



2023-26

School Improvement Plan 2023-26

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

As a Church School, St. Luke's seeks to provide a safe 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 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.
- be part of a culture that allows them to achieve their full potential.
- be prepared 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 embrace diversity 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 intellectual 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, balanced, enriched and inclusive curriculum for all pupils.
- prepare children for the opportunities, responsibilities and experiences of secondary school education.
- celebrate effort and achievement to enable people to flourish together.
- provide teaching staff who have the expertise and interests to inspire confidence and motivate children with enthusiasm.
- develop a parent-teacher partnership which supports the achievement of the school's aims.
- provide an inclusive, open culture for children and staff to work as a team in a positive, friendly and diverse community.
- promote resilience and encourage children to embrace challenges.
- support children's health and wellbeing.
- create a happy, safe and stimulating environment for the children.

Our aim is that all our children have a wonderful experience throughout their time at St Luke's – to know that they are safe, loved, respected and valued for their uniqueness and individuality. We want to develop and nurture talents and make sure all our children are excited about learning and about life.

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 maths and English
Targets are set on a regular basis to improve pupil performance
Targets are reviewed by LG/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 Group 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 Prospectus 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
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 classteachers and co-ordinators 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 FOR 2023-26

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 2023-26.

	Intent	Implementation	Intended Impact
In relation to the children	Emphasis on developing the whole child	1 Provide greater opportunities for pupils to plan, deliver and evaluate collective worship (CW).	Pupils increase their confidence as a result of planning, delivering and evaluating CW at least twice in each half term.
		2 Develop a unique and effective prayer zone.	Children allowed to explore ways of practising prayer.
		3 Invite assembly speakers to increase awareness opportunities.	Pupils provide positive feedback from listening to and learning from invited speakers.
		4 Develop our behaviour curriculum through identifying best practice from other schools and research.	Behaviour is addressed consistently across the school.
		5 Ensure our pupils know what it means to be a good citizen.	Deepen children's awareness and understanding of Equality and Diversity by ensuring it is woven through our school curriculum.
		6 Ensure the emotional health and resilience of pupils and staff is a high priority for all.	School community have access to support allowing them to work productively and cope with the stresses of everyday life.
		7 Review our internal and external clubs provision and increase engagement with school community.	More children access clubs across the school.
	Intent	Implementation	Intended Impact
	Ensuring consistently high quality teaching and learning	8 Consider how subject leaders report monitoring across the school without significantly impacting workload.	Subject leaders provide regular feedback to staff leading to subject enhancements.
		9 Promote protected characteristics through our curriculum.	Staff teach a curriculum which includes diverse ethnic, racial, social and cultural perspectives.
		10 Develop a consistent approach to teaching and learning across the school.	Staff adopt teaching strategies and pedagogies to support all pupils to make at least expected progress.
		11 Ensure high expectations of writing in all subjects.	Book scrutinies show that the policy is being followed.
		12 Continue to ensure high quality vocabulary is used across the curriculum.	Children can express themselves in an articulate and clear manner in both their oral and written communications.
		13 Review and update the Marking and Feedback Policy in consultation with staff.	Evidence will be available that the policy is in use in children's books.
	Intent	Implementation	Intended Impact
	Ensuring all pupils make good or better progress	14 Maintain the academic performance.	Maintain the high level of school performance data.
		15 Develop our assessment tracking system to review the progress pupils are making.	All pupils make at least expected progress.
		16 Develop our use of Tapestry within EYFS.	Tapestry is used effectively across EYFS classes.
	Intent	Implementation	Intended Impact
	Working to close the gap & overcome disadvantage	17 Provide cultural capital to disadvantaged pupils to prepare them for future success.	All disadvantaged pupils make at least expected progress.
		18 Identify pupils who need extra support and provide appropriate intervention.	Progress and attainment gaps are closed.
		19 Improve the attendance of PPG pupils.	Pupils whose attendance drops below 92% are picked up quickly and support offered to parents.

	Intent	Implementation	Intended Impact
In relation to the school culture and organisation	Continually striving to build capacity and sustainability	20 Evaluate options for academisation.	School leaders and governors are able to make an informed decision on academisation.
		21 Continue to ensure all staff access high quality CPD opportunities.	Staff hone their skills while improving those that require work.
		22 Develop the staffing structure to increase capacity.	Increase in staff's productivity.
	Intent	Implementation	Intended Impact
	Building a culture of teamwork and collective accountability	23 Allow for more collaborative work among staff such as team teaching and sharing of ideas and resources.	Effective interaction between teaching staff.
		24 Provide opportunities for staff team building exercises.	Building trust, mitigating conflict and an increase in employee engagement and morale.
		25 Continue to hold phase meetings to explore aspects of school improvement and communicate important updates.	Improvements in working relationships, productivity and consistency across the school.
	Intent	Implementation	Intended Impact
	Ensuring high levels of staff satisfaction and job fulfilment	26 Continue to enhance the school's facilities.	Increase in staff satisfaction, working behaviours and staff retention.
		27 Develop expertise by supporting staff's interests and professional goals.	Staff have greater motivation to achieve more.
		28 Plan observations in other schools for teaching staff to learn different teaching techniques.	Teachers improve self-awareness of own skills, being more effective at identifying areas for further growth.
	Intent	Implementation	Intended Impact
	Strengthening partnerships both within and across schools	29 Support the understanding and learning of different cultures and languages.	Promote inclusion by building respect and empathy for other people and celebrating differences as well as similarities.
		30 Explore and encourage greater connections between classes / year groups.	Interaction between teaching staff and pupils is increased.
		31 Review curriculum support materials.	Home-School relationship is improved and more children receive academic support at home.

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 Leadership Group AG & T Collective Worship Foreign Languages	Governors
Mr Daniel Bates	Deputy Headteacher	Full	Sept 2017	Leadership Group Governor Curriculum NQT / Student Mentor CPD Coordinator Parent Council Inclusion Manager SEND EAL Pupil Premium	Mr Dutton
Mrs Louise Lowe	Key Stage 2 Leader Year 6 teacher	Full	Sept 2017 TLR 2019	Leadership Group English & Phonics (Joint) Music	Mr Bates
Mrs Kate Haworth	Project Leader Year 5 teacher	Full	Jan 2017 (PT) Sept 2017 (FT)	Leadership Group Maths (Joint)	Mr Bates
Mr Aaron François-Williams	Behaviour Leader Year 5 teacher	Full	Sept 2015 TLR 2019	Leadership Group PE Computing	Mr Bates
Miss Louise MacAuslan	Year 4 teacher	Full	Sept 2020	Humanities	Mrs Lowe
Miss Aoife Donnelly	Year 3 teacher	Full	Sept 2017	Science (Joint)	Mrs Lowe
Miss Laura O'Dea	Year 2 teacher	Full	Sept 2022	Maths (Joint)	Mrs Kadar
Mrs Sarah Kadar	EYFS & Key Stage 1 Leader Year 1 teacher	Part (0.8)	Sept 2010 TLR 2019	Leadership Group English & Phonics (Joint)	Mr Bates
Mrs Elspeth Millard	Year 1 teacher	Part (0.52)	Sept 2010	Science (Joint)	Mr François-Williams
Mrs Claire Hodgson	Reception teacher	Part (0.52)	Sept 2019	Art & DT	Mrs Kadar
Mrs Alice Dalrymple	Reception teacher	Part (0.52)	Sept 2015 (TA) Sept 2018 (CT)	Humanities	Mr François-Williams
Mrs Clare Walsh	Nursery teacher	Part (0.52)	Sept 2013	RE	Mrs Haworth
Mrs Hayley W-Vallance	Nursery teacher	Part (0.52)	Apr 2021	PSHE	Mrs Kadar

Mrs Anne Edwards	PPA cover – Early Years	Part (0.16)	Sept 1999		
Mrs Sam Thomson	PPA cover – KS2	Part (0.28)	Sept 2007		
Mrs Lin Felicien	After School Club	TA 13.5 hours ASC 19.25 hours Premises 11 hours	May 2000	Leadership Group After School Club Manager Breakfast Club Manager Governor Art & DT Premises	Mr Dutton
Mrs Caitriona McGilvray	Y5 & Y6 TA	30.25 hours	Sept 2015	Library	Mrs Lowe
Mrs Jane Corlett	Y4 TA	19.5 hours	Sept 2011		Mrs Lowe
Mrs Jacqui Bye	Y3 TA Individual Support	32.5 hours	Jan 2018		Mrs Haworth
Mrs Janine Bamber	Y2 TA	32.5 hours	Sept 2015		Mrs Kadar
Mrs Anne Linton	Y1 TA	13 hours	Sept 2007		Mr François-Williams
Mrs Katie Bintcliffe	Y1 TA	22 hours	Apr 2003		Mrs Haworth
Mrs Rebecca Munoz	YR TA	26 hours	Sept 2015		Mrs Haworth
Mrs Jane Bozzard-Hill	Nursery TA	22.5 hours	Sept 2020		Mr François-Williams
Mrs Sue Blachford	Nursery TA	9 hours	Sept 2020		Mrs Kadar
Miss Chloe Cannon	Apprentice TA Nursery & Reception	35 hours	Sept 2021		Mr Bates
Mrs June Hennings	Individual Support	24 hours	Oct 2004		Mrs Haworth
Mrs Lisa Owens	Individual Support	23 hours	Sept 2009		Mrs Lowe
Miss Mandy Chevalier	Individual Support SMSA	LSA 20 hours SMSA 5 hours	Nov 1999		Mr François-Williams
Mrs Hollie Stark	Individual Support SMSA	LSA 13.5 hours SMSA 7.92 hours	Sept 2020		Mrs Felicien
Mrs Emma Scott	School Bursar	24 Hours	Sept 2020	Leadership Group Finance & HR	Mr Dutton
Mrs Lisa Garner	School Secretary	36 hours	Sept 2019		Mrs Scott
Mrs Hannah Jones	Admin Assistant	22 hours	Oct 2020		Mrs Scott
Mr Phil Boughton	Premises Manager	20 hours	Sept 2020	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 Billingham	After School Club	ASC 16 hours	Jan 2017		Mrs Felicien
Mrs Sara Lloyd	SMSA	9.58 hours	Oct 2000		Mrs Felicien
Ms Natalie Jefferies	SMSA	6.25 hours	Sept 2022		Mrs Felicien

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	23-Sep-2021 (2003)	22-Sep-2025	Humanities AG&T / Assessment	Standards, Pay
Maria Netley		Local Authority Vice Chair of Governors	05-Oct-2020 (2002)	04-Oct-2024	Pupil Premium Music	Finance, Pay
Father Martin Hislop		Foundation Ex-Officio	01-Feb-2020 (2000)		RE, PSHE The Arts	
Liz Ormonde		Foundation	02-Nov-2022 (2002)	01-Nov-2026	Inclusion Early Years Child Protection / LAC	Admissions, Safeguarding
Tristan Cogswell		Parent	22-Apr-2022 (2022)	21-Apr-2026	Maths	
Anthony Vittadini		Parent	12-Dec-2020 (2020)	11-Dec-2024	The Arts	Standards
James Manthel		Co-opted	08-Dec-2020 (2020)	07-Dec-2024	Science	Admissions, Pay
Ben Webley		Co-opted	08-Dec-2020 (2020)	07-Dec-2024	PE	Finance
Joanne Topping		Co-opted	28-Apr-2022 (2022)	27-Apr-2026	English School website	Standards
Sally Staveley-Wadham		Foundation	08-Mar-2023 (2023)	07-Mar-2027	Computing	
STAFF	Gareth Dutton	Headteacher	01-Sep-2019 (2015)			
	Daniel Bates	Co-opted	07-Sep-2021 (2017)	06-Sept-2025	Governor Training	Standards, Finance
	Lin Felicien	Co-opted	25-Jan-2023 (2001)	24-Jan-2027		Safeguarding
	Rebecca Munoz	Staff Governor	14-Mar-2023 (2023)	13-Mar-2027		



GOVERNING BODY STRATEGIC PLANNER 2023-2026

Summer Term	Agenda	Policy Review
Main Governing Body 1st Meeting <i>April</i>	<ul style="list-style-type: none"> Receive finalised School Improvement Plan Agree Three Year Budget Approve items of budget expenditure of over £10k Pupil Premium Report Safeguarding update School Improvement Partner Spring Report Reports of Bullying and Racist Incidents Feedback from Committees Governor's curriculum monitoring Review policies in line with schedule 	2023 Health & Safety Inclusion & SEND Behaviour 2024 Health & Safety Inclusion & SEND Critical Incident Plan 2025 Health & Safety Inclusion & SEND Statement of Behaviour Principles
Main Governing Body 2nd Meeting <i>July</i>	<ul style="list-style-type: none"> Headteacher's report to Governors Review SEF Staffing structure for September Permission for residential journeys Behaviour Report Review statutory inspection schedule Health & Safety Report Set meeting dates for the next school year Agree Strategic planner Reports of Bullying and Racist Incidents Feedback from Committees Governor's curriculum monitoring Review policies in line with schedule 	2023 Equal Opportunity Code of Conduct for School Staff 2024 Equal Opportunity Code of Conduct for School Staff Freedom of Information 2025 Equal Opportunity Code of Conduct for School Staff Whistleblowing
Standards Committee <i>July</i>	<ul style="list-style-type: none"> Subject Presentation Evaluate any monitoring during the year Assessment update Monitor targets – evaluate SATs results if received Review policies in line with schedule 	2023 Foundation Stage Teaching & Learning 2024 Foundation Stage Teaching & Learning 2025 Foundation Stage Teaching & Learning
Finance Committee 1st Meeting <i>April</i>	<ul style="list-style-type: none"> Agree actuals for year end, including school fund accounts Agree Budget 3 year plan and recommend to GB Review CFR report for LA Review revenue reserves Appoint school fund auditor 	
Finance Committee 2nd Meeting <i>July</i>	<ul style="list-style-type: none"> Evaluate any monitoring during the year Budget monitoring quarterly actuals Review latest view of year (latest quarterly estimates) Review best value statement Review staffing structure Review audit of school fund Review scheme of delegation Review financial procedures manual Agree middle leader as school signatory Review policies in line with schedule 	2023 Governor's Allowance 2024 Governor's Allowance 2025 Governor's Allowance
Autumn Term	Agenda	Policy Review
Main Governing Body Meeting 1st Meeting <i>September / October</i>	<ul style="list-style-type: none"> Appoint Clerk Appoint Chair and Vice-Chair Review Instrument of government Governor declarations Review membership of committees & responsibilities Review Governors' Code of Conduct Agree meeting dates for the year 	2023 Anti-Bullying policy Safeguarding & Child Protection 2024 Anti-Bullying policy Safeguarding & Child Protection 2025 Anti-Bullying policy

	<ul style="list-style-type: none"> Headteacher's report to Governors School Improvement Partner Summer Report Review summary documents (SIP & SEF) Pupil Premium report & Strategy Statement Report on Bullying and Racial incidents Feedback from Committees Governor's curriculum monitoring Review policies in line with schedule 	Safeguarding & Child Protection
2nd Meeting November / December	<ul style="list-style-type: none"> Headteacher's report to Governors Review Governor Skills Audit Agree school targets Report on progress and attainment Review statutory inspection schedule Health & Safety Report Behaviour Report Safeguarding update Report on Bullying and Racial incidents Feedback from Committees Governor's curriculum monitoring Review policies in line with schedule 	2023 Admissions Medical Needs Staff Disciplinary procedures 2024 Admissions Medical Needs Exclusion 2025 Admissions Medical Needs Premises Management
Pay Committee October	<ul style="list-style-type: none"> Review Terms of Reference Appraisal arrangements (and pay recommendations) Review policies in line with schedule 	2023 Pay Policy Staff Appraisal 2024 Pay Policy Staff Appraisal 2025 Pay Policy Staff Appraisal
Finance Committee 1st Meeting October	<ul style="list-style-type: none"> Election of Chair Review Terms of Reference and set meeting dates for year Agree Strategic Planner Review half-year actuals and latest estimate for current yr Discuss budget requirements including staffing Review Financial regulations (every 2 years) Staff competency review (every 2 years) Review school fund figures Review policies in line with schedule 	2024 Data Protection
Finance Committee 2nd Meeting December (online)	<ul style="list-style-type: none"> Budget monitoring up to November 	
Spring Term	Agenda	Policy Review
Main Governing Body 1st Meeting January	<ul style="list-style-type: none"> Review school's aims and objectives Headteacher's report to Governors Pupil Premium Report School Improvement Partner Autumn Report Agree term dates for the next academic year Safeguarding update Staff Wellbeing Package Report on Bullying and Racial incidents Feedback from Committees Governor's curriculum monitoring Review policies in line with schedule 	2024 Charging & Remissions Relationships & Sex Education 2025 Charging & Remissions Relationships & Sex Education Capability 2026 Charging & Remissions Relationships & Sex Education Complaints Procedures
Main Governing Body 2nd Meeting March	<ul style="list-style-type: none"> Headteacher's report to Governors School survey summaries Evaluation on School Improvement Plan Draft Development Plan Review SEF 	2024 Equality information & Objectives Allegations of abuse against staff Induction of ECTS 2025

	<ul style="list-style-type: none"> • Behaviour Report • St Luke's Agreement • Review statutory inspection schedule • Health & Safety Report • Report on Bullying and Racial incidents • Feedback from Committees • Governor's curriculum monitoring • Review policies in line with schedule 	Equality information & Objectives Allegations of abuse against staff 2026 Equality information & Objectives Allegations of abuse against staff Accessibility Plan
Pay Committee March	<ul style="list-style-type: none"> • Review of Headteacher's targets 	
Admissions 1st Meeting February	<ul style="list-style-type: none"> • Consideration of applications for Reception places 	
Admissions 2nd Meeting March	<ul style="list-style-type: none"> • Consideration of applications for Nursery places 	
Finance Committee 1st Meeting February	<ul style="list-style-type: none"> • Budget monitoring and actuals • Review school fund figures • Benchmark costs against similar schools • Capital and premises planning – 3 year plan • Review policies in line with schedule 	2024 School Lettings 2025 School Lettings 2026 School Lettings
Finance Committee 2nd Meeting March	<ul style="list-style-type: none"> • Review completed SFVS and approve • Budget monitoring – estimate / preview of year end • Agree limit for petty cash payments • Fixed assets inventory • Review draft budget and approve for submission to AfC 	



POLICY REVIEW SCHEDULE

FULL GOVERNING BODY	Review	Review	Review	Review	Review
	2023	2024	2025	2026	2027
Anti-Bullying	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Safeguarding & Child Protection	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Admissions	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Medical Needs	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Premises Management			Autumn 2		
Exclusion		Autumn 2			Autumn 2
Staff Disciplinary procedure	Autumn 2			Autumn 2	
Charging & Remissions	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
Relationships & Sex Education	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
Capability			Spring 1		
Complaints Procedure	Spring 1			Spring 1	
Equality information & Objective	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Allegations of abuse against staff	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Accessibility Plan	Spring 2			Spring 2	
Induction of ECTs		Spring 2			Spring 2
Health & Safety	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Inclusion & SEND	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Critical Incident Plan		Summer 1			Summer 1
Statement of Behaviour Principles			Summer 1		
Behaviour	Summer 1			Summer 1	
Whistleblowing			Summer 2		
Equal Opportunity	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Code of Conduct for School Staff	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Freedom of Information		Summer 2			Summer 2

STANDARDS COMMITTEE	Review	Review	Review	Review	Review
	2023	2024	2025	2026	2027
Foundation Stage	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Teaching & Learning	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2

FINANCE COMMITTEE	Review	Review	Review	Review	Review
	2023	2024	2025	2026	2027
Data Protection		Autumn 2			Autumn 2
Governor's Allowance	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
School Lettings	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2

PAY COMMITTEE	Review	Review	Review	Review	Review
	2023	2024	2025	2026	2027
Pay Policy	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Staff Appraisal	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

LEADERSHIP GROUP	Review	Review	Review	Review	Review
	2023	2024	2025	2026	2027
Able, Gifted & Talented	Summer			Summer	
Arrivals and Departures			Spring		
Art & Design		Spring			Spring
Assessment		Autumn			Autumn
Attendance and Absences			Spring		
Collective Worship			Autumn		
Computing		Autumn			Autumn
Design & Technology			Spring		
Display, presentation & learning environment			Summer		
EAL		Spring			Spring
Educational Visits	Spring			Spring	
Emergency Procedures			Spring		
English			Autumn		
Fire Safety		Spring			Spring
Foreign Languages		Autumn			Autumn
Geography			Autumn		
Google Apps Acceptable Use		Summer			Summer
Healthy Eating			Summer		
History		Summer			Summer
Home Learning	Summer			Summer	
Induction of Newly Appointed Staff		Autumn			Autumn
Intimate Care	Autumn			Autumn	
Lockdown Procedures			Autumn		
Marking and Feedback	Summer	Summer	Summer	Summer	Summer
Maths	Autumn			Autumn	
Monitoring of Standards			Autumn		
Multi-cultural Anti-Racist Statement			Autumn		
Music			Summer		
Online Safety		Autumn			Autumn
Physical Education			Autumn		
Physical Restraint	Spring			Spring	
Promoting British Values	Summer			Summer	
PSHE		Summer			Summer
Religious Education	Spring			Spring	
Safe Recruitment		Autumn			Autumn
School's Risk Assessment	Autumn			Autumn	
Science	Autumn			Autumn	
Spiritual Development		Summer			Summer
Staff Absence	Summer			Summer	
Staff Development	Autumn			Autumn	
Sun Smart			Summer		

GOVERNORS TARGETS – KS1 & KS2 2023

Profile of Year 2	Total	Boys		Girls	
		NO	%	NO	%
Number of pupils	28	14	50%	14	50%
Number on SEND register	3	2	7%	1	4%
No. on Pupil Premium	4	1	4%	3	11%
Number FSM	3	1	4%	2	7%
Number of EHCP	1	1	4%	0	0%
Number adopted from care	0	0	0%	0	0%
Number of EAL	11	2	7%	9	32%

Targets set by Governors December 2022 for end of KS1 2023:

PERCENTAGE OF CHILDREN WORKING AT THE EXPECTED STANDARD:				
KS1	Reading	Writing	Mathematics	RWM combined
School 2022	83%	83%	93%	83%
National 2022	67%	58%	68%	54%
Target 2023	83%	83%	83%	83%

PERCENTAGE OF CHILDREN WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD:				
KS1	Reading	Writing	Mathematics	RWM combined
School 2022	27%	20%	33%	20%
National 2022	18%	8%	15%	6%
Target 2023	28%	24%	28%	24%

Profile of Year 6	Total	Boys		Girls	
		NO	%	NO	%
Number of pupils	30	16	53%	14	47%
Number on SEND register	3	1	3%	2	7%
No. on Pupil Premium	2	1	3%	1	3%
Number FSM	1	1	3%	0	0%
Number of EHCP	1	0	0%	1	3%
Number adopted from care	1	0	0%	1	3%
Number of EAL	11	8	27%	3	10%

Targets set by Governors December 2022 for end of KS2 2023:

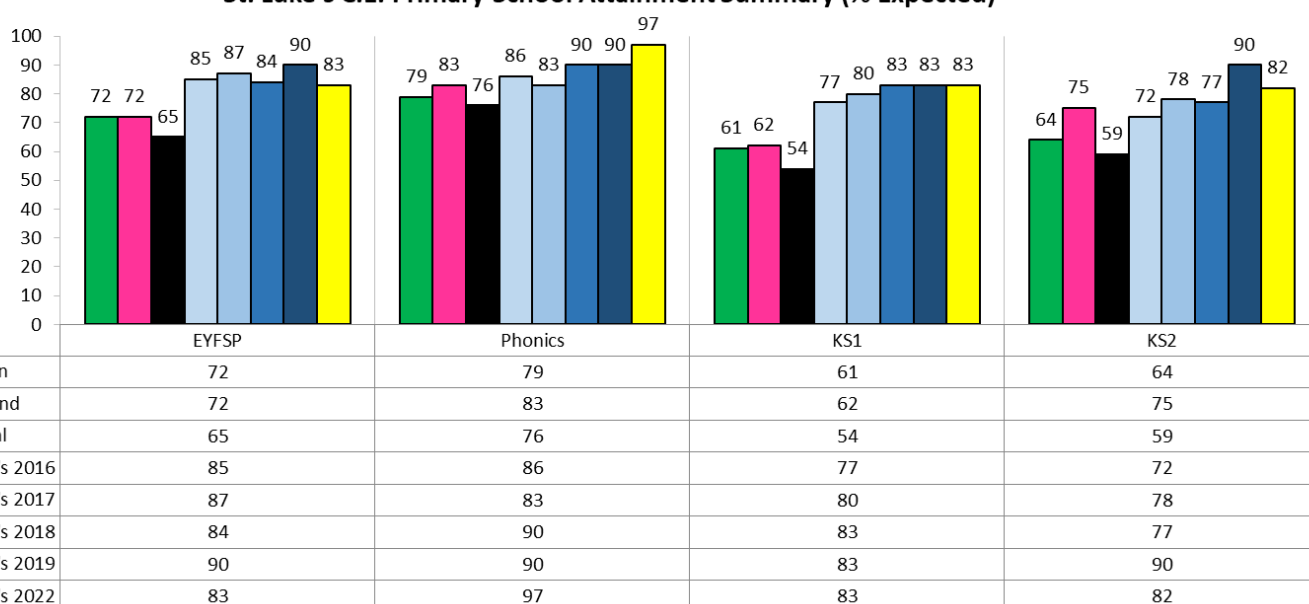
PERCENTAGE OF CHILDREN WORKING AT THE EXPECTED STANDARD:					
KS2	Reading	GPS	Writing	Mathematics	RWM combined
School 2022	90%	92%	82%	93%	82%
National 2022	74%	72%	69%	71%	59%
Target 2023	90%	90%	86%	93%	86%

PERCENTAGE OF CHILDREN WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD:					
KS2	Reading	GPS	Writing	Mathematics	RWM combined
School 2022	43%	67%	27%	57%	22%
National 2022	28%	28%	13%	23%	7%
Target 2023	59%	72%	34%	52%	28%

ATTAINMENT RESULTS SUMMARY 2016, 2017, 2018, 2019 & 2022

Key Stage	Measure	Kingston	Richmond	National	St Luke's 2016	St Luke's 2017	St Luke's 2018	St Luke's 2019	St Luke's 2022
EYFSP	Good Level of Development	72%	72%	65%	85%	87%	84%	90%	83%
Phonics	Y1 Expected Standard	79%	83%	76%	86%	83%	90%	90%	97%
KS1	RWM Expected	61%	62%	54%	77%	80%	83%	83%	83%
	RWM Greater Depth	9%	13%	6%	7%	20%	23%	27%	20%
	Reading Expected	73%	77%	67%	93%	93%	85%	90%	83%
	Reading Greater Depth	24%	31%	18%	17%	23%	37%	47%	27%
	Writing Expected	64%	67%	58%	83%	80%	83%	83%	83%
	Writing Greater Depth	13%	16%	8%	7%	20%	25%	30%	20%
	Maths Expected	74%	77%	68%	83%	90%	88%	93%	93%
	Maths Greater Depth	21%	25%	15%	17%	23%	30%	40%	33%
KS2	RWM Expected Standard	64%	75%	59%	72%	78%	77%	90%	82%
	RWM Greater Depth	11%	18%	7%	7%	10%	27%	23%	22%
	Reading Expected Standard	80%	86%	74%	86%	90%	93%	93%	90%
	Reading Greater Depth	34%	44%	28%	38%	54%	53%	53%	43%
	Reading Average Scaled Score	106	108	105	106.4	109.7	110.4	108.4	108.5
	Writing Expected Standard (TA)	73%	81%	69%	76%	81%	90%	90%	82%
	Writing Greater Depth (TA)	16%	25%	13%	10%	10%	30%	37%	27%
	GPS Expected Standard	79%	86%	72%	93%	95%	93%	97%	92%
	GPS Greater Depth	40%	48%	28%	45%	47%	73%	73%	67%
	GPS Average Scaled Score	108	109	105	107.9	109.7	112.5	112.1	112.3
	Maths Expected Standard	78%	86%	71%	93%	90%	80%	93%	93%
	Maths Greater Depth	32%	42%	23%	40%	36%	50%	47%	57%
	Maths Average Scaled Score	106	108	104	108.0	107.3	108.4	108.3	109.5
KS1-KS2	Reading Progress Score	+0.7	+1.9	±0.0	+0.2	+3.1	+0.9	+3.08	+2.50
	Writing Progress Score	+0.2	+1.7	±0.0	-3.5	-2.6	-1.2	+1.90	+2.20
	Maths Progress Score	+1.0	+2.4	±0.0	+1.8	+1.0	±0	+2.34	+4.20

St. Luke's C.E. Primary School Attainment Summary (% Expected)



Subject: Art & DT

Subject Leader: Claire Hodgson & Lin Felicien

Successes from last year:

- ArtsMark Silver award gained - Jan 2023. Feedback included lots of positive elements about the school's dedication to 'The Arts'.
- All classes Y1-Y6 visited the Stanley Picker Gallery - brilliant this relationship has re-started and the school building links with the local community and have experience with 'specialist' artists.
- Lots of clubs in school which the children enjoy – e.g. Magpie Makes - art, sewing, photography, KS1 Drawing and Painting Club (y2), Knitting club.
- Arts Week - this year ArtsWeek was linked with RE - The 'Spirited Arts'. The specific art element was 'collage' - some fabulous work was produced.
- Sketch books continue to be developed with a clearer progression of skill and pupil understanding.
- D+T school curriculum overview was made through discussion with all staff and the school D+T scheme from the Design and Technology Association (data) was shared with the staff during a staff meeting.

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

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 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
- Continue 'arts week' to celebrate the artistic achievements in a collaborative way
- Ensure KS2 Classes continue to attend a gallery further afield than SPG e.g. Orleans House or inner London gallery exhibitions relating to their curriculum topics

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

- Conduct a new staff 'skills audit' to establish areas of strength and areas where staff are less confident and as a staff would benefit from training in Art/DT
- To start art lessons with a hand- eye warm up exercise
- CH to attend Art/DT training when possible and feedback to all staff
- 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

- Both teachers and children comment in the sketchbooks - using subject specific vocabulary therefore the children to assess their own level of skill and knowledge
- 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
- The DT Progression of Skills document to be updated

9.1 Design and Technology priority

- Raise the profile of D+T through the school

Subject: Collective Worship

Subject Leader: Gareth Dutton

Successes from last year:

- Worship sessions make effective use of the audio / visual systems including a wireless 'cube' microphone and the ChromeCast which connects directly to the projector. This has improved the interactivity of worship sessions.
- Weekly worship round-ups provide an overview of the themes that we are exploring in worship each week and helps to share some of the resources that we use with the children.
- Clergy lead worship weekly including sessions held in St Luke's Church.
- Open the Book workshops continue to be popular with the children and staff. New members have been added to the group, who have seamlessly joined in worship sessions with the children.

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

- | | |
|---|--|
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| | 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
- Further develop the worship display that 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 Celebrate Christian events throughout the year

- All children participate in services e.g. Easter and Christmas Services
- Focus on Harvest Festival to be giving to those less fortunate

9.1 Children are comfortable to use a prayer space

- Investigate a location for a prayer space
- Use ideas from children
- Give children the opportunity to reflect

Subject: Computing

Subject Leader: Louise MacAuslan

Successes from last year:

- Last year staff took part in online Purple Mash training to help familiarise themselves with what it can provide and how it can most effectively be used. This was carried out again in January 2023.
- In the nursery, staff and parents now use Tapestry. This provides communication with parents/guardians and allows them to see the progress their children are making. Due to the use of Tapestry, the nursery staff have iPads in the classroom.
- Now Press Play is used throughout the school to enhance learning opportunities.
- Each child has a Wonde login which allows them to access Google Classroom, Purple Mash, Sumdog etc from home.
- Google Classroom is still used as a tool for online learning and communication from the class teacher and children.
- Staff are confident at using Google Forms as a tool for communication and collecting information.

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

- | | |
|---|--|
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

- 1.1 Developing the whole child's computational thinking and creativity**
- Ensure that each child is taught the three fundamentals of computing (Digital literacy, Information technology & Computer science)
 - Children complete a Google form, based on their year group, agreeing to acceptable use
 - When teaching digital literacy, ensure that every child has a good understanding of computer safety by completing a Google form at the end of the autumn term that will track their responses and compile an assessment on children's understanding of digital literacy
 - Teachers to teach E-safety lessons within the autumn topic to ensure children are safe when interacting with computers within the school
 - Advertise 'Internet Safety Day' in February and encourage teachers to share resources with class about this
 - Children to have access to resources to allow them to practise and become competent at touch typing
- 2.1 Staff are confident using a range of computing software including PurpleMash**
- Staff attend online training directly from Purple Mash. This training is recorded and saved onto the drive so staff can access as and when they need to refer to it
 - Train staff in basic computing terminology, through visual displays and delivering computing staff meetings
 - Support staff to embed Chromebooks and Google Chrome browser further into classroom use
 - Support staff to use apps provided on iPads to enhance learning opportunities
- 2.2 Clear use of resources for Computing lessons**
- Ensure all classes have access to Chromebooks/iPads at least once a week for 45 mins to 1 hour for a computing lesson
 - Remind staff and children that these resources must be plugged in at the end of each lesson to stay fully charged for the next lesson. Assign computing monitors to check this is implemented
- 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. Invite staff to make suggestions of any other equipment required
 - Office to maintain asset register to keep track of age, location of equipment
 - Investigate software and hardware, purchase where necessary, e.g. visualisers, physical computing materials etc

Subject: English

Subject Leader: Louise Lowe & Sarah Kadar

Successes from last year:

- OFSTED outcomes: *'Leaders prioritise reading across the school. Pupils enjoy reading. When pupils are at the early stages of learning phonics, leaders make sure they read books matched to the sounds they know. This helps pupils to feel successful and builds their confidence.'* (Nov 2021).
- Y1 Phonics Screening Test - 97% reached the required standard, demonstrating the success of the newly implemented Little Wandle scheme (76% National average and 79% Kingston average).
- Above Average progress scores for both Reading (+2.50) and Writing (+2.20).
- Writing moderation undertaken with Y6, and all judgements agreed.
- Participation in the borough-led SPARK! Book Awards for a second year.

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

- | | |
|---|--|
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| | 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**
- Continue to implement Little Wandle across the school, ensuring any new staff complete the online training modules and all staff undertake refresher training provided by English leads
 - 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 team-teaching sessions for Reception and Year 1 to ensure consistent teaching approaches and use of vocabulary, easing cognitive load
 - Promote phonics within the school community through Reception Reading Meeting (Autumn); staff meetings, information for parents on the website
 - Track outcomes at the end of each Phase taught, identifying children falling behind age-related expectations, and implementing targeted intervention where needed (eg) precision teaching and 1:1 keep up sessions using Little Wandle
- 3.2 Achievement in reading meets or exceeds school targets, with SEND pupils making better than expected progress.**
- Evaluate and restructure whole-class reading workshops in KS2 to follow the pattern of fluency, prosody and comprehension as introduced in KS1, sharing effective practice regularly amongst phases
 - Purchase additional comprehension resources to support development of reading skills (eg) FRED's Reading or Literacy Shed Plus
 - Maintain existing reading scheme books, keeping them accessible and the book-changing process more manageable. Consider PFA fundraising opportunities to update and replenish resources
 - Use NFER Test Analysis Tool to monitor progress of individuals and groups on a termly basis, enlisting Year groups
 - Comprehension Cards for targeted support
 - Monitor fluency levels through termly words per minute assessment, enlisting 'Mega Book of Fluency' for targeted support
 - Sustain Power of Reading approach within all year groups, cataloguing 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**
- 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
 - Participate in the SPARK! Book Awards, distributing information about author workshops and competitions
 - Teach children how to make best use of the school library, timetabling weekly year-group slots
 - 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 (2nd March), Children's Book Week (2nd - 8th May), Book Trust Pyjamarama (16th June), Roald Dahl Day (13th September), National Poetry day (6th October), and hold reading competitions across the year
- 3.3 Achievement in writing meets or exceeds school targets, with SEND pupils making better than expected progress.**
- Trial new resources for supporting the writing process (eg) The Write Stuff (£24.99 for Individual user) and Literacy Shed Plus (£29.99 for individual user)
 - 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 surveys 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", with a focus on explicit vocabulary teaching
 - Promote purposeful and stimulating writing opportunities that following 'Writing for purpose' progression document
 - Organise team-teaching opportunities to share effective practice

Subject: Foreign Languages

Subject Leader: Gareth Dutton

Successes from last year:

- Children receive high quality foreign languages lessons in Latin. Children enjoy these sessions and speak very highly of them.
- The school purchased new Latin textbooks to extend the learning in upper key stage 2. This was partly funded by a grant from Classics for All.
- Staff attended training to support the teaching of Latin through visual literacy.
- The school won an award for the effective teaching of Latin which was awarded at an annual teaching awards ceremony.
- A new display in the school office supports all the different languages spoken by the school community.

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

- | | |
|---|--|
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| | 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 to 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
- Implement the second Minimus book with upper KS2 classes
- Review long term plans to ensure appropriate curriculum coverage

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 role play in order to practise speaking skills
- Children are given opportunities to listen to Latin conversations

5.1 Staff are well supported to teach Latin lessons effectively

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

Subject: Foundation Stage

Subject Leader: Sarah Kadar, Clare Walsh, Hayley Vallance, Claire Hodgson and Alice Dalrymple

Successes from last year:

- Successfully implementing Tapestry in Nursery through the use of iPads- all staff onboard. Parents are more regularly updated by teaching staff.
- New furniture/resources in Nursery.
- Continuation for the Little Wandle Letters and Sounds phonics scheme in Reception- all staff trained.
- Ofsted graded 'Outstanding'.
- Welcoming other schools to visit our outdoor provision.
- In-line with recent English staff meetings, we have a regular, if not daily, focus on vocabulary in Reception.
- Set up an English intervention group once a week (Mrs Munoz) to further support our 8 EAL Reception children: this is an upgrade to the School Programme.
- PPA time is used for discussion of progression and sharing ideas between peer groups.
- In response to the children's varying needs, Nursery are having a more overarching theme, allowing for elements of 'in the moment' planning.

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

- | | |
|---|--|
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

- 2.1 Children access an environment rich in learning opportunities**
- Nursery outdoor learning area to be extended to provide a wider range of learning opportunities
 - Any new resources purchased will be relevant and robust
 - To look at the Reception outdoor area in line with the quality of Nursery provision
 - Sarah Kadar to investigate 'continuous provision' planning, beginning with Nursery staff. SK to complete resource audit ensuring progression of skills is evident at the beginning of Nursery through to the end of Reception
- 4.1 All children from all backgrounds are able to access quality resources that are relevant to their age and stage of development.**
- Evaluate current approach to teaching with varying needs and from varying backgrounds
- 6.1 There is a strong sense of teamwork across the Early Years**
- Regular Early Years meetings
 - 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**
- Create opportunities to support parents from EAL or disadvantaged backgrounds e.g. small group/one-to-one teach ins

Subject: Humanities

Subject Leader: Alice Dalrymple

Successes from last year:

- Audit of online resources and humanities resource subscriptions.
- The geography after school club is continuing with good uptake.
- Ongoing communication with Janet Ayris; subject governor, including her occasional attendance to Staff meetings and subject monitoring.
- Local walks underway i.e. Year 1 mapping of Hawker Siddeley site.

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

- | | |
|---|--|
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Key Outcomes & Actions:

1.1 The emphasis on developing the whole child

- In response to the pupil survey from some classes, to consider more cultural event focuses

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 for 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 and Chertsey 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, children to use technology to carryout research
- Children use a range of resources to expand their global knowledge
- To establish all classes have on display a chronological timeline to include current events in their lifetime

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 (these remain in the year group that they relate to) distribute history magazines recently donated
- Review enhancement of topics taught in each year group as per recent Network meeting in History
- Review assessment opportunities for humanities, including keeping samples of their work, involving the diverse cultural and ethnic backgrounds within the school community
- During a week in October, the whole school focuses on cultural diversity and ethnic backgrounds (Diversity Week)

Subject: Inclusion

Subject Leader: Dan Bates

Successes from last year:

- OFSTED judgement on SEND "Pupils with special educational needs and/or disabilities are well supported. They learn alongside their peers. Leaders work effectively with a range of external professionals to provide additional tailored support where necessary.
- Successful secondary transfer for pupil with EHCP to local SRP provision attached to a mainstream school.
- Increased use of Precision Teaching in Key Stage 2 to meet the needs of SEN support and low attaining pupils in closing the gap.
- Training requirements of staff addressed in relation to specific learning needs, ADHD and ASD, and high quality training provided by external organisations - Girl with the Curly Hair, ADHD Embrace, Ambitious About Autism.

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

- | | |
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

- 1.1 Pupils with SEN achieve the highest possible academic and holistic outcomes through increased staff understanding of needs and how to deliver effective support**
- Carry out support staff observations and provide feedback to help improve practice
 - Arrange for staff to carry out a 'peer to peer' observation during the year
 - Promote and raise awareness of need to move away from the 'velcro' model of support to focus on pupil independence
 - Use CPD opportunities from AfC and training from external providers to increase skill and knowledge levels of staff
- 2.1 Pupils with SEN continue to achieve above expected academic progress**
- Sustain and monitor the application of Quality First Teaching (QFT), Rosenshine Principles and St Luke's teaching pedagogies by all staff
 - Organise refresher staff training on (QFT) to ensure there is a consistent and clear understanding of what QFT is, what is considered 'universal provision' and what is considered 'additional to'
 - Carry out informal learning walks (termly) to ensure that provision for SEN pupils is appropriate and matched to pupils' needs
- 4.1 Appropriate interventions used to support SEN and low attaining pupils to close the gap**
- Monitor and record pupils who have taken part in precision teaching (KS2) and phonics interventions (KS1) on class provision maps
 - Evolve the format of Provision Maps into 'class based strategies' and specific evidence informed and costed interventions
 - Offer refresher training and support to staff to embed and develop precision teaching
 - Use tracking data to maximise impact of termly pupil progress meetings and to target interventions at relevant children
- 6.1 All staff are aware of the shared responsibility for pupils with SEN**
- Teachers to plan for all pupils in their class, including those with SEN, and adopt an 'Adaptive Teaching' approach to differentiation
 - Teachers to share planning, Learning Intentions and success criteria with all support staff prior to the start of a lesson
 - Further develop the use of 'Pupil Passports' for SEND pupils who require them so that all staff, including lunchtime supervisors, are able to access quick and succinct information to support them to interact successfully with the pupils at break and lunchtimes
- 9.1 Nursery SEND Provision is developed to better reflect the uniqueness of pupils circumstances within whole school**
- Instigate the position of Nursery SENDCo or Early Years SENDCo and oversee the training of a staff member to take on this role

Subject: Maths

Subject Leader: Kate Haworth & Laura O'Dea

Successes from last year:

- Whole school Maths enrichment Day activities run by The Happy Puzzle Company were enjoyed by children across the school.
- Selected Year 5 children participated in the Hampton School's Maths Wizard Competition.
- Year 5 and 6 children completed the Primary Maths Challenge with 7 children qualifying for the Bonus round.
- Whole school participation in TTRS and Sum Dog Maths Competitions.
- Colleagues in Year 3 & 4 participated in Maths Hub TRG sessions through maths lesson studies and discussions in maths mastery approach.
- Collaborative planning sessions took place in the summer term 2022 for each teacher to plan the following maths unit with the maths leads to support teaching for mastery key concepts within the process.

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

- | | |
|---|--|
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

- 1.1 Children enjoy maths and find meaning in the maths that they do at St Luke's**
- Continue entering Year 5 and 6 children in Primary Maths Challenge (£37.80 per class) in the autumn term.
 - Continue to encourage LKS2 children (year 3 & 4) to participate in the First Maths Challenge introduced last academic year (£37.80 per class) in the summer term.
 - Encourage children to participate in additional maths competitions such as Sumdog and Times Tables Rock Stars through the newsletter and through conservatory posters.
 - Evaluate impact of 'Timestables Rockstars' website and monitor usage by staff and pupils - key focus on Yr2/3/4
 - Encourage staff to implement opportunities for cross curricular learning so children can see the value of maths applied in other areas of learning.
 - Look at additional resources that could be used to support outdoor learning in maths (through enrichment days/workshops) and maths through stories-
- 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
 - Support staff in the delivery of maths mastery sessions by providing time during maths staff meetings for staff to work together to plan maths mastery lessons collaboratively using the NCETM spines as a guide.
 - Invite colleagues to attend Maths Hub maths mastery sessions to observe the teaching of maths approach in other schools.
 - Assess impact of the purchased planning resources and evaluate the requirement for supplementary resources- look into Master the Curriculum account
 - 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**
- Monitor the provision and impact of the maths curriculum upon the levels of children's progress
 - Carry out a rigorous subject monitoring process including a learning walk and book scrutiny (Summer Term)
 - Identify gaps within the children's learning and development through staff google form
 - Audit resources across the school to ensure there is enough of key resources, e.g. **balance scales**, dienes, beads, Numicon, cuisenaire rods etc
 - Consolidate and enhance the whole school approach to using manipulatives and a range of models.
- 6.1 Children have opportunities to learn collaboratively with other year groups across the school in maths**
- Plan whole school maths events and enrichment activities to integrate maths across the curriculum allowing children to work collaboratively in maths with children in other years groups.
 - Set up maths buddies system for children to teach maths concepts to younger children termly.
 - Establish sessions of co-planning termly for linked year group teachers to plan maths units (Reception / Year 1, Year 2 / Year 3, Year 3/ Year 4 , Year 5/ Year 6) to ensure consistency in vocabulary, models, manipulatives and teaching approaches.
 - Create opportunities for team teaching to encourage teamwork and accountability in maths planning.

Subject: Music

Subject Leader: Louise Lowe

Successes from last year:

- School received the Music Mark status for the year 2021 – 2022.
- Highly successful and well-attended EYFS Nativities and KS1 / KS2 Productions, with a strong focus on singing.
- Year 1 and UKS2 choirs participated in the Kingston Singing Festival at the Rose Theatre (June 2022).
- UKS2 choir performed at John Lewis and The Albert as part of the festive season.
- 'Musician of the Month' introduced as part of weekly hymn practice, extending children's knowledge of Western Classical Tradition and Film; Popular Music and Musical Traditions, in line with the Model Music Curriculum.
- Weekly specialist teaching throughout EYFS - Year 6 from music lead, with KMS djembe drum teacher for Y4.

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

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 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 LG and teaching staff to ensure musical performance is given a prominent role in class assemblies, worship and Church services
 - Celebrate key musical events across the year: Sing-up day (28th June), World Music Day (21st June) through enrichment activities and visiting musician workshops or theatre performances (eg) Wild - The Musical at the Rose Theatre (7th July)
 - 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)
 - 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 musical genres, supported by Charanga's 'Active Listening' section and Manic Street Teachers 'Musician of the Month'. Guide staff to access this resource during all assemblies (and in class if possible). Use the school newsletter to highlight this on a monthly basis, encouraging listening opportunities and discussion at home
 - Utilise expertise and online resources to support music provision (eg) Kingston Music Service (Charanga charge of £100.27), Music Express Online (£50 + VAT per year), Sing-up website (£150 + VAT per year) and Music Mark
 - 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 5 - 6 throughout the year
 - Offer a weekly lunchtime ocarina club for years 3 - 4 through the year
 - Look into additional extra-curricular provision (eg) Creative music composition (www.mteconline.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 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 and KS2 at the Rose Theatre
 - Hold a music evening, encouraging children (and parents) to perform and appreciate live music
 - 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: Physical Education

Subject Leader: Aaron Francois-Williams

Successes from last year:

- Achieved the gold sports mark for participation (School Games Mark).
- Implemented changes to the running of Sports Day: KS1 - School, KS2 - Kingsmeadow.
- Continuation of specialised staff teaching P.E sessions; gymnastics & PE on Thursdays.

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

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 8. Strengthening partnerships both within and across schools |
| | 9. Subject specific priorities |

Key Outcomes & Actions:

- 1.1 Children will be taught all aspects of the Physical Education curriculum, including developing an understanding of how to improve in physical activity through nutrition.**
- Develop and adapt Striver planning to cater too KS1 and EYFS to promote healthy eating and nutrition, include active displays that show child friendly information on healthy eating
 - Children in UKS2 will keep a record of their times when running cross country and will strive each week to achieve their personal best
 - Ensure that all children in KS2 have had the opportunity to take part in termly swimming lessons before they reach Year 6
- 2.1 Ensuring that staff have access to detailed lesson plans, as well as informative knowledge organisers**
- PE leader to visit a school with outstanding PE provision, observe a lesson and discuss successes and challenges of their PE programme
 - 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
 - Continued to book outside experts e.g. gymnastic coach
- 6.1 The school community celebrates sporting involvement and success in sporting competitions**
- Organise a Sports Relief day
 - Host termly intra school sporting events
 - 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 will have access to competitive environments in physical education.**
- Attend inter school competitions organised by the School Games Organiser (SGO)
 - Ensure that the majority of children in Year 6 have an opportunity to take part in inter school competitions
 - Plan and organise termly friendly competitions with local school

Subject: Religious Education

Subject Leader: Clare Walsh

Successes from last year:

- Staff attended 'New to teaching in a Church of England school'.
- Whole school involved in Spirited Art Challenge, where Religious Education and Art intertwined with inclusivity paramount.
- Coordinator attended conferences and forged links and visited with other coordinators in Diocese Schools.
- Coordinator attended promotion of Religious Education in the outdoor environment and plans to incorporate in Outdoor Learning Program with KS1 and EYFS.
- Assess 'class books', trial types and arrive on universal book for all.
- Coordinator met with Joy Sanderson for advice and support.

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

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 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. Guest trainer - eg Martin Hislop, Joy Sanderson, Shaun Burns
- Subject leader to attend meetings at SDBE - conferences, surgeries, spiritual support, RE outdoors
- Other staff to attend training where appropriate
- All classes use an A3 book containing high quality paper (EYFS to Year 6) to evidence learning and discussion that is not formally recorded in books e.g. reflections about Russia and Ukraine, scientists - Darwin's evolution theory, drama, discussion-based lessons, art
- Teachers to incorporate use of computing in lessons where appropriate – e.g. Purple Mash RE resources, investigating Islam using chrome books

2.1 Children improve their knowledge of Christianity and other world religions

- New syllabus to be embedded in weekly RE Lessons (½ Other Faiths / ½ Christianity). Reception access new syllabus and teach six interrelated foci.
- 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
- Assessment leading to better support for emerging children and improved challenge for existing children

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 - link to final bullet point
- Participation in whole school reflection days e.g. Pause Day/ Faith Days / Spirited Arts /Prayer chair
- 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 - including their reflective book and time built in during the week to interact and reflect
- Children to have more of an active role in planning and carrying out worship - Liaise with St. Luke's Clergy to support or follow up, Friday when not 'Open the Book' to support or follow up

9.1 Standards in RE remain high

- Subject co-ordinator and Headteacher to attend training - see 1.1 second bullet point
- 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 & Aoife Donnelly

Successes from last year:

- Trips, workshops and experiences across all year groups to enrich children's learning experience.
- DT/Science week projects with school exhibition for parents.
- We reviewed trips and discussed new ideas for more trips locally.
- Use of more interactive displays and working walls in classrooms.
- Children's enjoyment and engagement with subject and topics is high.

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

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 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 (more of a focus on the local area e.g. Holly Lodge)
- Review Science related trips, external visitors planned and already undertaken
- Develop a document of resources to facilitate external Science experiences and organisations
- Research providing each class with a 'science bag' to facilitate children's learning at home

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 when available
- 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 new assessment system
- 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