

St Lukes Primary school

Summary of School Improvement

2024/25



Broadening Horizons Together

Section A: Summary of School Improvement Priorities 2024/25

What is the improvement priority?	Why is this a priority?	What will success look like?
<p>1 Improve quality of teaching and learning, which in turn improves school outcomes.</p>	<p>School data currently below national levels (despite improvements in end of KS2 data in 2024) School below national in Y1 PSC School below national in Y4 MTC Quality of T and L needs improving to improve school outcomes.</p>	<ul style="list-style-type: none"> • Year 6 data aim 60% combined. Currently 34 out of 63 scored over 100 on reading with 8 above 118. 38 children scored over 100 in maths with 11 over 118. • Key subject leaders (inc MB and AV) to redevelop, monitor and review the current curriculum in core subjects. Foundation subjects to begin later on. • Lesson observations/book looks/staff meetings a key part of monitoring/improving both teaching and outcomes. • Accountability for all staff. • Expectations shared at start of year. Teachers to hold higher expectations and engage ALL children in all lessons. • Marking policy to be adapted to support progress and children's progress. Assessment and feedback in the moment in all lessons - boost progress and have an immediate impact. • TA support structured and monitored. • Classroom environments - interesting and engaging throughout the year. • Funding to be spent on pushing reading. Quality reading books available in every room. Reading a priority for all teachers. • Training and mentoring of staff when needed. • Observe best practise in other schools. • Middle leadership to be explicit with responsibilities and hold meetings regularly with team. Middle leaders to hold accountability to other staff members. • Appraisal effective for all staff.

			<ul style="list-style-type: none"> • RASCI matrix to be used to help identify the roles of staff. Clear guidelines given to them all. Responsible, accountable, supportive, consulted, informed. • Close links needed between SLT, phase leaders and class teachers. • MB to focus on teaching and learning in staff meetings - back to basics - use Rosenshine principles. Follow up with coaching and monitoring of staff. • Teacher accountability - ensuring understanding of ALL subject areas they are covering, do the leaders have the knowledge to be leading the subject? Provide training and support, where required. • Focus on assessment for foundation subjects as ongoing project - cohesive and progressive curriculum required. Clear curriculum implementation and impact needed.
2	To amend school values to include respect		<ul style="list-style-type: none"> • Add Respect as a new value. In 1st half term a big push from new SLT in all worships. • Remove additional guidance on school values – keep simple and easy to understand. • Make new value clear to all stakeholders from day 1. • Hold a ‘Respect’ campaign. What does respect look like? Include Parents/children/ staff. • Community culture of respect established. • Respect modelled at all times by staff. Expectations from children high for all. • Staff present in hallways, transitions, end of playtimes to ensure these key times are successfully managed for all.
3	To improve outcomes – Phonics, MTC, End of KS2	<p>School data currently below national levels (despite improvements in end of KS2 data in 2024)</p> <p>School below national in Y1 PSC</p> <p>School below national in Y4 MTC</p>	<ul style="list-style-type: none"> • Look into ELS scheme (visit other schools who are already using ELS effectively e.g. Lilliput) • Writing - embed GPC spellings. Improve quality of writing across the school • Maths – focus on progression/problem solving/depth of understanding for all. Arithmetic and fluency are improved for all children.

		<ul style="list-style-type: none"> • Junior site to build on work in infants when children arrive in the school. • SW to lead on RWI. Naomi S to be used effectively on regular visits - led by SW
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Section B: Detail of School Improvement Priorities

See school's half-termly Status Report for summary of current performance / self-evaluation and evaluation of impact of planned school improvement activity through the year.

Priority 1: Improve quality of teaching and leaning		
Person responsible for overall implementation: AP/AV/MB	Person(s) responsible for measuring the impact: MG/SLT/SW (Phonics)/AV (UKS2 phase leader)/RT (LKS2 phase leader)/MB (Maths/Pedagogy lead)	Funding allocated to this priority: TBC
Autumn	Milestones: Describe what this will look like at the end of the autumn term <ul style="list-style-type: none"> • Observations/books show improved T and L in all year groups. • Curriculum focus on implementation and impact has begun well. • Discussions show staff confidence improved • Greater number of 'good or better' lessons across the school • Books of a good quality in all year groups • Marking/feedback more consistent and is supporting children's key next steps • External feedback on the school is 'positive' 	Actions: These are the things that are needed to make that happen <ul style="list-style-type: none"> • Phonics takes place every day. • High quality teaching a priority in all classrooms • Staff meetings support teacher development • SLT/Middle leaders support year teams in PPA • English/Maths leads have action plans in place and are effectively supporting class teachers with day to day maths and English planning, teaching and assessment • Assessment shows progress children are making in all year groups. • Pupil progress meetings identify strengths and also key areas for further development (year group/class/groups/individuals) • Effective and well planned interventions a key part of all year groups. • Marking policy in place and is being applied consistently across the school. • Staff aware of accountability • Key subject leaders have developed curriculum/pedagogy and hence quality of T and L improves.
	Milestones: Describe what this will look like at the end of the spring term <ul style="list-style-type: none"> • Observations/books show continued improvements in T and L in all year groups. • Curriculum focus on implementation and impact continues to improve quality yof learning • Discussions show staff confidence further improved • Greater number of 'good or better' lessons across the school (again) • Books of a good quality in all year groups. • Marking/feedback consistent and is supporting children's key next steps in all classes • External feedback on the school remains 'positive' • Data shows children are on track to improve school outcomes at all key data points. 	Actions: These are the things that are needed to make that happen <ul style="list-style-type: none"> • High quality Phonics teaching takes place every day. TAs successfully lead interventions for targeted children. • High quality teaching found in all classrooms every day • Staff meetings support teacher development • SLT/Middle leaders support year teams in PPA • Phase leaders are role models of good practice for others to follow. They understand and lead teaching and learning as well as assessment in their phase. • English/Maths leads have improved teaching and outcomes in Maths and English across the school. • Assessment shows progress children are making in all year groups. • Effective and well planned interventions a key part of all year groups
S	Milestones: Describe what this will look like at the end of the summer term	Actions: These are the things that are needed to make that happen

<ul style="list-style-type: none"> • <i>Curriculum has improved implementation and impact in all subject areas</i> • <i>Staff self confidence improved with regards T and L</i> • <i>Leaders effective at monitoring and holding others to account</i> • <i>Teaching 'good or better' in all classes in all lessons</i> • <i>Behaviour and expectations further improved.</i> • <i>All stakeholders working effectively to further develop the school.</i> • <i>School has improved outcomes in Phonics (Y1), Phonics (Y2), MTC (Y4) and end of KS2</i> • <i>External feedback on the school good and school is in a positive place to start the 25-26 academic year.</i> 	<ul style="list-style-type: none"> • All end of year assessments have been successfully delivered • Children are aware of their strengths and key next steps in their learning. • High quality Phonics teaching takes place every day. TAs successfully lead interventions for targeted children. • High quality teaching found in all classrooms every day • Staff meetings support teacher development • SLT/Middle leaders support year teams in PPA • Phase leaders are role models of good practice for others to follow. They understand and lead teaching and learning as well as assessment in their phase. • English/Maths leads have improved teaching and outcomes in Maths and English across the school. • Assessment shows progress children are making in all year groups. • Effective and well planned interventions a key part of all year groups.
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Priority 2: To amend school values to include respect		
Person responsible for overall implementation: MG	Person(s) responsible for measuring the impact: MG/SLT	Funding allocated to this priority: TBC
Autumn	<p>Milestones: Describe what this will look like at the end of the autumn term</p> <ul style="list-style-type: none"> • <i>Respect introduced as a new value in school</i> 	<p>Actions: These are the things that are needed to make that happen</p> <ul style="list-style-type: none"> • Add Respect as a new value. • MG to introduce on day 1. • Have a big push from new SLT in assemblies. • Remove additional guidance on school value – keep simple. • Make new value clear to all stakeholders. • Respect modelled at all times by staff • Staff present in hallways, transitions, playtimes to assist these key transition times. • Improve communication with families.
Spring	<p>Milestones: Describe what this will look like at the end of the spring term</p> <ul style="list-style-type: none"> • <i>Respect embedded as a value across the school</i> 	<p>Actions: These are the things that are needed to make that happen</p> <ul style="list-style-type: none"> • Hold a whole school 'Respect' campaign. What does respect look like? Include Parents/children/staff. • Community culture of respect established across the school.
Summer	<p>Milestones: Describe what this will look like at the end of the summer term</p>	<p>Actions: These are the things that are needed to make that happen</p>

<ul style="list-style-type: none"> • Look at all values and begin to consider future plans 	<ul style="list-style-type: none"> • Values match the school • Behaviour incident greatly reduced • All stakeholders working together to further develop the school. • Rewrite behaviour/anti bullying policy to match the schools needs now.
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Priority 3: To improve outcomes – Phonics, MTC, End of KS2		
Person responsible for overall implementation: SW/MB/AV	Person(s) responsible for measuring the impact: MG/SLT/SW (Phonics)/AV (UKS2 phase leader)/RT (LKS2 phase leader)/MB (Maths/Pedagogy lead)	Funding allocated to this priority: TBC
Autumn	Milestones: Describe what this will look like at the end of the autumn term <ul style="list-style-type: none"> • Phonics teaching has started well. More children have completed RWI. Groups reviewed and updated on a half termly basis. • Data shows children are on track to improve school outcomes at all key data points. 	Actios: These are the things that are needed to make that happen <ul style="list-style-type: none"> • Phonics takes place every day. • High quality teaching a priority in all classrooms • Staff meetings support teacher development • SLT/Middle leaders support year teams in PPA • English/Maths leads have action plans in place and are effectively supporting class teachers with day to day maths and English teaching • Assessment shows progress children are making in all year groups. • Pupil progress meetings identify strengths and also key areas for further development (year group/class/groups/individuals) • Effective and well planned interventions a key part of all year groups. • Marking policy in place and is being applied consistently across the school.
Spring	Milestones: Describe what this will look like at the end of the spring term <ul style="list-style-type: none"> • Visits to other schools re: ELS have taken place. Funding sourced through teaching school. • NS visits have supported the delivery of phonics. • Data shows children are on track to improve school outcomes at all key data points. 	Actions: These are the things that are needed to make that happen <ul style="list-style-type: none"> • High quality Phonics teaching takes place every day. TAs successfully lead interventions for targeted children. • High quality teaching found in all classrooms • Staff meetings support teacher development • SLT/Middle leaders support year teams in PPA • Phase leaders are role models of good practice for others to follow. They understand and lead teaching and learning as well as assessment in their phase. • English/Maths leads have improved teaching and outcomes in Maths and English across the school. • Assessment shows progress children are making in all year groups. • Effective and well planned interventions a key part of all year groups
S	Milestones: Describe what this will look like at the end of the summer term	Actions: These are the things that are needed to make that happen

<ul style="list-style-type: none">• <i>ELS ready to be used from Sept 25</i>• <i>School has improved outcomes in Phonics (Y1), Phonics (Y2), MTC (Y4) and end of KS2</i>	<ul style="list-style-type: none">• All end of year assessments have been successfully delivered• Children are aware of their strengths and key next steps in their learning.• Phonics takes place every day.• High quality teaching a priority in all classrooms• Staff meetings support teacher development• SLT/Middle leaders support year teams in PPA• Phase leaders are role models of good practice for others to follow. They understand and lead teaching and learning as well as assessment in their phase.• English/Maths leads have improved teaching and outcomes in Maths and English across the school.• Assessment shows progress children are making in all year groups.• Effective and well planned interventions a key part of all year groups.
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