Year 2	Total	Boys		Girls	
		NO	%	NO	%
Number of pupils	60	28	47%	32	53%
Number on SEND register	7	4	7%	3	5%
No. on Pupil Premium	4	3	5%	1	2%
Number FSM	4	3	5%	1	2%
Number of EHCP	1	1	2%	0	0%
Number adopted from care	0	0	0%	0	0%
Number of EAL	19	15	25%	4	7%

Targets set by Governors December 2019 for end of KS1 2020:

PERCENTAGE OF CHILDREN WORKING AT THE EXPECTED STANDARD:				
KS1	Reading	Writing	Mathematics	RWM combined
School 2018	90%	83%	93%	83%
National 2018	75%	69%	76%	65%
Target 2019	**90%**	**75%**	**78%**	**75%**

PERCENTAGE OF CHILDREN WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD:				
KS1	Reading	Writing	Mathematics	RWM combined
School 2018	47%	30%	40%	27%
National 2018	25%	15%	23%	11%
Target 2019	**23%**	**25%**	**27%**	**23%**

Profile of Year 6	Total	Boys		Girls	
		NO	%	NO	%
Number of pupils	30	13	43%	17	57%
Number on SEND register	2	0	0%	2	7%
No. on Pupil Premium	3	1	3%	2	7%
Number FSM	2	1	3%	1	3%
Number of EHCP	0	0	0%	0	0%
Number adopted from care	0	0	0%	0	0%
Number of EAL	9	4	13%	5	17%

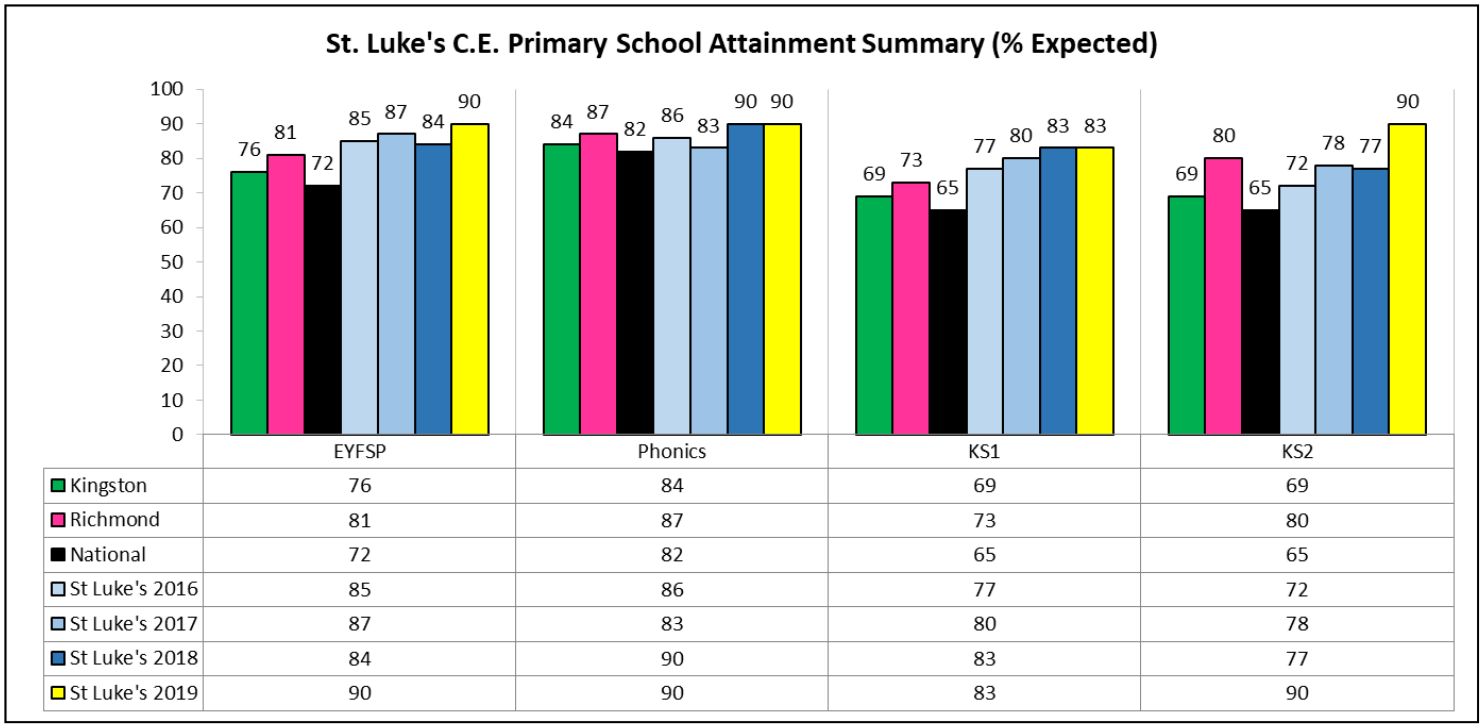
Targets set by Governors December 2019 for end of KS2 2020:

PERCENTAGE OF CHILDREN WORKING AT THE EXPECTED STANDARD:					
KS2	Reading	GPS	Writing	Mathematics	RWM combined
School 2018	93%	97%	90%	93%	90%
National 2018	73%	78%	78%	79%	65%
Target 2019	**90%**	**93%**	**83%**	**93%**	**83%**

PERCENTAGE OF CHILDREN WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD:					
KS2	Reading	GPS	Writing	Mathematics	RWM combined
School 2018	53%	73%	37%	47%	23%
National 2018	27%	36%	20%	27%	11%
Target 2019	**57%**	**60%**	**27%**	**43%**	**27%**

ATTAINMENT RESULTS SUMMARY 2016, 2017, 2018 & 2019

Key Stage	Measure	Kingston	Richmond	National	St Luke's 2016	St Luke's 2017	St Luke's 2018	St Luke's 2019
EYFSP	Good Level of Development	76%	81%	72%	85%	87%	84%	**90%**
Phonics	Y1 Expected Standard	84%	87%	82%	86%	83%	90%	**90%**
KS1	RWM Expected	69%	73%	65%	77%	80%	83%	**83%**
	RWM Greater Depth	16%	19%	11%	7%	20%	23%	**27%**
	Reading Expected	80%	83%	75%	93%	93%	85%	**90%**
	Reading Greater Depth	31%	39%	25%	17%	23%	37%	**47%**
	Writing Expected	73%	76%	69%	83%	80%	83%	**83%**
	Writing Greater Depth	19%	23%	15%	7%	20%	25%	**30%**
	Maths Expected	80%	82%	76%	83%	90%	88%	**93%**
	Maths Greater Depth	28%	34%	22%	17%	23%	30%	**40%**
KS2	RWM Expected Standard	69%	80%	65%	72%	78%	77%	**90%**
	RWM Greater Depth	15%	21%	11%	7%	10%	27%	**23%**
	Reading Expected Standard	78%	87%	73%	86%	90%	93%	**93%**
	Reading Greater Depth	35%	45%	27%	38%	54%	53%	**53%**
	Reading Average Scaled Score	106	108	104	106.4	109.7	110.4	**108.4**
	Writing Expected Standard (TA)	81%	88%	78%	76%	81%	90%	**90%**
	Writing Greater Depth (TA)	24%	28%	20%	10%	10%	30%	**37%**
	GPS Expected Standard	84%	91%	78%	93%	95%	93%	**97%**
	GPS Greater Depth	46%	56%	36%	45%	47%	73%	**73%**
	GPS Average Scaled Score	108	110	106	107.9	109.7	112.5	**112.1**
	Maths Expected Standard	83%	90%	79%	93%	90%	80%	**93%**
	Maths Greater Depth	37%	47%	27%	40%	36%	50%	**47%**
	Maths Average Scaled Score	107	109	105	108.0	107.3	108.4	**108.3**
KS1-KS2	Reading Progress Score	+2.4	+0.6	±0.0	+0.2	+3.1	+0.9	**+3.08**
	Writing Progress Score	+0.8	-0.2	±0.0	-3.5	-2.6	-1.2	**+1.90**
	Maths Progress Score	+2.2	+0.6	±0.0	+1.8	+1.0	±0	**+2.34**



SATS 7 YEAR COMPARATIVES KS1

KS1 SATs – Comparative 7 Year – 2009 - 2015	2009	2010	2011	2012	2013	2014 (target)	2015 (target)		
	100	100	93	100	100	97 (97)	**97 (100)**	Level 2+	READING
	97	83	90	90	96	93 (90)	**97 (97)**	Level 2b+	
	47	57	47	53	44	43 (47)	**37 (40)**	Level 3	
	100	100	94	100	100	100 (100)	**100 (100)**	Girls Level 2+	
	100	100	93	100	100	92 (92)	**94 (100)**	Boys Level 2+	
	100	93	88	95	93	100 (94)	**100 (100)**	Girls Level 2b+	
	94	73	93	82	97	84 (92)	**94 (94)**	Boys Level 2b+	
	62	62	56	58	59	38 (38)	**57 (50)**	Girls Level 3	
	35	60	21	45	25	54 (62)	**19 (37.5)**	Boys Level 3	
	100	100	0	100	100	75 (75)	**50 (100)**	SEN (level 2+)	
	100	100	100	100	100	100 (100)	**100 (100)**	EAL (level 2+)	
	97	90	97	100	98	93 (93)	**97 (97)**	Level 2+	WRITING
	87	77	77	90	90	93 (93)	**90 (90)**	Level 2b+	
	30	33	27	27	28	27 (30)	**30 (27)**	Level 3	
	100	93	100	100	100	100 (100)	**100 (100)**	Girls Level 2+	
	94	87	93	100	92	85 (92)	**94 (94)**	Boys Level 2+	
	85	87	87	95	92	100 (94)	**93 (100)**	Girls Level 2b+	
	88	53	63	82	84	85 (85)	**88 (87.5)**	Boys Level 2b+	
	46	40	31	21	42	24 (24)	**43 (36)**	Girls Level 3	
	18	27	21	36	16	31 (38)	**19 (19)**	Boys Level 3	
	75	50	100	100	66	50 (50)	**50 (50)**	SEN (level 2+)	
	100	100	100	100	100	80 (80)	**100 (100)**	EAL (level 2+)	
	97	93	100	100	100	97 (93)	**100 (100)**	Level 2+	MATHEMATICS
	93	86	83	97	96	90 (93)	**93 (97)**	Level 2b+	
	40	37	33	33	39	47 (37)	**33 (34)**	Level 3	
	92	93	100	100	100	100 (100)	**100 (100)**	Girls Level 2+	
	100	93	100	100	100	92 (85)	**100 (94)**	Boys Level 2+	
	92	93	75	95	96	94 (100)	**93 (100)**	Girls Level 2b+	
	94	80	93	100	94	85 (85)	**94 (90)**	Boys Level 2b+	
	31	40	31	13	26	24 (24)	**43 (43)**	Girls Level 3	
	47	27	36	55	47	77 (54)	**25 (25)**	Boys Level 3	
	75	77	100	100	100	75 (75)	**100 (100)**	SEN (level 2+)	
	50	100	100	100	100	100 (100)	**100 (100)**	EAL (level 2+)	
	97	100	100	100	100	97 (93)	**100 (97)**	Level 2+	SCIENCE
	53	43	40	37	30	27 (33)	**30 (37)**	Level 3	
	92	100	100	100	100	100 (100)	**100 (100)**	Girls Level 2+	
	100	100	100	100	100	92 (85)	**100 (94)**	Boys Level 2+	
	54	47	37.5	21	30	35 (31)	**43 (43)**	Girls Level 3	
	53	40	37.5	54	28	54 (38)	**19 (31)**	Boys Level 3	
	75	100	100	100	100	75 (50)	**100 (50)**	SEN (level 2+)	
	50	100	100	100	100	100 (75)	**100 (100)**	EAL (level 2+)	
	13	***15***	***16***	***19***	***27***	***17***	***14***	***Number of Girls***	
	17	***15***	***14***	***11***	***32***	***13***	***16***	***Number of Boys***	

SATS 7 YEAR COMPARATIVES KS2

KS2 SATs – Comparative Year – 2009 - 2015	2009	2010	2011	2012	2013	2014 (Target)	2015 (Target)		
	97	100	97	100	100	100 (100)	**89 (97)**	Level 4+	READING
	75	80	72	73	63	67 (70)	**71 (67)**	Level 5+	
	94	100	100	100	100	100 (100)	**93 (100)**	Girls Level 4+	
	100	100	91	82	100	100(100)	**85 (92)**	Boys Level 4+	
	67	100	83	84	55	65 (69)	**80 (73)**	Girls Level 5+	
	81	62.5	55	55	68	69 (71)	**62 (62)**	Boys Level 5	
	50	100	80	50	100	100 (100)	**0 (66)**	SEN Level 4+	
	100	100	100	100	100	100 (100)	**100 (100)**	EAL Level 4+	
	100	83	97	97	100	97 (97)	**89 (93)**	Level 4+	WRITING
	64	40	62	67	50	43 (53)	**64 (57)**	Level 5+	
	100	93	100	100	100	100 (94)	**93 (93)**	Girls Level 4+	
	100	75	91	82	100	92 (100)	**85 (92)**	Boys Level 4+	
	61	57	72	89	73	47 (65)	**80 (73)**	Girls Level 5+	
	55	25	27	55	37	38 (38)	**46 (38)**	Boys Level 5+	
	100		80	50	100	83 (90)	**0 (33)**	SEN Level 4+	
	100	0	100	100	100	100 (100)	**100 (100)**	EAL Level 4+	
	93	100	93	97	97	100 (97)	**96 (93)**	Level 4+	MATHEMATICS
	59	57	66	60	67	60 (57)	**75 (63)**	Level 5+	
	89	100	94	100	100	100 (94)	**93 (93)**	Girls Level 4+	
	100	100	91	91	95	100 (100)	**100 (92)**	Boys Level 4+	
	50	70	72	74	64	59 (53)	**73 (67)**	Girls Level 5+	
	82	50	55	55	68	62 (62)	**77 (62)**	Boys Level 5+	
	75	100	80	75	100	100 (90)	**67 (33)**	SEN Level 4+	
	100	100	100	100	100	100 (100)	**100 (100)**	EAL Level 4+	
	97	100	97	100	97	100 (100)	**96 (97)**	Level 4+	SCIENCE
	82	67	72	67	63	57 (73)	**71 (62)**	Level 5+	
	89	100	100	100	100	100 (100)	**93 (93)**	Girls Level 4+	
	100	100	91	100	100	100 (100)	**100 (100)**	Boys Level 4+	
	83	71	76	84	73	53 (76)	**80 (60)**	Girls Level 5+	
	90	63	67	55	58	62 (69)	**62 (62)**	Boys Level 5+	
	100	100	80	100	75	100 (100)	**67 (66)**	SEN Level 4+	
	100	100	100	100	80	100 (100)	**100 (100)**	EAL Level 4+	
	18	***14***	***18***	***19***	***11***	***17***	***15***	***Number of Girls***	
	10	***16***	***11***	***11***	***19***	***13***	***13***	***Number of Boys***	

Subject: Art & DT
Subject Leader: Claire Hodgson

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 Children have the confidence to express themselves using a range of media and techniques

- Teachers allow pupils to use their sketchbooks to explore media and techniques with an ethos of praising the process as well as the outcome
- Children's art work to be displayed around the school, showing off not only the finished product but the process
- Continue 'arts week' to celebrate the artistic achievements in a collaborative way
- Ensure KS1 and lower KS2 Classes continue to attend at least one gallery a year, local or otherwise. Upper KS2 to attend inner London gallery exhibitions relating to their curriculum topics

2.1 All staff have the confidence to deliver a range of Art/DT lessons using a range of media and techniques

- Art/DT learning walks with feedback regarding the strengths of the school and areas to continue developing
- CH to attend training when possible and feedback to all staff (ongoing)
- Ensure all resources are organised and labelled so staff are aware of what resources the school has and can easily access them

3.1 The children's improvement and skills gained is evident and teachers can confidently assess this

- Continue sketching of portrait/observational drawing in the summer term which follows the children through the school
- Children to attend workshops either at a local gallery or within the school to explore new artists and experience a range of artistic techniques
- Continue to use Sketchbooks as a way of monitoring the children's exploration of artistic techniques and should move up through the school with them to show progression of skills

4.1 Children are given the opportunity to explore art in different contexts

- Teachers make cross curricular links to Art/DT when planning their topics
- Continue KS1 /KS2 gallery visits (as above 1.1)
- Children to attend workshops either at a local gallery or within the school to explore new artists and experience a range of artistic techniques
- Continue KS1 and KS2 art club. KH to oversee KS2 art club, CH to run KS1 art club.
- Continue knitting club

6.1 Staff and children work collaboratively to gain at least a silver Arts Mark award

- Continue to gather evidence of how Art/DT is currently being taught across the school and the experiences children are currently being exposed to
- Feedback to all staff explaining the process, current status and expectations required of them
- Form an 'Arts Council' where children can express their current views and desires for the future development of 'The Arts' at St. Luke's

8.1 Develop links with other schools

- Build links with other local schools to share good practice and experiences to help towards the Arts Mark award (point 6)

9.1 Raise the profile of 'Cooking' across KS1 and KS2 (DT specific)

- Ensure each class is engaging in a food based project once during the academic year
- Resources organised, labelled and easily accessible to teachers

Subject: Collective Worship
Subject Leader: Gareth Dutton

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 All children engage in thought provoking worship

- Plan worship themes in advance to be interactive and engaging
- Provide evaluation and feedback regularly
- Hold reflection and prayer daily
- Ensure that a worship display is interactive to encourage responses from children
- Use a variety of worship songs; including those with actions / sign language

2.1 Children are more confident in leading worship

- Support a 'crew' of children to plan and lead worship on a termly basis
- Encourage children to evaluate worship
- Liaise with teachers to develop children to become confident at leading

8.1 Children experience a variety of expressions of Christianity

- Clergy lead worship weekly and where appropriate hold worship in the church
- Continue links with 'Open the Book' on Fridays and have regular worship taken by schools worker (Insight) and local Methodist minister

8.2 Celebrate Christian events throughout the year

- All children participate in services e.g. Easter, Christmas and St. Luke's Day
- Focus on Harvest Festival to be giving to those less fortunate

9.1 To redefine / relocate the prayer space

- Prayer space to compliment the theme of the worship for that term
- Children given the opportunity to have a reflective space when they need it

Subject: Computing
Subject Leader: Dan Bates & Gareth Dutton

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 Staff and children are aware of current e-safety policy, issues relating to online safety, and that there is a renewed emphasis on using technology safely

- Review current e safety policy
- Review current computing e safety agreement documents
- All staff deliver e-safety awareness sessions to pupils and regularly reinforce strategies etc
- All pupils and staff to sign the e-safety agreement at the beginning of each academic year

2.1 Staff and children are confident in using mobile devices and Purple Mash software to support curriculum enrichment

- Support staff to embed Chromebooks and Google Chrome browser further into classroom use
- Train staff in basic terminology associated with technology e.g. browser, operating system
- Identify and develop efficient means to deploy apps to use that will enrich the curriculum
- Establish a progression document for Google Expeditions to ensure progression across all year groups
- Deliver further whole-staff training on Purple Mash software

2.2 **Coding and computational thinking skills to be delivered in every year group**

- Explore potential for whole staff training on programming
- Use staff meetings to share best practice with coding and computational thinking resources
- Computing leader to assess the progression in coding and computational thinking skills in subject co-ordinator time

5.1 Improvements in hardware and software ensures that all staff are confident to deliver computing curriculum

- Investigate use and deployment of 'safe' browsers for children to use e.g. swiggle
- Audit IT equipment across the school
- Office to maintain asset register to keep track of age, location of equipment
- Meet weekly with IT technician to ensure smooth running of equipment and address faults
- Investigate software and hardware, purchase where necessary, e.g. visualisers, physical computing materials etc

8.1 School website provides accurate, relevant and up to date information

- Audit website to ensure compliance with statutory content
- Update photographs used in the website
- Review website content and add / change where appropriate

9.1 School Computing suite and resources to be made as 'user friendly' as possible to remove barriers to teaching and learning

- Assign computing monitors to regularly check and tidy the computing suite
- Develop class list 'registry' document for each class that holds every child's username and login details for all school accessed apps and programs
- Create shortcuts and quick links for software and apps to support teachers in delivering curriculum

9.2 Develop means of securely storing digital equipment passwords and username information

- Create a list of iPad username and passwords and management information

9.3 Develop use of Google forms to cover all documents that were previously submitted to the school office in paper format

- Identify all documents and processes that could be made electronic
- Develop forms templates to cover these events
- Create a file structure and system that supports the efficient use of forms and ease of use for staff

Subject: English
Subject Leader: Louise Lowe & Sarah Kadar

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

3.1 All children are able to access and pass the phonics screening test in Year 1 / 2

- Carry out learning walks (half-termly) to ensure that all classrooms have relevant phonics / spelling displays, with access to appropriate resources, relating to current stage of phonic development
- Organise CPD opportunities to support staff with achieving excellence in early literacy (eg) Letters and Sounds training provided by Debbie Thomson (School Improvement Advisor) / Wandle English Hub at Chesterton Primary
- Promote phonics within the school community through Reception Reading Meeting (Autumn); links to Letters and Sounds support available on the school website; family learning support programme directed at specific children
- Track outcomes at the end of each Phase taught, identifying children falling behind age-related expectations, and implement targeted intervention where needed (eg) Toe-by-toe
- Purchase additional decodable readers to primarily support Phase 1 and Phase 2 phonics teaching, ensuring books are well-matched to children's reading stage (eg) Letters and Sounds Book Collection phase 2 - £24.95 ex VAT (tts)

3.2 Achievement in reading meets or exceeds school targets, with higher attaining pupils making better than expected progress.

- Continue with whole-class reading workshops linked to VIPERS, sharing effective practice regularly amongst phases
- Purchase additional comprehension resources to support development of reading skills (eg) Collins Reading Detectives £55 - £57 per book
- Maintain existing reading scheme books, keeping them accessible and the book-changing process more manageable. Consider PFA fundraising opportunities to update and replenish resources
- Sustain Power of Reading approach within all year groups, cataloging resources and making them available on Google Drive

9.1 A culture of reading is well established, with the school fostering a love of reading

- Hold a yearly class book corner competition for staff, promoting reading for pleasure within each year group
- Organise reading buddies for Years 6/5 with Years R/1 and train Reading Advocates from Y6 to support those children in Y3 who need further intervention
- Raise the profile of the school library as a useable space to support curriculum learning
- Promote and participate in book related activities (eg) World Book Day (5th March), Children's Book Week (4th - 10th May), Book Trust Pyjamarama (5th June), Roald Dahl Day (13th September), National Poetry day (1st October), and hold reading competitions across the year
- Sustain library visits for each year group (one per term), and maintain link with Regency Bookshop in Surbiton
- Host parent coffee mornings / afternoons , providing time for parents to read with their child on a 1:1 basis
- Evaluate applying for One Education's Reading Award Membership (online package £450) to work towards the accreditation of the One Education Reading Award once the above actions are embedded

3.3 Achievement in writing meets or exceeds school targets, with higher attaining pupils making better than expected progress.

- Monitor use and effectiveness of "Every-time Writing" (non-negotiables) initiative, making sure transferable skills are evident across all writing within the curriculum
- Carry out book scrutiny and learning walk to assess quality of teaching and learning taking place, with an emphasis on the writing process - imitation / innovation and independent application. Conduct pupil voice survey to establish teaching and learning preferences
- Make use of allocated staff meetings to share good practice and build knowledge of research by Alex Quigley on "Closing the vocabulary gap" and Alan Peat's sentence types
- Promote purposeful and stimulating writing opportunities (eg) BBC's 500 words competition and "Everybody Writes"
- Utilise computer-based teaching and learning resources to engage learners and appeal to different learning styles (eg) Read Write Perform packs - £25 for whole school licence

8.1 All stakeholders are aware of high expectations and demonstrate ways to further support progress.

- Undertake regular writing moderation and sharing of good practice, including with cluster schools (eg) SPARK Comparative Judgement Sessions for Years 3 - 5 and Year 2 & 6 Cluster Moderation Agreement Meetings
- Liaise with English governor termly, regarding ongoing procedures, and feedback to the full governing body yearly

Subject: Foreign Languages
Subject Leader: Gareth Dutton

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 Children value Latin culture

- Continue to teach about and celebrate Latin culture, celebrations and events
- Use authentic materials
- Raise awareness of different languages spoken by the St. Luke's community

2.1 Children receive high quality FL teaching and learning

- Key stage 2 receive 30 minutes of Latin lessons per week
- Use Minimus SoW as a basis for year group topics, but use other resources to teach it
- Review long term plans to ensure appropriate curriculum coverage
- Continue attending coordinator network meeting and annual Foreign Language conference

3.1 Children make good progress in all areas; reading, writing, speaking and listening

- Devise a portfolio of evidence for each year group with examples of work
- Continue celebrating children's work and achievements through display boards around the school
- Children are given opportunities to do role play in order to practise speaking skills
- Children are given opportunities to listen to Latin conversations

4.1 More children access Latin learning

- Children making meaningful resources (e.g. books, invitations, birthday cards, games)
- Undertake a pupil voice questionnaire
- KS1 receive 30 minutes of Latin lessons per week

5.1 Staff are well supported to teach Latin lessons effectively

- Organise additional staff training during the year
- Continue to monitor the teaching and learning of Latin to ensure staff are supported

6.1 Cross-curricular links are made across the school

- Encourage class teachers to use Latin resources and language with the children throughout the week

8.1 FL links are strengthened across schools

- Organise links with other language teachers in the borough to observe each other's lessons and share resources
- Continue to attend subject leader meetings

Subject: Foundation Stage
Subject Leader: Clare Walsh & Katie Hempston

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

2.1 Children access an outside environment rich in learning opportunities

- Reception garden to be widened to provide a wider range of learning opportunities. Money to spend extending the fencing and buying new resources
- The plastic roofing will be replaced to ensure the covered area of the outdoor environment, as well as the resources, remains dry
- Any new resources purchased will be relevant and robust

2.2 Children have access to an environment rich in learning opportunities

- Nursery staff to consider the effectiveness of 'Planning in the Moment' considering the progression of children's skills and the observations that are being recorded by all staff
- KH to complete resource audit ensuring progression of skills is evident at the beginning of Nursery through to the end of Reception
- KH/CW to provide training on to new staff on the effective recording of observation
- All staff to receive inhouse 'Letters and Sounds' training

3.1 All early years staff are confident using the new Early Learning Goals and assess 'good level of development' at the end of Reception

- KH to feedback information from Early Years Leaders/Cluster meetings
- Early Learning Goals to be a focus of a phase meeting

4.1 Children from disadvantaged backgrounds are able to access quality resources that are relevant to their age and stage of development

- Introduce a 'lending library' within both Nursery and Reception where parents can loan maths and English based activities/games/resources on a weekly basis
- Set up a borrowing scheme for the library for the Reception Class

6.1 There is a strong sense of teamwork across the early years

- Regular early years meetings
- Plan team building experiences
- Plan for team teaching/peer observations
- Organise for all early years staff to have the opportunity to visit other schools

8.1 Parents feel informed about what their children are learning and can help support this at home

- Plan Reception teach-ins for mathematics
- Continue Reception teach-ins for phonics
- Nursery phonics/Letters and Sounds information meeting
- Create opportunities to support parents from EAL or disadvantaged backgrounds e.g. small group/one-to-one teach ins

8.2 Parents regularly contribute towards the assessment of their child with appropriate WOW moments/photos

- Continue the use of WOW moment stickers
- Continue to use the parents evening sheets to capture parents comments, suggestions and views
- Introduce a feedback sheet during Reception open afternoons

Subject: Humanities
Subject Leader: Alice Dalrymple

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

2.1 Children develop their knowledge and enquiry skills through external trips and workshops

- Review and update Humanities workshop and trip provision across the Key Stages
- Create links with local experts to enhance children's knowledge of the local history and geography of the local area
- Provide new online resources to teachers to enhance subject knowledge and enrichment of children's learning
- Use the local area to enhance learning experiences, such as visits to the Kingston Museum

2.2 **Children to access their Humanities learning in a variety of ways**

- Using iPads to give children a teacher led virtual reality experience of geographical and historical locations
- Encourage teachers to use Digimap to develop children's map reading schools

3.1 Children's achievement in Humanities meets or exceeds the National Curriculum attainment targets

- Carry out subject monitoring through a learning walk and book look
- Introduce revised assessment grids for each year group
- Audit Humanities Resources across the school
- Review topics taught in each year group
- Review assessment opportunities for humanities, including keeping samples of children's work in a portfolio to demonstrate expected level of achievement

9.1 Humanities is promoted across the school, celebrating children's high achievements

- Plan a Geography study across the school which will be displayed to celebrate their work, involving the diverse cultural and ethnic backgrounds within the school community

Subject: Inclusion
Subject Leader: Dan Bates

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 Focus on SEMH needs and resources

- Develop ELSA provision within the school and provide second trained TA to focus on Early Years
- Embed the Jigsaw scheme of work across the school

2.1 Staff are aware of obligations for SEND as set out in the SEN code of practice

- Deliver whole staff training on code of practice obligations and the role of quality first teaching in meeting the needs of SEND pupils
- Identify training and resources for staff to help support children with dyslexic tendencies and spelling difficulties

3.1 Children with SEND make good or better progress in writing

- Support children with SEND using technology and Lgfl resources
- Identify apps and software that could potentially help staff to close the gap
- Introduce Precision teaching and deliver training to teachers, TA's and LSA's

4.1 Increased support is given through an improved identification of children with SEND within the school

- Hold termly 'drop in' days with SENCo to review the identified needs in each class
- Implement a staff questionnaire to identify CPD needs and gaps in knowledge
- Use staff / TA meeting time to increase awareness of identification of SEND

4.2 Interventions are effectively supporting children with a range of SEND

- Hold whole school CPD on effective planning of intervention-working from a baseline and evaluating at the end
- Identify gaps in current provision

5.1 LSA's share individual knowledge about children that they work with, with the wider school and teachers

- Develop the use of one page profiles
- Develop bank of resources to help teachers, TA's and LSA's to set targets and monitor the progress of SEND children e.g use of Kirfs and key skills documents

6.1 Building a SEND Google Drive to share information

- Develop use of notes page for keeping track of SEND intervention and contacts with parents
- Class teacher responsibility for provision mapping
- Year group folders with most recent reports/information about the child

Subject: Maths
Subject Leader: Katie Hempston & Kate MacPherson

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

2.1 Children improve through developing a maths 'mastery' teaching approach that is relevant to St Luke's

- Continue development of staff knowledge and skills and identify areas within maths curriculum that require additional training and address this through a mixture of external and internal providers and staff meetings
- Monitor the provision and impact of the maths curriculum upon the levels of children's progress
- Assess impact of the purchased planning resources and evaluate the requirement for supplementary resources
- Subscription to Premium White Rose resources for the whole school (£99 for the year)

3.1 Children's achievement in maths meets or exceeds school targets

- Carry out a rigorous subject monitoring process including a learning walk and book scrutiny
- Review maths homework provision (£ 400 approx annual cost for MyMaths account subscription for children in KS2)
- Continue to develop and expand the use of working walls for maths
- Develop community link project with Tiffin Girls school and use volunteer students to target 0ne to one support for pupils in basic maths skills (Number bonds and timestables recall)

3.2 All children have access to and make regular use of maths resources

- Provide and support staff to ensure they are using the concrete, pictorial and abstract approach to teaching maths
- Consolidate and enhance the whole school approach to using manipulatives and a range of models
- Continue to organise whole school maths enrichment day where the children can participate in a range of problem solving fun maths activities
- Evaluate the impact of the maths enrichment day for future opportunities
- Audit resources across the school to ensure there is enough of key resources, e.g. dienes, beads, Numicon, cuisenaire rods etc
- Book Caroline Clissold for a staff training session on Fractions (using the bar model & cuisenaire rods) in January 2021

3.3 All children receive regular feedback and respond appropriately

- Teachers' marking is consistent and follows the school's guidelines as set out by Maths Coordinators for KS1 & KS2
- Teachers plan for children to have the time to reflect and respond to the feedback and marking in order to make progress and apply to their work
- Maths coordinators to support staff with in-depth marking through leading staff meetings and activities as well as book monitoring

8.1 Children make excellent progress in maths because of parental engagement in their learning

- Review management and organisation of maths teach-in sessions to improve their impact
- Implement the 'maths pack'/Lending Library for EYFS
- Evaluate the impact of the 'Parents' Guide to Mastery' distributed
- Implement Reception Maths Teach-In Session
- Investigate running a briefing sessions for parents to further support children at home with maths (Caroline Clissold)
- Utilise the facilities of the school website as an opportunity to provide additional support to all parents

9.1 Raise the profile of maths across the school and celebrate children's 'high' achievements

- Continue entering Year 5 and 6 children in Primary Maths Challenge (£80.52 for 5 and 6)
- Introduce the Primary Maths Challenge
- Evaluate impact of 'Timestables Rockstars' website and monitor usage by staff and pupils
- Look at additional resources that could be used to support outdoor learning in maths

Subject: Music
Subject Leader: Louise Lowe

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 All children have the opportunity to engage in musical experiences

- Advise and support Nursery and Reception classes with their Nativity performances (Autumn Term)
- Liaise with staff and oversee the musical input to Key Stage Productions (KS1 - Spring Term and KS2 - Summer Term)
- Work with LMT and teaching staff to ensure music and singing are given a prominent role in class assemblies, worship and Church services
- Celebrate key musical events across the year: Sing-up day (11th March), World Music Day (21st June) through enrichment activities and visiting musician workshops (eg) Earthsong multicultural workshop
- Promote the Blue Peter Music Badge, encouraging children to apply

2.1 All children are receiving a consistent, high quality offer in music

- Continue specialist teaching for weekly music lessons with Reception - Year 6 classes
- Continue with Year 4 Wider Opportunities provision from Kingston Music Service (£400 yearly)
- Purchase class set of ocarinas through PFA fundraising (www.ocarina.co.uk £374 - £489.60) for whole class instrumental teaching
- Develop children's knowledge of notable composers and artists from different eras and styles, including more recent trends by beginning hymn practice with a wider range of classical music, supported by Charanga's 'Active Listening' section. Guide staff to access this resource during all assemblies (and in class if possible)
- Utilise expertise and online resources to support music provision (eg) Kingston Music Service, Music Express Online (£50 + VAT per year) and Sing-up website (£150 + VAT per year)
- Extend choice of musical extra-curricular clubs by arranging with KMS for further weekly small group / individual instrument tuition on top of current ukulele and guitar tuition (eg) KS1 Music skills group
- Offer a weekly lunchtime choir club for years 4 - 6 throughout the year
- Look into additional extra-curricular provision (eg) Creative music composition (www.mtechonline.co.uk)

3.1 Pupil's musical responses over time show quality, depth and breadth of understanding

- Create knowledge organisers to share with children and parents concerning the interrelated dimensions of music, emphasising that children will develop new musical skills and concepts, and re-visit established musical skills and concepts as they shift along the spiral learning curve - mastery
- Develop visual/auditory assessment in music across the school by promoting use of recording – even just recording a class singing a song they are unfamiliar with, then when confident, and then with instruments, shows progress
- Attend borough-led Charanga training (Wednesday 25th March) for further guidance on assessment opportunities and procedures
- Evaluate individuals' progress in end-of-year reports

8.1 A culture of music is well-established and promoted within the wider community

- Sign up to take part in the Kingston Singing Festival for KS1 at the Rose Theatre (Tuesday 30th June)
- Hold a music evening, encouraging children (and parents) to perform and appreciate live music (Tuesday 16th June)
- Organise opportunities to showcase the choir and other ensembles at events throughout the year (eg) Kingston Christmas lights switch-on at All Saints' Church, Carol Singing at John Lewis, St. Luke's Summer Fair

Subject: Outdoor Learning
Subject Leader: Clare Walsh

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 Children value God's natural world - caring and looking to the future

- Audit yearly what is planned from classes e.g. Thames Young Mariners, Alice Holt, Thames River Project
- Ensure Richmond Park is used as a resource, being geographically very close
- Liaise with St Luke's Church staff re use of Vicarage Garden by EYFS/KS1
- Audit and promote the use of front garden spaces

3.1 Staff supported to deliver high quality outdoor learning sessions

- Liaise with PE Coordinator and their action plan, plus PSHE Coordinator, to create a joined up approach to promoting health benefits from outdoor learning
- Participate in Outdoor Day that includes learning outdoors and setting homework for the outdoor ethos to include parents
- Staff to access shared drive - research and cross curricular ideas for lessons on Outdoor Day
- Link to Arts Week - consider art formed or inspired outside then photos or actual form displayed inside at Arts Evening
- Coordinator to complete Forest School training and share knowledge with staff

5.1 Develop EYFS outdoor space to promote outdoor learning

- See Early Years School development plan
- Extend Reception's outdoor uncovered space into the main playground
- Purchase resources, e.g. den building, mud kitchen, teepee
- Purchase and use fire cauldron with EYFS
- Nursery / Reception share experiences in outdoor learning area, e.g. singing around lit fire

Subject: Physical Education
Subject Leader: Aaron Francois-Williams

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 Children will access increased opportunities for outdoor learning

- Continue to organise outdoor learning days for Reception, Year 1 and Year 2 children
- Use feedback from years 4 & 5 children to inform effective planning of residential trips (Outside activities)

2.1 Children enjoy high quality physical education

- PE leader to visit a school with outstanding PE provision, observe a lesson and discuss successes and challenges of their PE programme
- PE leaders and staff to attend relevant training
- PE leaders provide practical training to staff in a staff meeting
- Staff to continue to observe and discuss professional development with PE coordinator
- Observe / support PE lessons throughout all key stages, with a particular focus on the role of resilience skills within PE lessons and attempt to ensure every child is active during lesson
- Carry out rigorous subject monitoring process including a learning walk
- Continued to book outside experts e.g. gymnastic coach
- Continue to monitor and document effectiveness of After School Sport Clubs
- Continue to update coordinator's folder of evidence
- Ensure children evaluate their performance in either outdoor or indoor physical education.

4.1 An increased number of children represent the school in a sporting event

- Ensure as many children as possible across both key stages represent the school in a sporting event
- Ensure children with different abilities take part in sporting events
- Enter sporting festivals where the emphasis is on participation
- Take part in a number of sporting friendlies, to ensure that children of different abilities have the chance to represent the school
- Ensure that every child in year 6 who wishes to participate in representing St Luke's at a sporting event has had the opportunity to do so

6.1 The school community celebrates sporting involvement and success in sporting competitions

- Organise a Sports Relief day
- Host intra school sporting events for futsal and dodgeball.
- Publish sporting events in the weekly newsletter, school website and on the sport's stars board
- To continue to award a gold sports badge, every term, for children who have excelled in representing the school at sporting competitions

8.1 Children enjoy more sporting events

- Arrange and host at least 2 friendlies with local schools per term
- Support the PFA to provide a parent challenge fundraising event

Subject: PSHE
Subject Leader: Clare Walsh

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 Children understand the importance of healthy lifestyles and adopt healthy practices and attitudes

- Continue to educate children about healthy food and drink during new spiral Jigsaw PSHE lessons
- Grow vegetables in school grounds and eat to gain greater understanding and insight
- All children to participate in after school club that includes a fitness element
- Gold PE Sport Award analysis - how many children included to reach high percentage participation
- Liaise with PE Co-ordinator for monitoring of lessons and teachers concerns regarding individual children's health
- Promote Forest School and holiday tasks involving sport and the outdoors/nature/Richmond Park etc. One homework per class per half term
- Link to Outdoor Ed Action Plan: Outdoor Education Week in summer term - teach two lessons outside a term
- EYFS join Healthy Schools London imitative

3.1 Teachers trialling assessments at end of Jigsaw sections

- Coordinator monitoring assessments and devise questions for pupil voice and analyse responses

4.1 PPG children make progress with their healthy lifestyles due to particular focus

- Focus on PPG children to ensure access to PE kit/sport club/water bottle daily/playground outdoor exercise/transport to and from matches
- Promote local library with 'Reading Well' books
- Consider school pet/s to promote calm and emotional outlet for pupils in need

1.2 Through promoting emotional health and well-being, children understand and express their feelings, and build their confidence and emotional resilience and their capacity to learn

- Educate children about emotional wellbeing during new spiral Jigsaw PSHE lessons
- Children to be provided with time for mindfulness in weekly Jigsaw PSHE lessons
- Quiet spaces promoted in outside play area and information as to what to do there - continuation of what learnt in Jigsaw lesson
- Children's suggestion box to be monitored regularly by Head/Deputy/PSHE Coordinator
- Educate children about bullying in spiral Jigsaw lessons and participate in Anti-bullying Day/Kindness Week - Autumn Term
- Promote cross phase Buddy classes. Meet together in Kindness Week and at least once a term.
- Superstars weekly praised by Head/Deputy
- Team points into accumulator, with gold coins for special work
- Kindness Art Club - art work displayed
- Lego Club - promote turn taking, cooperation, valuing differing roles/skills
- ELSA (Emotional Literacy) Groups run to support children promoted as in need by CT

6.1 Children and staff promote British values

- Educate children on British Values through Jigsaw PSHE lessons
- Update British Values display board
- School council meet regularly
- All classes display class charter
- Themes discussed during RE and worship

8.1 Children benefit through developing a good relationship with the wider community

- Book local services to visit EYFS - Health Visitor, nurse
- Develop an awareness of local charities eg Momentum
- Participate in whole school charity days inc Red Nose day and Children in Need
- Promote local charities/volunteering to families, eg litter pick up areas in Richmond Park, Friends of Richmond Park, Goodgym, River Thames Boat Project, local universities, colleges and secondary schools (work experience and Duke of Edinburgh), recycling paper and cardboard, composting fruit peelings.
- Sponsor a school or child in a developing country

9.1 Staff to take time to socialise and work together in positive supporting groups/team teaching and peer observations. Promote staff harmony, wellbeing and personal relationships

- Educate staff on wellbeing and mindfulness through a staff meeting - follow on from previous INSET input - use chime bar used in Jigsaw lessons to assess effectiveness
- Staff inset at Thames Young Mariners for example

Subject: Religious Education
Subject Leader: Aoife Donnelly & Gareth Dutton

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 All children experience creative and responsive RE lessons

- Develop staff knowledge through training in regular staff meetings
- Subject leader to attend meetings at SDBE and encourage other staff to attend training where appropriate
- All classes to use a 'scrap book' to evidence learning and discussion that is not formally recorded in books e.g. drama, discussion-based lessons, art

2.1 Children improve their knowledge of Christianity and other world religions

- New syllabus to be embedded in weekly RE Lessons (⅓ Other Faiths / ⅔ Christianity)
- Monitor lessons, displays and books to ensure children are getting the most out of their RE lessons
- Continue school trips to alternative places of worship so children can experience different faiths
- Continue strong links with St Luke's church and clergy for teaching and visits

3.1 Children's attainment in RE is monitored termly ensuring progress in line with maths and English

- All assessments linked to SDBE scheme of work
- Assess all children in AT1 and AT2 areas of the curriculum
- Track all children and groups of children on SIMS, monitoring progress

8.1 Children make a valuable contribution to RE

- Year 6 children to be part of a faith group which reflects upon the impact of RE in the school
- Participation in whole school reflection days e.g. Pause Day/ Faith Days
- Children to take part in activities that help the local environment/ community
- Each classroom to have a reflective area to encourage deep thinking and questioning
- Children to have more of an active role in planning and carrying out worship

9.1 Standards in RE remain high

- Subject co-ordinator and Headteacher to attend training
- Self-evaluate RE using the new SIAMS framework, ensuring the vision, teaching and training has a high impact upon the whole school

Subject: Science
Subject Leader: Elspeth Millard

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 Children are given the opportunity to experience science in different contexts

- Encourage staff to organise Science related trips for external experiences
- Audit Science related trips, external visitors planned and already undertaken
- Develop a document of resources to facilitate external Science experiences and organisations
- Promote the after school Science club

2.1 Children improve scientific thinking and reasoning through focus on the 5 types of enquiry (IPROF)

- Develop staff knowledge and skills through training within staff meetings and using external providers
- Set up curriculum overview with objectives for each year group
- Investigate dates and themes for future Science Day events

3.1 Children's achievement in Science meets or exceeds local authority average

- Carry out strategic subject monitoring process including work scrutiny and learning walk
- Review assessment procedures with the Science datafiles
- Review Science homework provision

4.1 Children have opportunities to learn collaboratively with other year groups across the school in Science

- Organise sessions for children to share their Science learning with children in other classes
- Set up events for children to complete investigations with children in different classes
- Invite Science teachers from other schools to visit and share good practice

Subject: School Council
Subject Leader: Aaron Francois-Williams

Whole school key development areas for improvement reflected in subject action plan:

10. The emphasis on developing the whole child
11. Ensuring consistently high quality teaching and learning
12. Ensuring all pupils make good or better progress
13. Continually working to close the gap & overcome disadvantage
14. Continually striving to build capacity and sustainability
15. Building a culture of teamwork and collective accountability
16. Ensuring high levels of staff satisfaction and job fulfilment
17. Strengthening partnerships both within and across schools
18. Subject specific priorities

Key Outcomes & Actions:

1.1 Children given opportunities to make the most out of their roles within school council

- Organise annual school trips for school council members (team bonding activities)
- Make sure each member has a voice and everyone is able to take part in discussions

6.1 Children continue to work cooperatively to improve areas of the school

- Reinforce the importance of the school council and ensure children are able to share ideas in an open and safe environment
- Encourage members to continue to ask their peers for suggestions to improve the school

8.1 To establish strong connections with local schools

- Look for opportunities to meet with other school councils to discuss strategies and benefits of school council

9.1 To ensure the effectiveness of the school council

- To raise awareness and emphasise the importance of the suggestion box
- Children have time from teachers to feedback school council minutes on the same day the meeting has happened
- To visit parliament to see first-hand how government works

BUDGET ALLOCATIONS

Curriculum 20/21 Budget	**Budget**	**Expenditure**
Art	£500	
English	£500	
Humanities	£200	
Maths	£1000	Foundation materials
Music	£120	
RE	£100	
Science	£100	
DT	£50	
PSHE	£100	
Worship	£50	
Assessment	£500	
Ely Yrs Nursery	£350	
Ely Yrs Reception	£350	
FL	£200	
Inclusion	£500	
Outdoor Learning	£100	
Total	**£4,720**	
PE Grant		
SEE PE SCHEDULE FOR BUDGET		
IT & Computing		
Click on IT Remote support of school system, IT tech 1/2 day per week	£6,595	
LGfL 2 Broadband	£7,013	
SIMs support & training	£3,862	
SIMS Licence	£1,783	
E4education	£350	
HCSS budgeting software	£600	
Survey Monkey	£300	
ICT hardware- non capital	£750	
ICT hardware- capital	£6,000	Chromebooks
ICT consumables	£2,400	
Total	**£29,653**	

Subject Leader: Teresa Payton & Gareth Dutton

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

5.1 Improved safeguarding systems for school safeguarding where it relates to front office

- Maintain the current monitoring systems including the SCR Tracker and also the new systems put in place for medical needs and monitoring of visitors and volunteers
- Increase the number of trained first aiders in the class and playground to ensure safety of the children and to facilitate ensuring all school visits have a first aider

5.2 Routines are improved through the use of online payments

- Complete the setting up of the BACS payment system that meets the school's authorisation limits
- Encourage parents to pay online to increase office efficiency

7.1 School benefits from an efficient running school administration department

- Evaluate the distribution of work and review job descriptions as part of Performance Management and the change in finance structure
- Update schedule of important tasks in order to ensure seamless changeover to new finance structure (see below) and ensure appropriate training e.g. annual Census form, budget planning, inventory
- Develop and improve methods of record keeping and for finance ensuring audit and LA requirements and deadlines are met
- Provide professional development for all staff – SIMs, Health and Safety, First Aid, Fire, Finance

8.1 Excellent lines of communication between all members of school community

- Develop and improve the content on the school website
- Continued use of ParentMail – emails and texts for immediate information
- Maintain and keep school policies readily available in school reception and on school website

9.1 Successful and smooth implementation of the new interface for payroll

- Liaise with RBK to ensure the transition to the new electric interface runs smoothly
- Develop monthly procedures to ensure required information is loaded to the RBK Portal
- Adapt checking procedures to the new interface to ensure salaries are correct
- Train several staff members on the use of the new interface and salary control

9.2 Successful and smooth transition to the new finance arrangements

- Ensure all finance tasks are distributed between the outsourced function and internal staff
- Develop clear lines of communication between internal office/finance staff and outsourcing to ensure system continues to run smoothly
- Ensure effective handover arrangements are in place
- Liaise with governors to inform them of changes in presentation

Subject: Assessment for Learning
Subject Leader: Gareth Dutton

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

2.1 Teachers are confident in making accurate assessment judgements

- Hold termly staff meetings to moderate work, forward marking and self-assessment
- Carry out a termly book scrutiny to ensure marking is in line with school marking policy – forward, reflective, responsive, etc
- Review and improve the annual assessment routine checklist

3.1 Monitoring and tracking of all groups of learners leads to all pupils making at least expected progress

- Hold termly meetings with staff recording attainment and tracking progress of groups of children
- Hold regular meetings with the Inclusion Manager to monitor children with SEND
- Report progress of different groups to governors through FGB and Standards committee meetings

3.2 Children make excellent progress through an effective target setting process

- Use FFT 20 predictions as a basis to inform target setting process
- Aspirational targets set in the autumn term and approved by Governors
- Hold school to account against targets by SIP and Governors

3.3 Children's attainment in RE is monitored termly ensuring progress in line with maths and English

- All assessments linked to SDBE scheme of work
- Assess all children in AT1 and AT2 areas of the curriculum
- Track all children and groups of children on SIMS, monitoring progress

8.1 Assessment procedures are evaluated and improved

- Visit other schools and evaluate different approaches to recording, monitoring and evaluating assessment data

8.2 Parents continue to value the end of year Record of Achievement

- Research RoA formats from other schools
- Evaluate current RoA format with SLT and improve content
- Provide staff training on RoA good practice

Subject: Governors
Subject Leader: Gareth Dutton & Janet Ayris

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 The views of staff and pupils are listened to and acted upon
(Wellbeing Committee)

- Monitor welfare of staff and pupils
- Monitor & review effect of Parent Council

3.1 All pupil groups make good progress through support and challenge
(Achievement & Standards Committee)

- Introduce the revised Early Years Foundation Stage (EYFS) into Reception teaching and learning
- Continue to work with subject coordinators to track achievement (subject presentations)
- Implement the new assessment routines for the Year 4 Multiplication Tables Check (MTC)
- Support and challenge subject coordinators through the linked curriculum governor arrangement

5.1 School finances continue to be managed effectively as a result of monitoring and evaluating
(Finance Committee)

- Hold regular meetings between school bursar and HT to evaluate where school stands compared to SFVS Standard
- Regularly monitor and evaluate school budget with results benchmarked against similar schools
- Feedback to staff & to governors on progress & developments

6.1 Recruitment processes, succession planning and staffing structures are well supported
(Pay & Personnel Committee)

- Review staff structure termly with special focus on the introduction of new staff and new coordinators
- Focus on building a succession plan for staff and governors

7.1 Support is given to the school to maintain and develop the school's premises
(Premises, Health & Safety Committee)

- Support the school with updating and improving the general fabric of school building
- Work with the Local Authority on the potential for school expansion
- Support the premises manager to be effective in their role

8.1 The admissions policy and procedures are applied correctly
(Admissions Committee)

- Apply the school's admission processes
- Listen and respond to applications of exception medical or social needs
- Support the school with appeal applications

9.1 Governors have developed their role and continue to hold the school to account effectively
(Full Governing Body)

- Continue effectiveness through further training opportunities
- Governors are familiar with the school processes of self-evaluation and use it to measure success and areas for improvement
- Work with staff to inform themselves about their area of the curriculum and plans for its development, linking it to the SIP and SEF
- Evaluate the SIP each term through committee meetings
- Evaluate and update the SEF
- Evaluate and monitor all school policies

Subject: Partnership with Parents
Subject Leader: Gareth Dutton

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 New children and parents experience a positive and thorough induction process

- Review and improve induction process including welcome paperwork and induction presentation to include information on first day expectations

8.1 Clear communication supports parents and children with school updates and events

- Develop the school website as a means of sharing information etc. i.e. school letters, class information etc
- Improve the content of school noticeboards
- Develop and improve the weekly newsletter

8.2 The Parent Council acts as a consultative and advisory body helping to improve the school

- Evaluate and develop the present Parent Council structure
- Discuss issues raised by parents, teachers, governors and school council
- Develop the Council, meeting once every term

8.3 Parents provide support to learning in the classroom

- Classteachers to hold 'teach-ins' in English and maths where parents work alongside their child to learn together
- Encourage parents to help run extracurricular activities
- Continue to organise introductory class talks, Meet the Teacher sessions
- Hold workshops / information meetings on focus areas of the curriculum
- Develop other occasions where parents can support in school

8.4 Parents feel more engaged with the school

- Improve content relevant to parents on the school website
- Review and improve Record of Achievement format
- Evaluate and develop class assemblies to include further opportunities for children to showcase their learning

Subject: Staff Development
Subject Leader: Dan Bates

Whole school key development areas for improvement reflected in subject action plan:

1. The 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
9. Subject specific priorities

Key Outcomes & Actions:

1.1 Staff receive high quality professional development training

- In addition to SIP priorities, use a staff survey to help identify current training needs, e.g. growth mindset, metacognition, etc
- Continue to use external providers to deliver high quality professional development
- Use AfC subject specialist staff to develop teaching pedagogy and help link the school to other colleagues in the borough
- Attend subject network meetings, including meetings run by the Diocese, for subject coordinators to network with other schools -Review provision for Humanities
- Prioritise training needs of staff who are new to year group, NQT, NQT +1 or returning to teaching
- Maintain high proportion of support staff who are first aid trained

2.1 Teaching and learning improves through the sharing of best practice

- All staff observe lessons taught by others both at St. Luke's and in other schools as part of CPD
- Staff given opportunities to share learning , information and resources gained from training as part of weekly staff meeting
- All Staff identify external organisations that offer CPD, development opportunities
- Subject coordinators identify and subscribe to relevant subject associations
- Invite teaching assistants and support staff to attend staff meetings and circulate minutes of meetings to all relevant staff
- Organise support staff meetings during school day to supplement after school staff meetings

5.1 Appraisal cycle is completed effectively enabling staff to improve their teaching and management skills

- Relevant staff attend suitable Appraisal training
- Appraisal documentation kept up to date by each member of staff and their line manager
- All employees' job descriptions to be reviewed on annual basis or when there is a change in role
- All staff appraised annually in line with Appraisal Policy
- Hold meetings mid-cycle to further support staff
- Evidence collected through lesson observations, work scrutinises, etc
- Complete impact evaluation on CPD chart at the end of each term, outlining the impact of training
- Staff maintain their own CPD portfolios for threshold assessment and career development

6.1 Newly appointed staff are effective contributors to achieving the school's objectives

- Evaluate and improve induction programme for new staff members
- Update induction of newly appointed staff policy to reflect improved induction programme

7.1 All staff identify their training needs and career developments

- LMT to provide all staff with training opportunities
- All staff to meet with the Headteacher each term to discuss SIP action plans and training needs
- Staff and Governors attend professional development courses in line with SIP
- Give non-teaching staff opportunities to attend training to enhance their career development
- SLT to give regular, constructive evaluation of lessons, enabling staff to identify focuses for development
- Provide staff opportunities to plan and facilitate staff meetings and meetings with Governors and to take on new areas of responsibility
- Implement NQT policy
- All co-ordinators identify external organisations that offer CPD opportunities

CURRICULUM 3 YEAR ACTION PLAN

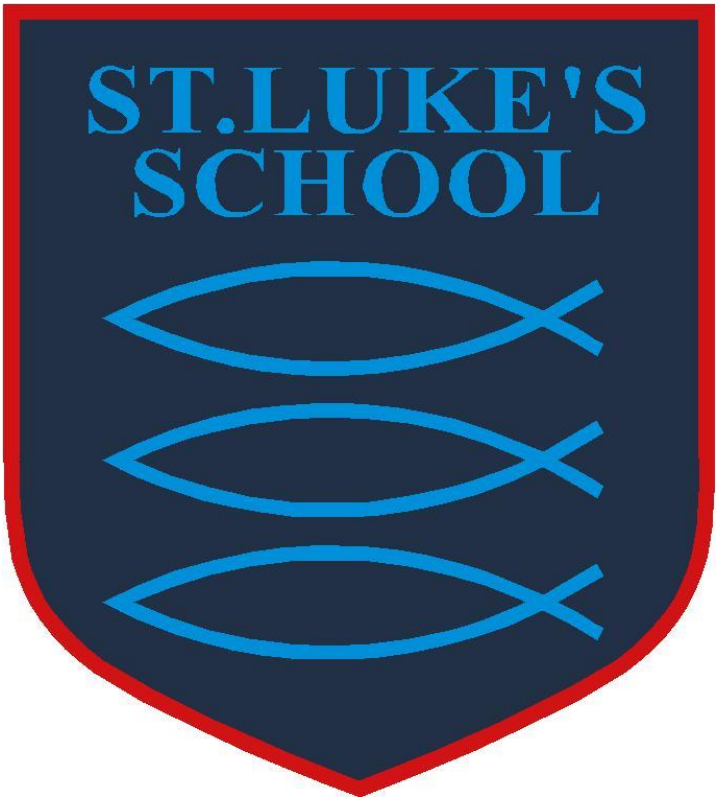
2020-21 **Key Priorities**	**2021-22** **Key Priorities**	**2022-23** **Key Priorities**
➢ **To develop the whole child** ➢ **To ensure consistently high quality teaching and learning** ➢ **To ensure all pupils make good or better progress** ➢ **To close the gap & overcome disadvantage**	➢ **To develop the whole child** ➢ **To ensure consistently high quality teaching and learning** ➢ **To ensure all pupils make good or better progress** ➢ **To close the gap & overcome disadvantage**	➢ **To develop the whole child** ➢ **To ensure consistently high quality teaching and learning** ➢ **To ensure all pupils make good or better progress** ➢ **To close the gap & overcome disadvantage**
Summer 2020 • Review Teaching & Learning policy • Review home learning policy and practice • Review Equal Opportunities • Review leadership and management section of SEF • Review marking and feedback procedures • Research & evaluate software for recording pupil progress • Complete school assessment processes • Review policy for More Able pupils • Review policy for Sustainable Development	**Summer 2021** • Review Teaching & Learning policy • Review home learning policy and practice • Review Equal Opportunities • Review leadership and management section of SEF • Review marking and feedback procedures • Research & evaluate software for recording pupil progress • Complete school assessment processes • Review Foundation Stage policy • Review History policy • Review of policy on Spiritual Development	**Summer 2022** • Review Teaching & Learning policy • Review home learning policy and practice • Review Equal Opportunities • Review leadership and management section of SEF • Review marking and feedback procedures • Research & evaluate software for recording pupil progress • Complete school assessment processes • Review Music policy • Review Behaviour policy • Review Display & Presentation policy
Autumn 2020 • Maths parent 'teach-ins' • Review Special Educational Needs policy • Review Assessment policy • Review Anti-Bullying policy & procedures • Review Quality of Education Impact section of SEF • Review Relationships and Sex Education policy and review teaching provision • Phonics & reading workshop for parents • Review science policy • Review Maths policy • Plan themed days for the year	**Autumn 2021** • Maths parent 'teach-ins' • Review Special Educational Needs policy • Review Assessment policy • Review Anti-Bullying policy & procedures • Review Quality of Education Impact section of SEF • Review Relationships and Sex Education policy and review teaching provision • Phonics & reading workshop for parents • Review Exclusion policy • Review Computing and FL policies • Plan themed days for the year	**Autumn 2022** • Maths parent 'teach-ins' • Review Special Educational Needs policy • Review Assessment policy • Review Anti-Bullying policy & procedures • Review Quality of Education Impact section of SEF • Review Relationships and Sex Education policy and review teaching provision • Phonics & reading workshop for parents • Review English, Geography, and policies • Review Collective Worship policy • Review Multi-cultural Anti-Racist Statement • Plan themed days for the year
Spring 2021 • Curriculum audits • Review subject action plan formats • Hold School Improvement workshops • Review Equality information and objectives • Review Quality of Education Intent & Implementation sections of SEF • Review St Luke's Agreement • Review Art and Design policy • Review EAL policy	**Spring 2022** • Curriculum audits • Review subject action plan formats • Hold School Improvement workshops • Review Equality information and objectives • Review Quality of Education Intent & Implementation sections of SEF • Review St Luke's Agreement • Review DT policy	**Spring 2023** • Curriculum audits • Review subject action plan formats • Hold School Improvement workshops • Review Equality information and objectives • Review Quality of Education Intent & Implementation sections of SEF • Review St Luke's Agreement • Review RE policy

MANAGEMENT 3 YEAR ACTION PLAN

2020-21 Key Priorities	2021-22 Key Priorities	2022-23 Key Priorities
➢ **To build capacity and sustainability** ➢ **To build a culture of teamwork and collective accountability** ➢ **To ensure high levels of staff satisfaction and job fulfilment** ➢ **To strengthen partnerships both within and across schools**	➢ **To build capacity and sustainability** ➢ **To build a culture of teamwork and collective accountability** ➢ **To ensure high levels of staff satisfaction and job fulfilment** ➢ **To strengthen partnerships both within and across schools**	➢ **To build capacity and sustainability** ➢ **To build a culture of teamwork and collective accountability** ➢ **To ensure high levels of staff satisfaction and job fulfilment** ➢ **To strengthen partnerships both within and across schools**
Summer 2020 • Review staff appraisal policy • Review Safeguarding & Child Protection policy • Evaluate standardised tests results Year 2 and 6 and teacher assessments for all years • Prepare report for Governing Body on targets, progress and SAT results • Administration staff appraisal meetings • Evaluate SIP and impact of staff and governor training on raising standards • Review leadership Management/staffing structure and efficiency of the school • Review Staff handbook • Update online school prospectus • Review Quality of Education (Implementation) section of SEF with LMT & Governors • Meeting with school improvement partner – focus on Leadership	**Summer 2021** • Review staff appraisal policy • Review Safeguarding & Child Protection policy • Evaluate standardised tests results Year 2 and 6 and teacher assessments for all years • Prepare report for Governing Body on targets, progress and SAT results • Administration staff appraisal meetings • Evaluate SIP and impact of staff and governor training on raising standards • Review leadership Management/staffing structure and efficiency of the school • Review Staff handbook • Update online school prospectus • Review Quality of Education (Implementation) section of SEF with LMT & Governors • Meeting with school improvement partner – focus on Leadership	**Summer 2022** • Review staff appraisal policy • Review Safeguarding & Child Protection and Behaviour policies • Evaluate standardised tests results Year 2 and 6 and teacher assessments for all years • Prepare report for Governing Body on targets, progress and SAT results • Administration staff appraisal meetings • Evaluate SIP and impact of staff and governor training on raising standards • Review leadership Management/staffing structure and efficiency of the school • Review Staff handbook • Update online school prospectus • Review Quality of Education (Implementation) section of SEF with LMT & Governors • Meeting with school improvement partner – focus on Leadership
Autumn 2020 • Review code of conduct, staff development & pay policies • Assess Governors training needs • Appraisal meetings for all teaching staff • Secondary Transfer Meeting for Years 5/6 • Set class targets • Review Quality of Education (Impact) section of SEF • LMT/curriculum committee meetings to set targets in English & maths for submission to the Governing Body • Meeting with school improvement partner – focus on assessment and progress • Review & update content on school website • Performance Management of Head and Deputy Head • Prepare a current evaluation of SIP • Create summaries of SEF and SIP • Send out parent in-school questionnaire and evaluate	**Autumn 2021** • Review code of conduct & pay policies • Assess Governors training needs • Appraisal meetings for all teaching staff • Secondary Transfer Meeting for Years 5/6 • Set class targets • Review Quality of Education (Impact) section of SEF • LMT/curriculum committee meetings to set targets in English & maths for submission to the Governing Body • Meeting with school improvement partner – focus on assessment and progress • Review & update content on school website • Performance Management of Head and Deputy Head • Prepare a current evaluation of SIP • Create summaries of SEF and SIP • Send out parent in-school questionnaire and evaluate	**Autumn 2022** • Review code of conduct & pay policies • Assess Governors training needs • Appraisal meetings for all teaching staff • Secondary Transfer Meeting for Years 5/6 • Set class targets • Review Quality of Education (Impact) section of SEF • LMT/curriculum committee meetings to set targets in English & maths for submission to the Governing Body • Meeting with school improvement partner – focus on assessment and progress • Review & update content on school website • Performance Management of Head and Deputy Head • Prepare a current evaluation of SIP • Create summaries of SEF and SIP • Send out parent in-school questionnaire and evaluate
Spring 2021 • Review Equality information policies • Carry out mid-cycle appraisal staff reviews • Whole school audit in order to prepare SIP • Prepare school budget to support SIP • Evaluate SIP and impact of training • Review leadership and management structure • Re-establish school vision with whole staff • Agree focus of parent questionnaire with LMT and governors • Governors receive draft SIP for discussion, amendment & agreement at full Gov. meeting • Conduct in-school surveys for pupils and staff and evaluate • Review Leadership and Management section of SEF • Meeting with school improvement partner – focus on Teaching and Learning • Review Record of Achievement report format • Set term dates for following academic year including INSET dates	**Spring 2022** • Review Equality information policies • Carry out mid-cycle appraisal staff reviews • Whole school audit in order to prepare SIP • Prepare school budget to support SIP • Evaluate SIP and impact of training • Review leadership and management structure • Re-establish school vision with whole staff • Agree focus of parent questionnaire with LMT and governors • Governors receive draft SIP for discussion, amendment & agreement at full Gov. meeting • Conduct in-school surveys for pupils and staff and evaluate • Review Leadership and Management section of SEF • Meeting with school improvement partner – focus on Teaching and Learning • Review Record of Achievement report format • Set term dates for following academic year including INSET dates	**Spring 2023** • Review Equality information policies • Carry out mid-cycle appraisal staff reviews • Whole school audit in order to prepare SIP • Prepare school budget to support SIP • Evaluate SIP and impact of training • Review leadership and management structure • Re-establish school vision with whole staff • Agree focus of parent questionnaire with LMT and governors • Governors receive draft SIP for discussion, amendment & agreement at full Gov. meeting • Conduct in-school surveys for pupils and staff and evaluate • Review Leadership and Management section of SEF • Meeting with school improvement partner – focus on Teaching and Learning • Review Record of Achievement report format • Set term dates for following academic year including INSET dates

PREMISES 3 YEAR ACTION PLAN

Summer 2020	Summer 2021	Summer 2022
• Assess standards of **internal decoration** in general areas • Lightening conductor • Fire alarm systems check • Water monitoring • Boiler Pressurization • Boiler controls service • Gas Appliance servicing • Asbestos survey • PFA overall risk assessment reviewed • Review H&S Policy • Review lockdown procedures • Intruder alarm, CCTV & door entry service • Review Sunsmart Policy **Half term** • Ensure all decking clean and paint in anti-slip paint **Summer Break** • Whole school clean • PAT testing • External windows & doors painted where required • Investigate and repair leaking roof in the hall	• Assess standards of **internal decoration** in general areas • Lightening conductor • Fire alarm systems check • Water monitoring • Boiler Pressurization • Boiler controls service • Gas Appliance servicing • Asbestos survey • PFA overall risk assessment reviewed • Review H&S Policy • Review lockdown procedures • Intruder alarm, CCTV & door entry service **Half Term** • Ensure all decking clean and paint in anti-slip paint **Summer Break** • Whole school clean • PAT testing • External windows & doors painted where required • Replace vinyl in staff room	• Assess standards of **internal decoration** in general areas • Lightening conductor • Fire alarm systems check • Water monitoring • Boiler Pressurization • Boiler controls service • Gas Appliance servicing • Asbestos survey • PFA overall risk assessment reviewed • Review H&S Policy • Review Lockdown procedures • Intruder alarm, CCTV & door entry service • Review Sunsmart Policy **Half Term** • Ensure all decking clean and paint in anti-slip paint **Summer Break** • Whole school clean • PAT testing • External windows & doors painted where required
Autumn 2020	**Autumn 2021**	**Autumn 2022**
• Borough H&S Risk Assessment • Display Energy check/certification • Grounds preparation for winter/purchase salt • Do School General Risk Assessment & Strategy • School other Risk Assessments reviewed • Internal borough Fire Risk assessment • Water monitoring • Air conditioning service • Fire alarm system check • Extraction fans servicing • Boiler chemical dosing • Review bad weather plan • Review Critical Incident plan • Review Policy for Precautions against Unwanted Intruders **Half Term** • Cleaning carpets & internal door painting as required • Gym & Playground equipment inspection • Tree surgery if required • Replace carpets in 2 classrooms **Christmas Break** • Internal decorating as required	• Borough H&S Risk Assessment • Display Energy check/certification • Grounds preparation for winter/purchase salt • Do School General Risk Assessment & Strategy • School other Risk Assessments reviewed • Internal borough Fire Risk assessment • Water monitoring • Air conditioning service • Fire alarm system check • Extraction fans servicing • Boiler chemical dosing • Review bad weather plan • Review Critical Incident plan • Review Premises Management Policy **Half Term** • Cleaning carpets & internal doors painting as required • Gym & Playground equipment inspection • Tree surgery if required • Replace carpets in 4 classrooms **Christmas Break** • Internal decorating as required	• Borough H&S Risk Assessment • Display Energy check/certification • Grounds preparation for winter/purchase salt • Do School General Risk Assessment & Strategy • School other Risk Assessments reviewed • Internal borough Fire Risk assessment • Air conditioning service • Water monitoring • Fire alarm system check • Extraction fans servicing • Boiler chemical dosing • Review bad weather plan • Review Critical Incident plan **Half Term** • Cleaning carpets as required & internal door paining as required • Gym & Playground equipment inspection • Tree surgery if required • Replace carpets in 2 classrooms **Christmas Break** • Internal decorating as required
Spring 2021	**Spring 2022**	**Spring 2023**
• Boiler pressurization • Emergency light testing • Water monitoring & Water risk assessment • Fire alarm system check • Review asset management plan, evaluate premises requirement, prepare premises budget and submit to GB Premises Committee • Update inventory • Fire equipment servicing • Review classroom whiteboards & computer requirements • Gardening work if required • Review Educational Visits Policy • Review Policy for Emergency Proc. **Half Term** • Interior decoration as required **Easter Break** • Preparation of playground furniture • Check roof walkway • Clear drains, gulley & guttering	• Boiler pressurisation • Emergency Light testing • Water monitoring & Water risk assessment • Fire alarm system check • Review asset management plan, evaluate premises requirement, prepare premises budget and submit to GB Premises Committee • Update inventory • Fire equipment servicing • Review classroom whiteboards & computer requirements • Gardening work if required • Review Fire Safety Policy **Half Term** • Interior decoration as required **Easter Break** • Preparation of playground furniture • Check roof walkway • Clear drains, gulley & guttering	• Boiler pressurization • Emergency Light testing • Water monitoring & water risk assessment • Fire alarm system check • Review asset management plan, evaluate premises requirement, prepare premises budget and submit to GB Premises Committee • Update inventory • Fire equipment servicing • Review classroom whiteboards & computer requirements • Gardening work if required • Review Accessibility Plan • Review Substance Use & Misuse Policy **Half Term** • Interior decoration as required **Easter Break** • Preparation of playground furniture • Check roof walkway • Clear drains, gulley & guttering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