St Luke's
Primary School

Aspire, Believe, Achieve!

School Improvement Plan

2024-2025

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<h1 align="center">Section 1 - Purpose</h1>

<h2 align="center">Our Vision</h2>

Through our Christian values we will *aspire* to be more like Jesus; *believe* all as having equal worth and dignity in God's eyes and help all our children to *achieve* their God-given potential knowing that, **'we can do all things through Christ who strengthens us'** Philippians 4:13.

<h2 align="center">Our Motto</h2>

<p align="center">**Aspire, Believe, Achieve**
'We can do all things through Christ who strengthens us.'
Philippians 4:13</p>

<h2 align="center">Our Core Values</h2>

<p align="center">**Love** and **Compassion**
Friendship and **Forgiveness**
Endurance and **Hope**</p>

<h2 align="center">Our Mission</h2>

Our mission will be driven by our vision, motto and values so that together, **we can do all things through Christ who strengthens us.'** We will:

- Foster a secure, happy, and nurturing Christian environment where all can *aspire*, *believe and achieve*.
- Offer a well-disciplined school in which high expectations encourages *friendship* and *forgiveness*.
- Have at our heart collective worship that will provide all with opportunities for spiritual awareness and development.
- Provide high quality RE that develops religious literacy and a deeper understanding of the rich diversity of our world, recognising that all have been created in the image of God.
- Give our children the confidence to develop *endurance* in times of difficulty and have *hope* for their future.
- Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can *achieve* their God-given potential.
- Develop a PSHE and RSE curriculum that prepares our children for the challenges of modern Britain.
- Encourage *love* and *compassion* in our children *believing* all have equal worth and dignity in God's eyes

Aims of School Improvement Plan

- To give clear leadership so that our school gives the highest quality education.
- To promote a culture in our schools which is focussed on teaching and learning and ensures that each child reaches his / her potential.
- To continuously review and monitor our practise to raise standards, to provide the best quality teaching in a stimulating environment.
- To work in genuine partnership with parents and the wider community respecting cultural diversity.
- To maintain an ethos where staff and children feel valued, secure, confident and positive about their role.

School Improvement Plan (2024-2025)

At St Luke's CE (A) Primary School, we want to ensure that:

- All children receive excellent opportunities to develop in all areas of the curriculum.
- All staff provide a broad, exciting curriculum and wide variety of experiences which build knowledge and skills.
- Our school vision and values underpin everything that we do.

Quality of Education	Behaviour & Attitudes	Personal Development	Leadership & Management	St Luke's as a Church School
Reading: Raising levels of attainment and progress in Early Reading and Phonics through continued support from the English Hub. **Writing**: Raising levels of attainment and progress in writing through placing emphasis on the "talk for writing" approach, developing children's spoken language, helping them to organize their thoughts and develop their ideas before they begin writing. **Maths**: Raising levels of attainment and progress in mathematics through developing children's fluency in the fundamentals of mathematics **Teaching & Learning**: Raising levels of attainment and progress by: - Implementing a range of strategies in order to develop children's working memory— their retention skills. - Ensuring High Quality teaching strategies such as Explicit instruction and effective questioning techniques are used consistently across the school 13 Most Effective Teaching Strategies For School Teachers (UK) (thirdspacelearning.com)	To boost children's motivation and positive attitudes to learning through: - Quality First Teaching - The promotion of active learning strategies - Revisiting the pedagogy of Metacognition Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) To improve attendance, bringing it in line with National Expectations (and previous years pre-2022)	To develop a Curriculum Enrichment plan in order to reflect the wide, rich set of experiences our children have access to and to ensure that these rich experiences are coherently planned, in the curriculum and through extra-curricular activities, so that they considerably strengthen our school's offer. To further strengthen the partnership between school and parents/carers to maximise parental involvement in their child's academic learning and personal development Parental engagement | EEF (educationendowmentfoundation.org.uk)	To audit and resource the early years provision to maximise learning opportunities within the environment. To ensure that the provision and curriculum is reflective to meet the needs of the cohort, i.e. Reception to Year 1 (< 45% GLD; Year 2 > Year 3 <30% EXS+ Writing) To strengthen teaching and learning strategies through providing opportunities for all staff to collaborate and engage in peer observation to promote effective teaching techniques. To ensure all leaders implement effective monitoring and evaluation so that: - Subject/Area leaders champion and support their subject/area, ensuring quality of provision across the school. - Governors are effective in measuring the impact of the curriculum across the school	Governors leading and ensuring that distinctive Christian character of the school is central - Judgement 1 (J1): 'through its vision and practice, the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish' To provide regular opportunities to prayer and to respond to prayer. To create and establish a Visits to Places of Worship plan.

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End of Year Success Criteria:

- 2025 Key Stage 2 outcomes in RWM & SPaG increase compared to the cohort's End of KS1 2021 TAs = progress score being above the National average.
- The percentage of children passing the Y1 Phonics screening test is comparable or an improvement upon 2024 (77%) and more in line with national (as in previous years).
- Progress from baseline indicates that all prior attainment groups made good progress in RWM
- 2025 in school assessments indicate that the proportion of pupils at national expectations (EXS) and (GD) in all cohorts has increased from entry to the Key Stage and the previous NC year, so that the proportion of pupils in each cohort at expected and greater depth meets milestones
- All prior attainment groups across the school have made accelerated progress in RWM showing a narrowing of the gap on their groups nationally.
- All identified 'underperforming groups' from Summer 2024 Assessments make good or better progress (see Insight Key Groups Summary)
- 100% teaching is judged to be consistently good or better > no inadequate teaching across the school

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
Reading: Raising levels of attainment and progress in Early Reading and Phonics through continued support from the English Hub.	• NH to continue to access support from John Bosco English Hub re. Early Reading & Teaching of Phonics > disseminate updates and key messages to SLT/all staff • Staff to complete Phonic Check Baselines in Y1 > Identify target children and arrange tuition groups • Daily RWI teaching > Chn taught routines for unknown words but then for words they have read before they should be using 'Fred in Their Head'/ 'Speedy Reading' • Through learning walks/practice sessions reading routines are incorporated and used routinely when reading green words in speed sounds lessons each day • Staff teaching phonics encouraged to liaise with NH to ensure chn in their groups are targeted as and when necessary/ moved through groups as appropriate • NH/KA > Parent workshops to share routines/portal with parents • Additional provision for targeted children through fast track tutoring	• NH: Inset (02.09.24); St John Bosco Support continues from Sept 24; Day 3: 02.10.24 • KA/EB: Autumn 1 (2024) • Daily RWI teaching (EYFS & KS1) • NH/KA alternate weeks phonic coaching and support with assessments • KA-KS1/NH-Rec Practice sessions weekly using RWI portal • NH: Reception parents > Sept 24; Y1 > Oct 24; Y2/Y3 > Nov 24 • SK/EB extra reading for lowest 20% and 1:1 tuition in school	• St John Bosco Reports shared with SLT > Governors • KA analysis of baselines and mid-term checks > Running records for fluency • Learning walks KA/NH • NH tracking of individuals progress over time, comparison with starting points and ensure correct children are chosen to target	• The percentage of children passing the Y1 Phonics screening test is comparable or an improvement upon 2024 (77%) and more in line with national (as in previous years). • Progress from baseline indicates that all prior attainment groups made good progress in Reading/Phonics • 2025 in school assessments indicate that the proportion of pupils at national expectations (EXS) and (GD) in all cohorts has increased from entry to the Key Stage and the previous NC year, so that the proportion of pupils in each cohort at expected and greater depth meets milestones • All identified 'underperforming groups' from Summer 2024 Assessments make good or better progress (see Insight Key Groups Summary) • 100% teaching is judged to be consistently good or better > no inadequate teaching across the school	What is the impact of the support from St John Bosco English Hub? What are the key messages following the Support days? Have the parental workshops been well attended and well received? Impact? Are reading records being used more effectively at home by parents/carers? How can we encourage children to read at home more?
	Early Reading/Reading for Pleasure 1. Reading LTP for EYFS-Y6 updated termly. Sway for reading texts updated for the website. 2. Encourage the use of Reading records to ensure logging of reading by all; teachers, pupils, parents, volunteers 3. Encourage the use of a 'guide to completing reading records' created for staff and parents for EYFS and KS1/KS2 4. Encourage the use of 1:1 Reading Toolkit/tutoring folder for each year group set up with phonic resources to support the lowest of readers in each cohort 5. Provide support for targeted TA's who are delivering phonics intervention across the school (use of the RWI portal) 6. Library used by all year groups half termly; supporting Reading Ambassadors to take a more leading role in running the library.	Staff Meeting : NH Reading update 2.9.24 St John Bosco English Hub Day 3 (02.10) Reading Budget: Reading records; Prizes for reading champions; reading ambassadors badges; Lexia: 80 licenses purchased for 3 years Lexia renewal (1.9.22 - 28.2.26) cost of £5,158.22 Management time (NH)	• Reading Lead (NH) to complete actions > John Bosco English Hub support • NH to monitor termly to ensure year groups are updating the LTPs • NH to liaise with CB/VB regarding supporting SEND children • English Team to monitor reading records in learning walks and reading for pleasure sessions • NH to monitor the usage of lexia in y3 and Y4 • Monitor the usage of the library • Phase leaders to monitor reading records	• All staff familiar with the teaching of Early Reading using RWI strategies and the use of the RWI portal • Reading records completed for all children with useful and relevant comments • Standardised areas to focus on when reading: Effort and engagement/fluency and expression/word-reading and comprehension • Increased use of the library in classes and central libraries; Children enjoy reading for pleasure in school and outside school • Consistent approach across the school for 1:1 reading, i.e. all staff/volunteers are confident to deliver 1:1 reading sessions • The lowest 20% readers in each cohort supported to 'keep up, not catch up' or the use of fast track tutoring • Increased Reading results (see EOY Success Criteria)	How often is the school library used? What do children think of this?

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
Writing: Raising levels of attainment and progress in writing through placing emphasis on the "talk for writing" approach, developing children's spoken language, helping them to organize their thoughts and develop their ideas before they begin writing.	1. **Research and Familiarise:** AG/LD to complete research re. 'Talk for Writing', 'Drawing Club', WELLCOMM > how this can be used across the school 2. **Training:** LD/VB to deliver for all staff: • Provide children with plenty of opportunities for pupils to talk before practising their writing skills • Prioritise storytelling in different formats • Staff using strategies such as oral retell, retell with actions, sequencing, revisit, 'say it, build it, write it', shared writing, colourful semantics, using sentence maker sliders Ensure all staff are modelling correct use of standard English when speaking and writing • Use Active Learning strategies, ensuring participation from everyone (no opting out) • Continue to use strategies taken from the securing full stops and fixing full stops LA CLL CPD 3. **Resources:** Staff to develop resources/ adapt teaching 4. **Monitoring:** • English team to monitor—Learning Walks; • Gather feedback from staff > share good practice. • Ongoing monitoring	July—September 2024. LD to liaise with Reception staff re. Drawing Club/ WELLCOMM English team: Autumn term 2024 Staff to attend LA CLL training sessions focusing on 'Improving Writing' LD > liaise with Lauren Thornett from the CLL Team re. Staff CPD English team (Budget if required)	English team • Undertake Learning Walks to monitor the writing process • Complete Book trawls (focus on writing standards / coverage—evidence of planning process?) • Discussions with children • Feedback from staff who have attended CLL Writing CPD > ensure time in Staff meetings / via Microsoft Teams to do this.	• All staff familiar with strategies to improve writing, i.e. Talk for Writing theory, Drawing Club and WELLCOMM • Children more confident to speak before they write, able to repeat a sentence/story that they have heard; able to orally share the thinking involved in the writing process—oral rehearsal • Progress from baseline indicates that all prior attainment groups made good progress in Writing • 2025 in school assessments indicate that the proportion of pupils at national expectations (EXS) and (GD) in all cohorts has increased from entry to the Key Stage and the previous NC year, so that the proportion of pupils in each cohort at expected and greater depth meets milestones (particularly in Years 1, 2, 3 and 4 where the percentage of children working at EXS+ has been decreasing) • All identified 'underperforming groups' in Writing from Summer 2024 Assessments make good or better progress (see Insight Key Groups Summary) • 100% teaching is judged to be consistently good or better > no inadequate teaching across the school	What is the 'Talk for Writing' process, Drawing Club and WELLCOMM and how do these strategies impact on children's Writing skills? What are the barriers to children writing? Why are the children not reaching the expected standard in writing at the end of their year group? What are the key messages from monitoring? Any improvements in children's writing evident?
Maths: Raising levels of attainment and progress in mathematics through developing children's fluency in the fundamentals of mathematics	• Staff meeting and subsequent CPD • Dedicated Daily Fluency Time within Maths sessions • Revisit Additive Relationships (school focus 2023-24) and provide opportunities for children to practise these skills • KS2—Introduce Multiplicative Reasoning and provide opportunities for children to practise these skills • KS2—Prioritise multiplication facts (12x12) and provide opportunities for children to practice these skills • Plan for Fluency based Maths Interventions • Plan for Fluency based Maths Homework	Maths Team leading Staff CPD: 18.09.24 Ongoing	Maths Team Monitoring and Support—WILF: Developing fluency within the maths lesson. • Y6: wb16th Sept 24 • Y5: wb 23rd Sept 24 • Y4: wb 30th Sept 24 • Y3: wb 7th Oct 24 • Y2: wb 11th Nov 24 • Y1: wb 18th Nov 24 • R: wb 25th Nov 24 • N: wb 2nd Dec 24 Follow up as necessary related to monitoring	Planning and children's work evidences foci and strategies introduced in CPD Pupil interviews/tasks undertaken to ascertain effectiveness of Fluency focus Mathematics leader has an accurate picture of strengths and areas for development across the school which is used to inform CPD and resources resulting in increasingly targeted support.	Are the strategies introduced to staff being used effectively and regularly in lessons? Do the children's maths books show evidence of children's knowledge and skills for Maths Fluency? Are there plenty of opportunities planned for developing fluency in maths?

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
Teaching & Learning: Raising levels of attainment and progress by: • Implementing a range of strategies in order to develop children's working memory—their retention skills. • Ensuring High Quality teaching strategies such as Explicit instruction and effective questioning techniques are used consistently across the school [13 Most Effective Teaching Strategies For School Teachers (UK) (thirdspacelearning.com)](#)	1.**Research and Familiarise:** AG/KA to complete research re. strategies for developing children's working memory > retention skills 2.**Training & Resources:** AG/KA to deliver for all staff—sharing strategies/ideas/resources: • Visual Aids and/or manipulatives • Games which reinforce learning • Active reading strategies (echo, choral, jump in) • Multisensory experiences • Chunking information • Modelling / Scaffolding • Revisiting / recapping 3. **Monitoring:** • SLT/Subject Leads to monitor— Learning Walks • Gather feedback from staff > share good practice. • Ongoing monitoring	Autumn 2024 Spring 1 2025 Microsoft Teams / Onenote to share resources Spring term 2— Summer 2025	SLT to discuss with SENCOs & Classteachers re. issues involving memory and retention > strategies already explored Feedback from staff regarding training delivered and resources shared SLT to monitor > Informal drop-ins (Spring term 2 2025) / Peer to Peer Observations Ongoing monitoring Repeat Summer term 2025 HT report to Governors (Curriculum & Standards Committee)	• Improvements in Reading Comprehension and Maths attainments across the school. • Children able to follow multi-step instructions, solve complex problems, and retain information . • Improvements in Attention and Behavior for children with ADHD and other behavioral issues. • Children able to follow instructions, organise tasks, and engage in conversations. • Children are helped to remember what they need to do next and how to manage their time effectively[1].	What percentage of children experience issues with memory / retention skills? What kinds of strategies/ activities help to develop this? Following the CPD, have staff seen an impact?
	1.**Research and Familiarise:** AG/EP to complete research re. High Quality teaching strategies such as Explicit instruction and effective questioning techniques 2.**Training & Resources:** AG/EP to deliver for all staff—sharing strategies/ideas/resources: • **Explicit instruction:** guided practice to help pupils learn a topic > Example-Problem Pair. • **Effective Questioning Strategies:** 1. Are you sure? 2. How do you know? **3.** What do you notice? 4. Same / Different? 5. Can you convince me? 6. Is there another way? 3. **Monitoring:** • SLT/Subject Leads to monitor— Learning Walks • Gather feedback from staff > share good practice. • Ongoing monitoring	Autumn 2024 Spring 1 2025 Microsoft Teams / Onenote to share resources Spring—Summer term 2025	SLT to discuss with Subject Leaders and plan CPD to be delivered Feedback from staff regarding training delivered and resources shared SLT to monitor > Informal drop-ins (Spring term 2 2025) / Peer to Peer Observations Ongoing monitoring Repeat Summer term 2025 HT report to Governors (Curriculum & Standards Committee)	• Improved outcomes in RWM and other Subjects across the curriculum • Children are more likely to understand and retain the information • Effective questioning techniques encourage active participation and critical thinking. • Asking open-ended questions promotes discussion > children more engaged in the learning process. • All children receive the same level of instruction > helps to close achievement gaps. • Every child has access to effective teaching practices, Quality first teaching • Explicit instruction provides structure and clarity, reducing confusion and frustration among children • Effective questioning fosters a collaborative and inclusive classroom atmosphere. • Children develop better problem-solving skills, improved memory retention, and greater confidence in their abilities	During monitoring / Learning walks, can Governors see evidence of explicit instruction techniques and effective questioning? Has this been seen by SLT / Subject Leads when undertaking monitoring? Following the CPD, have staff seen an impact?

	Subject/Area: English	2024-25 Priority: Ensure that effective teaching strategies recently introduced in English are built on to ensure all pupils, including the most able, continue to make strong progress (Ofsted March 2019 Identified Next Step)

End of Year Success Criteria:

- 2025 Key Stage 2 outcomes in RWM & SPaG increase compared to the cohort's End of KS1 2021TAs = progress score being above the National average.
- The percentage of children passing the Y1 Phonics screening test is comparable or an improvement on 2024 (>77%) and more in line with national (as in previous years).
- Progress from baseline indicates that all prior attainment groups made good progress in RWM
- 2025 in school assessments indicate that the proportion of pupils at national expectations (EXS) and (GD) in all cohorts has increased from entry to the Key Stage and the previous NC year, so that the proportion of pupils in each cohort at expected and greater depth meets milestones
- All prior attainment groups across the school have made accelerated progress in RWM showing a narrowing of the gap on their groups nationally.
- All identified 'underperforming groups' from Summer 2024 Assessments make good or better progress (see Insight Key Groups Summary)
- 100% English teaching is judged to be consistently good or better > no inadequate teaching across the school

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
Teaching of Phonics: • To implement a 'keep-up not catch -up' approach to the teaching of phonics • To embed a 3 day teaching/ 2 day review approach to the teaching of speed sounds • To encourage chn to read more fluently and at speed when it is a familiar text • To ensure that reading routines for unknown words are embedded in groups	• Complete Phonic Check Baselines in Y1 • Identify target children and arrange tuition groups • Staff encouraged to liaise with NH to ensure chn in their groups are targeted as and when necessary/ moved through groups as appropriate • Chn taught routines for unknown words but then for words they have read before they should be using 'Fred in Their Head'/ 'Speedy Reading' • Through learning walks/practice sessions reading routines are incorporated and used routinely when reading green words in speed sounds lessons each day • Parent workshops to share routines/ portal with parents • Additional provision for targeted children through fast track tutoring	KA: Autumn 1 Daily RWI teaching (EYFS & KS1) SK/EB extra reading for lowest 20% and 1:1 tuition in school St Luke's receiving support from John Bosco English Hub (2nd October 2024 Day 3) KA-KS1/NH-Rec Practice sessions weekly using RWI portal NH/KA alternate weeks phonic coaching and support with assessments	• KA analysis of baselines and mid-term checks • Running records for fluency • Learning walks KA/NH • John Bosco Eng Hub Support Days • LD monitor spelling programme delivery / books to ensure consistency • Pupil Voice / spelling assessments • NH tracking of individuals progress over time, comparison with starting points and ensure correct children are chosen to target • NH monitoring of tutoring folders/lowest 20% reader folders termly	• Baselines completed and analysed in comparison with previous cohorts • Percentage of children passing the Y1 Phonics screening test is comparable or an improvement upon 2024 (>77%) and more in line with national • Target children put into interventions/ additional 1:1 tutoring in school and are more confident in reading routines to identify set 1/2 and 3 sounds in words, real and alien • 3 day/2 day review implemented in groups resulting in Sounds being taught in a more systematic way allowing staff to identify those falling behind • Staff ensure that chn know that if they meet an unknown word when reading their phonics book, they should not only FT the word once but repeatedly faster and faster until they can confidently blend the sounds. • At least 90% of children working on Orange books and beyond pass their phonic check through confident use of the reading routines • Chn are confident in reading routines for when they meet unknown words, i.e. Special friends? Fred-talk. Read the word. • All staff are trained to deliver RWI sessions, coaching offered where necessary	What are the key messages from the baseline? Each term, what is the current phonic data showing? How does the data compare to previous years? What is the quality of phonics teaching across Early Years and KS1? What is the impact of support from John Bosco English Hub? What did the audit show? Is the tutoring / interventions having an impact?

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
To improve the standards in reading and writing, through: • Review of Early Reading skills / Reading for pleasure in order for children to have the foundation skills for writing. • English planning is reviewed to encompass 'Brilliant Basics' following CLL CPD • Embed handwriting scheme (Kinetic Letters), providing children with opportunities to build their physical strength and control in the core, upper body, hands and fingers.	**Early Reading/Reading for Pleasure** 1. Reading LTP for EYFS-Y6 updated termly. Sway for reading texts updated for the website. 2. Encourage the use of Reading records to ensure logging of reading by all; teachers, pupils, parents, volunteers 3. Encourage the use of a 'guide to completing reading records' created for staff and parents for EYFS and KS1/KS2 4. Encourage the use of 1:1 Reading Toolkit/tutoring folder for each year group set up with phonic resources to support the lowest of readers in each cohort 5. Provide support for targeted TA's who are delivering phonics intervention across the school (use of the RWI portal) 6. Library used by all year groups half termly; supporting Reading Ambassadors to take a more leading role in running the library.	Staff Meeting : NH Reading update 2.9.24 Weekly RWI practice sessions with TA's and Teachers delivering RWI John Bosco English Hub support Day 3—2nd October Reading Budget: Reading records; Prizes for reading champions; reading ambassadors badges; Lexia: 80 licenses purchased for 3 years Lexia renewal (1.9.22 - 28.2.26) cost of £5,158.22 Management time (NH)	• Reading Lead (NH) to complete actions from John Bosco English Hub support Days • English Hub support Days to monitor the delivery of RWI phonics • NH to monitor termly to ensure year groups are updating the LTPs • NH to liaise with CB/VB regarding supporting SEND children • English Team to monitor reading records in learning walks and reading for pleasure sessions • NH to monitor the usage of lexia in y3 and Y4 • Monitor the usage of the library • Phase leaders to monitor reading records	• All staff familiar with the teaching of Early Reading using RWI strategies and the use of the RWI portal • Reading records completed for all children with useful and relevant comments • Standardised areas to focus on when reading: Effort and engagement/fluency and expression/word-reading and comprehension • Increased use of the library in classes and central libraries; Children enjoy reading for pleasure in school and outside school • Consistent approach across the school for 1:1 reading, i.e. all staff/volunteers are confident to deliver 1:1 reading sessions • The lowest 20% readers in each cohort supported to 'keep up, not catch up' or the use of fast track tutoring • Increased Reading results (see EOY Success Criteria)	What is the impact of the support from St John Bosco English Hub? What are the key findings from the support days? Are reading records being used more effectively at home by parents/carers? How can we encourage children to read at home more? How often is the school library used? What do children think of this?
	Brilliant Basics: 1. Using strategies taken from the securing full stops and fixing full stops LA CPD (Sum 23), staff to review LTP/MTPs to ensure secure knowledge & understanding of basic sentence structure / consolidation of previous year's SPaG, i.e. staff to focus on modelling reading and writing a simple sentence. 2. KS1 to work collaboratively to develop brilliant basic strategies in English.	Summer 2023: Staff from each year group attended CLL CPD > Aut term, reviewing English planning EB to liaise with YR2 staff ongoing	• Monitor through Planning scrutiny; learning walk; children's work • Moderation (Inter and LA) > collections of work kept in Writing moderation profile • Pupil progress meetings	• Planning identifies appropriate strategies such as Sentence makers, colourful semantics. Planning and books indicate secure knowledge and understanding of basic sentence structure / previous year's SPaG consolidated • Interventions analysis demonstrate children applying Brilliant Basics in their writing. • Increased percentage of children working at AREs in all year groups in Writing.	Impact of brilliant basics strategies? What are the common strategies being used across KS1?
	Kinetic Letters Handwriting Scheme: 1. Audit Kinetic Letters resources to ensure all children have access to the correct equipment for handwriting sessions. 2. Make staff aware of the new Kinetic Letters school portal to access online training, classroom teaching and resources, videos and downloadable documents. 3. Subject Lead to conduct monitoring to measure the improvement in children's handwriting skills. Use these assessments to make further adjustments to your teaching approach. 4. Communicate with parents/carers to keep them informed about the Kinetic Letters program and how they can support their child's handwriting development at home.	Kinetic Letters resources purchased Summer 2023 Cost: £436.28 LD to update website content for parents/carers Cost of prog: 2800.42	• Autumn 24 • LD to monitor through learning walks/planning and book scrutiny • LD to identify support required for staff new to year groups	• Children learn handwriting & letter formation through movement and multisensory experiences, developing core body strength. • Learning letters by movement helps writing and concentration and also makes handwriting automatic, freeing up space in the working memory for other learning. • Children to develop legible handwriting that is produced quickly and automatically > handwriting becomes a valuable tool and not a hindrance to learning. • Increased numbers of children able to join handwriting > GDS at KS1/KS2	What is the theory behind the Kinetic Letters handwriting programme and what impact has it had so far? Has monitoring shown the impact on handwriting?

Objective (intent)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
Speaking & Listening: To raise standards in writing by developing children's spoken language.	• Create a Speaking & Listening MTP from EYFS to Yr6 and share with staff. • Staff to plan for ARE Sp&Li opportunities across the curriculum. • Research Sp&Li strategies to develop writing.	LD Autumn All staff LD Subject Time	•LD monitor through learning walks/ planning and book scrutiny Summer	• All staff familiar with and using the Speaking & Listening MTP. • Opportunities for Sp&Li identified and actioned. • A bank of Sp&Li strategies and resources ready to share with staff. • Greater percentage of pupils achieving expected target at the end of each year in Writing.	Am I familiar with the ARE for Speaking and Listening?
Early Years: To improve writing in Early Years	• To continue to develop Writing sessions based on 'Drawing Club' in Reception including opportunities for teaching, modelling and application. • Continue to identify opportunities for contextual writing during independent learning in Early Years • Use Wellkomm baseline to inform Sp & Li next steps. • Introduce Kinetic Letters in September and develop the structure to	VB/LC: Ongoing All EYFS staff: Ongoing VB/LC Autumn	•VB to lead on Drawing Club & Kinetic Letters development and monitor impact •VB to support KS with Drawing Club & Kinetic Letters. Monitor and support. •LD monitor termly through learning walks/planning and book scrutiny	• Greater percentage of pupils achieving expected target at the end of Reception in Writing. • More opportunities for writing in Early Years. • Evidence of progression in writing throughout the year in Reception.	What is Drawing Club and how does it impact on Early Year's Writing skills? What are the barriers to children writing in Early Years?
Home links: To provide opportunities to support parents and pupils in English, extending their subject knowledge and understanding,	• Encourage the use of Reading records and how parents/carers can help at home • Ensure that home learning system is accessible by all children by ensuring pupils have all subscription passwords / access / logins etc. (Teams; Ed City; Phonic Hero) • NH to deliver Parent Workshops for Reception (AUT 1 and SPR 2), Year 1 (AUT 1 and SPR 2) • English team to share Links to videos/ useful websites etc on the school website, text message service and via Teams e,g, RWI, Kinetic Letters, etc	NH: Reading update via Teams / Newsletter / Meet the teacher meetings/parent workshops NH management time LS / SLT (Lead) Subscription Costs: Ed City (£3381.00); KA: 9-10am, 4-5pm (Budget for Cover SK/LP) Microsoft Forms Ongoing	• Class teachers to monitor progress of Education City, • Subject Leaders to monitor usage of subject specific IT programs, measuring impact • Parent Evaluations - AG & KL to analyse > next steps? • Share feedback with SLT & Governors (Curriculum Committee)	• Parents/children completing reading records on a regular basis • Parents/carers more effectively able to support their child's learning in English e.g. helping children with learning sounds, spellings, improving handwriting using Kinetic letters • Improved standards of attainment and progress in English (see specific aspects for details of data targets)	What is the impact of reading records? Has this made a difference? Has the % of children reading increased? What is the uptake of parent workshops? Feedback and impact? What examples are there of videos / useful links being shared with parents/carers?
Leadership: To ensure that English Subject/Area leaders champion and support their subject/area, ensuring quality of provision across the school.	• Subject Leaders to attend LA English network meetings and allocate any relevant LA/CLL CPD to staff. • LD to continue to be member of the LA Moderation team. • NH to access support from John Bosco English Hub re. Early Reading • English Team to support staff new to year group.	29.11.24; 21.03.25; 13.06.25 SLA Gold package £1000.00 Continue to work with CLL team (ongoing) St Luke's receiving support from John Bosco English Hub (Autumn 2 2023)	• Subject leaders feedback to AG & Curriculum & Standards committee. Any actions required? Next steps? • LD to complete LA & STA Moderation training sessions, successfully complete test. • NH and John Bosco Eng Hub complete Audit of Early Reading > identify next steps • LD/NH/VB/EB support staff new to year group	• Leaders undertake efficient and effective monitoring activities • Leadership & Management is judged at least Good in Ofsted • Effective distributive leadership in place • Leadership at all levels is effective and strategic > driving the school forward	What is the impact of support from the Local Authority Subject Networks, CLL team and John Bosco English Hub? Value for money? Does it help Leaders to be efficient and effective?

Subject/Area: Mathematics		2024-25 Priority: Ensure that effective teaching strategies are built on to ensure all pupils, including the most able, continue to make strong progress in Mathematics (Ofsted March 2019 Identified Next Step)

End of Year Success Criteria:

- 2025 Key Stage 2 outcomes in Maths increase compared to the cohort's KS1 2021 results = Maths progress score being above the National average.
- The percentage of children passing the Y4 MTC is comparable or an improvement upon 2024 (>47% achieving 20+ out of 25)
- Progress from baseline indicates that all prior attainment groups made good progress in Maths across the school
- 2025 in school assessments indicate that the proportion of pupils at national expectations (EXS) and (GD) in all cohorts has increased from entry to the Key Stage and the previous NC year, so that the proportion of pupils in each cohort at expected and greater depth meets milestones
- All identified 'underperforming groups' from Summer 2024 Assessments make good or better progress (see Insight Key Groups Summary)
- 100% of Maths teaching is judged to be consistently good or better > no inadequate Maths teaching across the school.

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
EYFS Nursery: To implement daily maths specific opportunities	Use Long Term Plan 2024-25 (working document; amend as necessary)	EP (Maths Subject Lead) LCr (Maths Link—EYFS) SW & JS (Nursery Teachers) Karen Wilding CPD & Resources Cost: £400.00	Subject Management time: EP to meet with EYFS staff to discuss progress and provision of maths in Nursery Maths Team subject monitoring: Planning documents, Learning Walk, Staff voice, Termly data Informal monitoring and support from L Craig, consulting with EP. Wb 2nd December 2024; revisit Spring term 2025; Summer term 2025	• A detailed overview of Maths in 'EYFS to Primary' leading to improved links/ progression in place and understood and followed by all staff. • A stronger focus of deeper understanding in maths and development of good number sense across EYFS • Sufficient evidence collated to make judgements in Early Years Maths for all children (Summer 2025) • Children experience 'playful learning' which impacts on their number skills and vocabulary. • Percentage of children achieving EXS in July 25 (=to or > 70% in Number and Numerical Patterns)	What does maths in Early Years look like? What changes have been implemented and why? Are staff utilising opportunities effectively to move children's knowledge and learning forward? Has the transition from Early Years to Year 1 being smooth and effective? Any key messages moving forward? What do the new assessments show? What is the data showing? Areas of strength / area for development? How does our data compare with the LA?
	Use Medium Term Plan 2024-25 (working document; amend as necessary)				
	Maths skills to feature in daily routines e.g. self registration 5 frames, day of the week, counting out fruit etc				
	Provide opportunities for Maths to be accessible in all areas of the Nursery setting				
	Pupils to explore maths through different contexts e.g. teacher led, playful learning, stories, songs, puzzles, outdoor learning, art etc				
	Visit different Nursery settings to share good practice, and implement strategies if appropriate				
EYFS Reception: To develop mathematics through playful learning	Staff meeting to introduce focus and subsequent CPD opportunities. This should be as practical as possible for staff to gain a better understanding of expectations.	Time for EP (Maths Subject Lead) & LCr (Maths Link—EYFS) to meet and plan LCr deliver: 18.09.24 / ongoing	Subject Management time: EP to meet with EYFS staff to discuss progress and provision of maths in Reception	• Maths Leaders have a greater overview of their subject from 'EYFS to Primary' leading to improved links/ progression. • Reception staff embed good practice > Karen Wilding CPD • A stronger focus of deeper understanding in maths and development of good number sense and fluency • Sufficient evidence collated to make judgements in Early Years Maths for all Reception pupils (Summer 2025) • Children experience 'playful learning' which impacts on their number skills and vocabulary. • Percentage of children achieving EXS in July 25 comparable to or increase to July 2024 (>66.7% n Maths Goals)	
	Use EY Maths Summer School CPD and resources effectively	LCr—Autumn 24 Karen Wilding CPD & Resources Cost: £400.00			
	Develop crib sheets and model how to facilitate maths during playful learning				
	Maths to feature in all areas across Reception environment e.g. home corner—weighing/ measuring/following recipes; construction area—shape/measures. Each member of staff to be responsible for an area.	All Reception staff Resources	Informal monitoring and support from L Craig, consulting with EP. Wb 25th November 2024; revisit Spring term 2025; Summer term 2025		
	Purposeful family group snack time, focussing on mathematical knowledge and skills e.g. equal or unequal, comparing quantities, more/ less	All Reception staff			
	Mentor Reception trainee teacher KS to ensure subject knowledge and pedagogy is strong	LCr (Maths Link) VB (Trainee Mentor)			

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Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
Whole School Focus: To develop maths fluency	• Staff meeting and subsequent CPD • Dedicated Daily Fluency Time within Maths sessions • Revisit Additive Relationships (school focus 2023-24) and provide opportunities for children to practise these skills • KS2—Introduce Multiplicative Reasoning and provide opportunities for children to practise these skills • KS2—Prioritise multiplication facts (12x12) and provide opportunities for children to practice these skills • Plan for Fluency based Maths Interventions • Plan for Fluency based Maths Homework	Maths Team leading Staff CPD: 18.09.24	Maths Team Monitoring and Support—WILF: Developing fluency within the maths lesson. • Y6: wb16th Sept 24 • Y5: wb 23rd Sept 24 • Y4: wb 30th Sept 24 • Y3: wb 7th Oct 24 • Y2: wb 11th Nov 24 • Y1: wb 18th Nov 24 • R: wb 25th Nov 24 • N: wb 2nd Dec 24 Follow up as necessary related to monitoring	Planning and children's work evidences foci and strategies introduced in CPD Pupil interviews/tasks undertaken to ascertain effectiveness of Fluency focus Mathematics leader has an accurate picture of strengths and areas for development across the school which is used to inform CPD and resources resulting in increasingly targeted support.	Are the strategies introduced to staff being used effectively and regularly in lessons? Do the children's maths books show evidence of children's knowledge and skills for Maths Fluency? Are there plenty of opportunities planned for developing fluency in maths? Does your subject monitoring evidence that both staff and children are developing their fraction knowledge in maths lessons? What proportion of mathematics teaching is at least good? Are there any common aspects for subject knowledge development and what were these? What impact has this support/ CPD had on teaching and learning? What are the planned next steps? What impact has the support for teachers had on the number of pupils on track to achieve the expected standard and greater depth at the end of KS?
Key Stage 1 & 2: To develop fraction subject knowledge and pedagogy (2 year focus)	• Build staff subject knowledge of teaching fractions through staff meetings (including support staff); sharing good practice via Teams; and providing in school, LA and external CPD for identified staff. Manage cognitive load by delivering information little and often, and revisiting prior learning. • Motivate teachers by using credible sources and 'tried and tested' strategies and resources; set achievable goals, realistic to specific Maths groups; and provide affirmation and feedback in progress made. • Develop teaching techniques by instructing how to teach a fraction concept; model the teaching of fractions; arrange support from the Maths Team; allow time for teachers to develop effective practice; provide feedback on progress.	Maths Team leading Staff CPD: tba	Maths Team Monitoring and Support:- WILF: effective teaching of fractions • Y6: wb13th Jan 25 • Y5: wb 20th Jan 25 • Y4: wb 27th Jan 25 • Y3: wb 3rd Feb 25 • Y2: tba • Y1: tba Follow up as necessary related to monitoring areas of strength / areas for development	Age appropriate fraction strategies are being utilized effectively - evidenced in planning, books and observations Lesson observations indicate the staff and children are confident in understanding fractions Mathematics leader has an accurate picture of strengths and areas for development across the school which is used to inform CPD and resources resulting in increasingly targeted support.	

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
CPD: To ensure all teaching staff are up to date and using recent evidence proven strategies to develop subject knowledge, pedagogy and assessment	Termly Staff Meeting—Maths Focus (plus frequent slots during staff meetings/via Teams to share good practice)	Staff meeting 27.09.23;	Maths lead to monitor through: • CPD programme • Planning scrutiny • lesson observations • book scrutiny • Professional conversations Maths team to Identify timetabled opportunities for the mathematics team to coach and mentor teachers/support staff Moderation reports Moderation collections of work kept in maths moderation profile Pupil progress meetings	Survey of staff indicates an increase in confidence in the teaching of strategies introduced / revisited this academic year. Children's Voice shows increase in enthusiasm for mathematics. The Mathematics leader has an accurate picture of strengths and areas for development across the school which is used to inform CPD and resources resulting in increasingly targeted support. Termly assessment milestones are at least met.	What impact has this support/ CPD had on teaching and learning? What are the planned next steps? What impact has the support for teachers had on the number of pupils on track to achieve the expected standard and greater depth at the end of KS?
	Support Staff Meetings—Maths Focus (in line with action plan priorities) / Audit staff subject knowledge and skill set. Use it to inform CPD	Support staff Audit—Autumn term 2023			
	Karen Wilding Online CPD for EYFS staff—Pathway subscription January 2025 Karen Wilding EY Summer School	EYFS staff £108 x 3 £99			
	Maths leader to attend termly LA Network Meetings and Termly Steering Group	EP: 14.11.23; 13.03.24; 19.06.23			
	LA Maths CPD: End of Key Stage Assessment training Y2 and Y6; Year 5 'Change Your Aim' Maths project; Year 4 Maths Project; Year 4 Multiplication Check; Year group moderation sessions	Y2 KA AM LCo Y6 EP LD SH Y4 CB CW HC Moderation—Staff across school			
	Shaw Maths Hub - Specialist Knowledge for Teaching Mathematics Early Career Teachers Coaching and Mentoring—Maths planning/delivery	Karolina 08.11.24, 17.01.25, 21.03.25, 27.06.25 AM			
	Shaw Maths Hub - Specialist Knowledge for Teaching Mathematics Early Years Teachers—NUMBER	K Smart			
	Shaw Maths Hub - Specialist Knowledge for Teaching Mathematics Early Years Teachers—SPATIAL REASONING	L Craig			
	Shaw Maths Hub - Specialist Knowledge for Teaching Mathematics Primary Teaching Assistants	M Bernard I Gulyas 12.11.24, 11.02.25, 08.04.25			

Subject/Area: Science	2024-25 Priority: To enhance the teaching of science across the school through developing children's questioning, ensuring opportunities for children to be working scientifically and the introduction of new resources to improve children's retention skills of scientific knowledge.

End of Year Success Criteria:

- 100% of Science teaching is judged to be consistently good or better > no inadequate science teaching across the school
- Subject Monitoring shows evidence of children demonstrating effective questioning skills, working scientifcally and also improved retention of science subject knowledge.
- In-school Assessments (2024-25) indicate that the proportion of pupils at national expectations (EXS) in all cohorts has increased from entry to the Key Stage and the previous NC year, so that the proportion of pupils in each cohort at expected and greater depth meets milestones

Objective (Intent)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
To develop children's ability to be inquisitive and develop questions to ask, focusing mainly on KS1.	1. Science Team to collate and distribute questioning aid resources to staff. 2. Remind staff of websites where science resources can be found.	All staff Science Team Budget for resources/ time to make resources. Deadline: End of Autumn Term 2024	Science Team to collect samples / photographs / evidence of use.	• Children will have more knowledge of thinking of their own questions. • More child involvement when thinking of areas of the topic to investigate. • To develop S&L / questioning skills to broaden their knowledge of Science.	What examples of questions are children asking in Science? Impact of the resources?
To ensure that Science lessons focus working scientifically skill/disciplinary knowledge as often as possible.	1. Staff to implement improved pre-made *'Working Scientifically Can I? statements'* in Science lessons 2. Introduce staff to resources that enable short investigation / practice of disciplinary knowledge.	SH: Management time Staff meeting Autumn 24/Spring 25	• Science team monitoring: Learning walks / evidence collected of feedback on skills. • Pupil voice to see if the pupils have more knowledge of relevant skills. • Science Team > analysis of assessments	• Children will be aware of each WS skill. • Children will be able to self assess against the WS targets. • Children's knowledge of the skills involved in all aspects of science developed • Progression of working scientifically skills across year groups	Has monitoring shown evidence of more lessons focusing on 'Working Scientifically'?
To use 'Explorify' for starter sessions in Science lessons to promote retention and discussion.	1. Science Team to show staff Explorify activities that are available—Start With Art, Odd One Out, Zoom In, Zoom Out. 2. SH to remind staff to promote re-visiting prior learning through warm-up activities at the beginning of lessons. 3. Monitoring: Science team to gather regular updates, re. effectiveness of warm-ups?	SH: Management time > Explorify	• Science Team Monitoring: Learning walks / evidence collected of accomplishment using starters; informal discussion and planning / book trawls to assess effectiveness of warm-ups for retention; pupil voice / interviews. • Learning walks should highlight knowledge progression and retention of facts.	• Gaps in subject knowledge identified, understanding remembered and extended over the year groups. • Progression and retention of subject-specific knowledge across the school, linked to Curriculum Learner Profiles.	What is Explorify? How is utilized in lessons? What is the impact on learning?
Fresh kick-start to introduce Scientists that are culturally and locationally relevant into Topics within the curriculum.	1. Add relevant scientists into the vocabulary progression as appropriate. A Scientist Just Like Me and **Explorify—Celebrating Scientists.** 2. Resourced Topics with books relevant to these scientists. 3. To create links between science and future aspirations within lessons. Staff to make links within lessons.	Science Team to add in relevant scientists. Subject/Area team meeting Science Budget: £250.00	• Science Team / SH: monitoring and evaluation cycle (Planning / book trawl, Pupil voice) • Reports to Curriculum Committee > summary of progress made	• Children are familiar with inventors / scientists relevant to their topics. • Children will be aware of science jobs available to them. • Children will be aware that there are both male and female role models in science. • Children will make links between their lives and those of the scientist.	Are children aware of famous Scientists? Do they know which careers/ jobs are linked to Science?

Subject/Area: Creative Arts	**2024-25 Priority:** To ensure that there are effective teaching strategies and resources being used in the Creative Arts subjects to allow all pupils, to apply and improve key skills and make progress across the Creative Arts subjects.

End of Year Success Criteria:

- All staff have good knowledge of the subjects they teach, presenting subject matter clearly, promoting discussion and checking children's understanding, identifying misconceptions and providing, clear, direct and effective feedback.
- Children's work across the curriculum is consistently of a high quality.
- Our curriculum is successfully designed and developed to be ambitious whilst also meeting the needs of our SEND children.
- To promote and foster a love of the Creative Arts subjects and understand its value.

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To review short/medium term planning for all creative arts subjects (Art, DT & Music) to embed key learning objectives and maintain a clear progression of learning within the year and moving up.	1. Introduce planning surgeries—meet with staff leading Art, DT and Music prior to the unit of work being delivered. 2. Create a progress map/record of the sequence of lessons' focus/objectives; identify cross-curricular links & prior learning. 3. Identify further opportunities to practise and re-visit key skills, techniques and knowledge. 4. Incorporate a range of strategies including adaptive teaching methods, active learning tasks, modelling, key vocabulary and key questions within lessons. 5. Audit current resources/equipment and create a costings/resources plan to inform purchases.	Class teachers and Creative Arts Team CBannister: Art & DT L Craig: Music On-going	Meetings with class teachers, learning walks, lesson pop-ins, and evaluating planning.	• Teachers liaise with subject team to go through the progression of lessons and cross reference with Learner Profile. • Medium term plan developed and added to the year group OneNote. • Pupils have additional opportunity to practise skills e.g. 'Great to be me' activity, celebration cards/calendars. • Resources to scaffold learning are available during lessons a range of strategies used in lessons. • Resource needs are identified and costed.	Does planning show progression? Impact of planning surgeries?
To develop 'pupil voice' and further opportunities for children to articulate their learning.	1. To create a bank of 'key questions' to use when exploring, developing ideas, creating & evaluating art. 2. Teachers to model and demonstrate verbal responses and key vocabulary and encourage children to use sentence stems/vocabulary mats to scaffold pupils verbal responses. 3. To plan opportunities/tasks for pupils to recall key facts from previous lessons and year groups. 4. Incorporate some of the creative arts subject specific vocabulary into SALT resources.	Subject Team Teachers and TAs	Pupil interviews and informal conversations. Feedback from class teachers	• Key questions are available for staff to ask in lessons. • A range of sentence stems/vocabulary mats are available on Teams or as hard copies. • Pupils are clear in what they are learning, expectations are shared and WAGOLLs are available. • Pupils are able to articulate their learning using subject specific vocabulary.	Does monitoring show that children are able to articulate their views / learning?
ART and DESIGN: **KS2** To use their sketchbook to record and organise their thoughts, ideas and evaluations and to experiment/explore techniques and a range of media. **EYFS & KS1** To use their drawing book to practise key elements of art and experimenting with media.	1. Teacher to keep a sketchbook/drawing alongside their pupils' to store their examples, model techniques and verbalise their annotations using key vocabulary. 2. Teachers use post-it notes for live marking and feedback and for peer assessment/evaluation. 3. Develop a WAGOLL sketch book to demonstrate progression of art skills and knowledge in all forms and link to the long term plan. 4. Pupils stick in a photo of their 'final product' when applicable and evaluate/annotate using key vocabulary. 5. Develop a WAGOLL drawing book to illllustrate the elements of art explored and developed. 6. To use inspiration of the greats as a stimulus and include a range of still life, landscape and portrait examples.	Class Teachers & Creative Arts Team Range of media available	Work sampling Lesson pop-ins	• Key vocabulary is evident in sketch/drawing books. • Sketchbooks are used in art lessons as a means of exploring their ideas and practising skills. • Pupils are confident to annotate their work with appropriate vocabulary. • Class teachers have their own sketchbook to use in lessons and provide a working model of a WAGOLL. • Class teachers use verbal feedback, written feedback using post-it notes and modelling (using their own sketch/drawing book) to move learning on. • All the key elements of art: line, shape, space, value, form, texture and colour are evident in drawing books. • A range of media is used by pupils in their work.	How are the new sketchbooks being used? What are the views of the children and staff regarding the new books?
To review and identify key artists, designers and musicians to be studied and used as inspiration.	1. Create a timeline from past and present and annotate with appropriate vocabulary for each Creative Arts subject. 2. Teacher to select at least one artist, one designer and one musician to study. 3. Key questions created to support pupils in describing and evaluating the work of others. 4. Organise an art focus day to explore a range of portrait artists (24.10.24) 5. Introduce a 'musician of the month' across the school. 6. WAGOLL work is showcased in Year Group OneNote Gallery.	Subject Team & Class teachers TA: Portraits Focus Day (24.10.24) LCg: musician of the month On-going KR: OneNote Gallery on-going	Work sampling, learning walks and planning Art Budget—Focus Day £250	• Annotated timeline for each subject created. • Inspiration of the selected 'great' evident in short term planning and children's work • Crib sheet of a range of open questions in place • 24.10.24: Art Focus Day—Gallery from across the school produced > Portraits and work is evident in drawing books and sketchbooks. • Staff use resources during morning registration to explore the musician of the month.	Are the timelines being used? Are children able to name examples of the 'greats;?

Subject/Area: Humanities and Foreign Languages	2024-2025 Priority: To improve the retention of key facts in History, Geography and French.

End of Year Success Criteria:
- Pupils will recall key facts including map labelling in Geography.
- Pupils will be able to retain facts from previous topics.
- Pupils will be able to make links between different periods of history they have already studied and are currently studying.
- Comparisons will be made between different locations using the language of similarities and differences.
- In History, pupils will recognise similarities between different civilisations and cultures.
- Pupils will build vocabulary and recall key facts in the French language.
- Pupils will be able to identify similarities and differences between France and England.
- At the end of Key Stage 2 pupils will be able to write a short paragraph in French.

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
To use a traffic light questioning tool to encourage retention of key facts.	Introduce traffic light questioning to staff; including Wagolls.	CW to introduce traffic light questioning during staff meeting.	CW and Humanities Team to monitor use of traffic light starter questioning though monitoring programme.	Children will be able to recall key facts relating to their prior learning and use these to make links with their current topics, focussing on similarities and differences.	How are the questions used in the starter activity selected?

Any evidence that the trattic light questioning tool is helping children to retain key facts? |
	Traffic light to be used a starter tasks in lessons.	CW to provide staff with Wagoll questions relating to previous and current topics.			
To use common language for definitions of key vocabulary.	Create dictionary of generic vocabulary including definitions.	CW and Humanities team to create dictionary of terminology.	CW and Humanities Team to monitor as part of monitoring programme through learning walks and pupil interviews.	Children will be able to use standardised definitions for key concepts in Geography and History through Key Stage 1 and 2.	Does monitoring show that staff and children are utilising common language across the school?
	Word Aware part of lessons to refer to common definitions when learning about key ideas and concepts.	CW to disseminate to staff at staff meeting Autumn Term.			
To plan a clear sequence of lessons that are accessible to children and staff considering key concepts and past and future learning.	Past and future learning to be considered by staff when planning a sequence of lessons which should be evident on front cover sheets in Pupil's Learning Journeys.	Wagoll front cover sheets produced for each Year Group to adapt for their Topics.	CW and Humanities Team to see evidence of one new front cover sheet being used in Learning Journeys.	Staff will consider past and future learning when preparing lessons. As a result children will be able to make connections between their Topics considering similarities and differences.	What is the purpose of the front cover sheets in the Pupils Learning Journeys? What is the intended impact?
	Key concepts to be clear within a sequence of planning.	Share Wagoll front cover sheets at staff meeting.			
To ensure writing progression in French from Y3 to Y6.	Create examples of writing showing progress through Years 3 to 6.	CW to share Wagolls with relevant staff in Years 3-6.	CW and Humanities Team to see evidence of writing progress in Learning Journeys.	Most children will be able to write a shot paragraph in French by the end of Key Stage 2.	How is French taught across the school? Do children enjoy learning French? How does writing compare to Speaking and Reading?

Subject/Area: Computing	2024-25 Priority:
	• To ensure that computing assessment and quality of evidence is consistent across school
	• To survey and act upon Online Safety Issues - involving families and the wider community
	• To develop computational thinking skills of pupils

End of Year Success Criteria:
- Staff have consistently made use of a range of assessment tools for computing and there is consistent evidence of skills (not just outcomes) being taught.
- Pupils have reported their experiences online and staff have adapted Online Safety sessions to meet needs. Increased parental engagement (reporting of issues, attendance of workshops).
- Staff are confident to plan, resource and develop computational thinking activities in computing lessons and beyond

Objective (Impact)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
To ensure that computing assessment and quality of evidence is consistent across school	• Computing team to work closely with staff on completing long term plan. • Staff trained on how to store evidence of pupil work on Teams (Cohort Evidence folders and Teams Posts). Good examples shared.	Computing Team Post to be shared Aut 1 (LS) - reminders / dates for monitoring.	Computing Team - Subject Monitoring: • **Aut 1**– Act on actions from end of 2023-24 • **Aut 2**– KS2b Monitoring • **Spring 1**- KS2a Monitoring • **Spring 2**- KS1 Monitoring • **Sum 1**– Whole school monitoring (gaps) • **Sum 2**– End of year conversations and subject feedback	• Staff have consistently made use of a range of assessment tools for computing and there is consistent evidence of skills (not just outcomes) being taught. • Computing Assessments completed and uploaded to Teams.	What does computing assessment and evidence look like? Key messages from monitoring?
To survey and act upon Online Safety Issues - involving families and the wider community	• Online Safety Survey completed in KS2 at start of year. 'Headlines' shared with staff. • Parent workshops to be delivered termly by Online Behaviours.— • Safer Internet Day / Writing Week 2025 (11.2.25)	LS to create & share online safety survey by end of Autumn 1 https://forms.office.com/e/qqP87Q2Xrb Online Behaviours Int Level (+HSB) **£2380** Parent workshops scheduled: Dates t.b.c • All staff—Safer Internet Day / Writing Week 2025 (11.2.25) : Writing weeks to take place around this date	Computing Team to monitor and share results of survey. Number of parents in attendance at sessions recorded. English subject monitoring / computing—ensure writing week on English LTP	• Pupils have reported their experiences online and staff have adapted • Evaluations from parents/carers so that Online Safety sessions are adapted to meet needs. • Increased parental engagement (reporting of issues, attendance of workshops).	What are the headlines from the Online safety survey? What is the impact of the Online Safety Parent workshops?
To develop computational thinking skills of pupils	• Staff develop a bank of computational thinking activities in to use in computing lessons • Staff receive CPD in computational thinking and bebras problem solving resource • Computational thinking focus day (date	Develop computational thinking resource box— **LW**— KS1 **KA**— KS2a **LS**— KS2b Bebras resource—staff meeting update before competition date. The next UK Bebras Challenge will take place: 4th - 15th November 2024	Computing Team to monitor—at least one strand of resources per half term developed (decomposition, pattern recognition, abstraction, algorithm)	• Computational resource box created by end of academic year 2024-25 for each phase. Resources in use by pupils. • Pupils able to discuss computational thinking as part of pupil voice / monitoring. • Some pupils have participated in Bebras challenge 2024.	What is computational thinking? Why is this a priority for our pupils? How are these skills transferrable beyond computing?

Subject/Area: PE & School Sport	2024—2025 Priorities
	• PE: To ensure that a sequenced curriculum is in place across the school • School Sport: To offer our children a variety of afterschool clubs, visitors and experiences. • Physical Activity: To develop the quality of play-leaders and use of resources

End of Year Success Criteria:

• PE curriculum that shows sequencing and progression across the school.

• Promote a love of sport across the school; involvement in national campaigns to get children engaged/living a healthy lifestyle: Monster kick-about, Fittness days– School run—Termly challenges.

• 4 Year groups swimming, with current Year 6 achieving more than 45% 25m+ (This takes into account 22/23 pop-up pool sessions + 7 weeks school swim).

• Build relationships with parents around school sport.

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Assessment: Use Get set PE to input Assessment Data and ensure all areas of Get set are fulfilled.	• Show staff how to input data at the end of each term. • Encourage staff to have an awareness of the vocabulary that supports each unit of work. • Increase subject knowledge of curriculum; Staff to have an awareness of the order vocabulary, knowledge and skills are to be taught. • Making the most of our subscription with 'Get Set for PE': using the 'Awesome stuff' i.e. progression maps, vocabulary pyramids and other resources for after-school clubs, wet lunch times and in class pe lessons. • Building staff confidence to deliver high-quality PE lessons.	HC: Man time TLR 2b Get Set for PE: £594.00	PE & Sports Team: Monitoring (Learning walks and planning) Spring term 2025	• Whole school data collected. • Common language used across each year group. • Strong Subject knowledge • Flexible lessons (addressing gaps and misconceptions) • Display / access to vocabulary pyramids in hall. • Display / access to progression ladders across each discipline. • Enroll staff on relevant CPD to improve practice.	Does the planning and lessons demonstrate progression of skills across the school? What is the feedback about 'Get Set for PE?' Value for money?
PE and Sport: To promote a love of PE and sport across the school and encourage parental engagement.	• Use GET PE curriculum map to deliver active PE lessons across the school. • Share success in PE lessons on the PE notice board. • Ask children to share an image/video of the sports they do outside of school (attach to GET Set PE profile as evidence) • C&P— PE star of the term, share all competitions, festivals and other sporting achievement • Communicate with SGO and PASS team to offer children a broad, balanced and inclusive curriculum. • Join in with national initiatives to foster a love of sport. • Encourage parents to attend sporting events. • Share active families resources on YR group teams to promote being active at home. • Share any information with parents regarding local sports clubs and any free events.	PE Team HC IS SG KL RG JC AG PE prizes (Termly) £250.00 PE/Sporting Star Award PE & Sports board and news in newsletter	PE & Sports Team: Monitoring (Learning walks and planning) Spring term 2025 Newsletter & Sports Board regularly updated to showcase events etc	• Pupil evaluation of new PE lessons. • 1 child per class, each term: PE star! • Display in school showing a love for sport, sport engagement and home-sport hobbies/skills. • Enter a variety of WASPS events • Prepare for WASPS events through after-school clubs. • Publish national initiatives success i.e. walk to school and cycle to school week.	Pupil voice: what are their thoughts about PE and Sports at St Luke's? What competitions and events are the children participating in?
School Sport: To offer a wider variety of afterschool clubs.	• Engage with outside agencies to offer quality afterschool clubs i.e., S4S, Soccer 2000, Wolverhampton Wanderers Foundation and independent dance schools. • Survey: What do children/staff/parents want organised for afterschool clubs? • Invite parents to support or run afterschool clubs (survey interest and willingness/ skills).	AG HC + Support staff Sports Premium: Soccer 2000: 5007.00 Act Fut: 2016.00 Misha: 600.00 Small charge for children to off-set costs	HC and AG to monitor clubs provision and uptake > feed into next term's offer	• Increased uptake in afterschool sporting clubs. • NEW clubs offered initiated by students and parents. • Parents in school, supporting clubs.	What clubs and activities are on offer? DO they promote active healthy lifestyles? What is the uptake?

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Playtime provision: Continue with developing the implementation of play-leaders.	• Book 10 Year 5 children on the play-leaders course. • IS to organise play equipment bag. • IS to meet with playleaders once every half term to share resources from training and resources from 'Get set for PE'. • Award play leaders with certificates from 'Get set for PE'.	ConnectEd Partnership & PASS £4735.00	IS to monitor Playleaders HC to meet and discuss with Playleaders on a regular basis	• Play-leaders being active daily • Play-leaders evaluations of new activities • Once established, share with parents to encourage their child to join in at lunch time on their days.	How do playleaders promote active play? What was the impact of the Playleader CPD?
Healthy Lifestyle: To promote a healthy lifestyle within and out of school.	• Offer family fit sessions after school. • Liaise with PSHE team to review healthy eating policy Re: Lunch boxes and snacks and share Warburtons health lunch box challenge (in and out of school). • Explore offering a 'let's cook' club, discussing the benefits of a well balanced diet. • Invite school cook to show children how to prepare a meal. (Y3-6) and complete tour of the school kitchen : food hygiene (Y3-6) • Monitor the use of active maths/ active literacy and other active lessons within school hours. Termly reminder for staff. • Participate in Walk to School Week—Termly school challenge i.e. skipathon, Race for life, burpies challenge etc • Sign up for Bikeability and Balance lessons for EYFS; encouraging children to ride a bike outside school.	Active Futures (£35 x hr) Let's cook ingredients + staff hour x 2 weekly. Local Authority Schemes	PE & PSHE leaders to work with lunchtime staff re. Healthy Lunches HC & GF to liaise with School Cook (in consultation with LA Catering team) PE Monitoring > learning walks, lesson planning PE team to monitor uptake > analyse statistics. Feedback from parents/ carers	• S4S—family fitness sessions after school. • Healthy lunch box awards (dojo's) given if a child has two or more fruit/veg items in lunch box and eats them (Train lunch box spotters—Year 4/5—to award children). • Learning walk of non-pe lesson (Active maths, English..). • Evidence of 'let's cook shared on social media: encouraging a 'balanced diet'.	Are there issues around Healthy Eating? How many children are classed as 'unhealthy'? What percentage of children are meeting the daily requirements for being active?
CPD: To share CPD opportunities with staff to ensure high quality lessons / subject knowledge underpins the PE scheme.	• Communicate with SGO and PASS team to see what is on offer / request CPD that staff require. • Create a staff Microsoft form to indicate CPD needs. • Audit staff confidence in teaching each subject.	HC Microsoft Form ConnectEd Partnership & PASS £4735.00	Staff feedback from CPD completed > provide opps to disseminate with others	• CPD identified through learning walks, professional conversation and staff voice. • CPD actioned • Staff confidence improved.	What are the CPD needs? And what is the impact of CPD?
Swimming: Embed swimming from Y3-Y6 (as last few years has only been Year 4 to 6 attending) with a main focus on water safety.	• Provide swimming lessons for Year 3-6. • Follow the 'Swim England' Scheme of work and awards. • Ensure teachers have secure subject knowledge and are confident in the teaching of swimming. • Ensure staff are delivering 'dry swim' lessons alongside pool lessons. • Whole school focus assembly: Water safety lesson in response to the local tragedies last year. (KS2 to provide).	Colton Hills Swimming Pool Transport to CH: £145 x 37 = 5365.00 (parents subsidise this with a voluntary contribution)	PE & Sports team to analyse swimming data, working with Colton Hills Swimming teachers Sports Premium Annual Statement > swimming stafs	• Y3—Y6 Distance records recorded. • Y6 achieving 45% + for 25m+ • Y3-Y5 achieving at least one swim award per child (after initial baseline). • Dry swim lessons / water safety lessons provided. • Sharing of water safety with parent workshop/ invite to assemble.	What are the key messages from baseline swimming data? What progress is made during the year group swimming sessions?
Leadership/External Validation To provide support for the new PE Leader To work towards achieving the Platinum school games mark.	• H Ceresa (New PE Lead) to receive regular Coaching & Monitoring from AG (HT) and PASS Team (SGO / Primary PE Lead - N Spittle/H Bourton) • H Ceresa to attend PE Subject Leader Networks—Termly basis • Familiarize PE team with SGM criteria Your School Games - School Games Mark • Analyse application for SGM (2024) and identify any gaps / areas for improvement > next steps • HC to work with AG & PASS team/SGO re. working towards Platinum SGM > completion of case study .	HC KL RG IS JC PE Leader Networks (Termly) Support from PASS & SO—Primary Lead (ongoing) Part of ConnectEd Partnership: £4735.00 Sports Premium: £19618.00 SGM application	HC to work with SGO and PASS Team re. Schools Games Mark Sports Premium Annual Statement > Competitions, festivals and events attended	• HC confidence of leading a subject area increases, along with the knowledge and understanding of leading a subject area • HC > regular monitoring of SIP and PE across the school • Schools Games Mark application completed —Gold achieved • Work towards Platinum SGM in progress DfE Primary PE & Sport Premium planning, reporting and evaluating website tool updated and reviewed PE and sport premium funding 2023 to 2024 reporting and assurance - GOV.UK (www.gov.uk)	What is the progress towards achieving the Schools Games Mark? What are the next steps? Has the Sports Premium been completed and published on School Website?

Subject/Area: PSHE/RSE/Citizenship/SMSC/British Values/Digital Safety	2023—24 Priority: Ensure PSHE/RSE teaching across the school—KAPOW RSE & PSHE, KAPOW WellBeing Project Evolve addresses the contextual needs of learners

End of Year Success Criteria:

- Review main outcomes and identify areas for learners of HRBS 2024
- Review main outcomes and identify areas for learners of Public Health Report Card 2024
- Embed contextual needs of learners—HRBS 2024 and Health Report Card 2024
- Staff supported and confident to deliver all aspects of PSHE
- PSHE delivery is inclusive and meets the needs of all leaners

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Use HRBS 2024 to identify contextual needs of learners	• Analyse HRBS 2024/PH Report 2024 • Make links to existing LTP • Identify gaps in LTP • Identify where contextual needs of learners can be addressed.	A Smith J Robinson Autumn 2024	Subject Team, SLT, Link and Foundation Governors	• Contextual needs of learners identified • LTP supplemented to address contextual needs of learners	What needs do he HRBS and PH report identify? Does our current curriculum address these needs?
To identify learning goals and resources to address learners contextual needs	• Establish top gap for whole school/key stage • Identify resource/opportunity to supplement LTP • Support staff to implement supplementary learning	A Smith J Robinson	Subject Team, SLT, Link and Foundation Governors	• Top gap of contextual learning addressed	Are the key areas we need to focus upon as a school being addressed?
To provide CPD/support for teachers as required.	• Visit PSHE lessons • Speak to teaching staff • Provide CPD/Support for staff, as required	A Smith J Robinson	Subject Team, SLT, Link and Foundation Governors	• Staff feel supported, able and confident to teach and address PSHE - both generic and contextual, of all learners.	
To use HRBS and PH report to identify needs of specific learners	• Analyse gaps for specific groups • Identify how these gaps can be addressed • Speak to SEND team to ensure teaching is inclusive and addresses needs of higher needs pupils	A Smith J Robinson SEND Team	Subject Team, SLT, Link and Foundation Governors	• PSHE teaching is inclusive and meets the needs of all learners	

Notes:
- Pupil Voice: JLT ; Training pupils to speak about PSHE topics
- Anti-bullying week
- Mental Well-being: Mental Health Week
- Health: Flu Vaccines/Inhalent— Bug Busters inc Hand washing etc
- SEND—differentiation & Expectations

Subject/Area: SPECIAL NEEDS	2024-25 Priority: To ensure our SEND provision is inclusive for all pupils and their needs resulting in all SEND children making progress from their starting points.

End of Year Success Criteria:

- Children on the SEND make good progress from their starting points.
- SEND Pupils supported in the class room and specific interventions are in place to support relevant areas of need for all SEND pupils when appropriate.
- CPD for staff ensures they are confident to deliver an inclusive curriculum.
- Increased parent/carer involvement in supporting their children at home.
- Findings from LA SEND Review (01.10.24)are positive, stating that provision for SEND children at St Luke's is inclusive and at least GOOD.

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To improve the identification of SEND pupils.	• To use the Local Authority Screening Tools to identify pupils with SEND and their main area of need. • To develop an identification sheet to replace the pupil front sheet. • To use the CAML Assessment for EAL/SEND. • To ensure referrals are made to the appropriate agency. • To ensure the 'Pathways on a Page' document is shared with staff and followed.	Class Teachers On-going	Phase Leaders & SENCOs	• Main area of need recorded accurately on SIMS and the SEND Register. • Completed Screening document uploaded onto pupil's OneNote page. • Results of CAML Assessment used to identify further support. • Appropriate Outside Agency support is provided. • 'Pathways on a Page' document is used effectively by staff and discussed with parents as applicable.	What is the main area of Need within the school? How do staff ascertain whether needs are EAL / SEND?
To use the 2024 -25 WELLCOMM data to identify children who need intervention and SALT referrals.	• To complete the WELLCOMM initial assessment for all early years children. • To analyse data to identify pupils in need of: SALT referral, individual intervention & whole class red areas. • To plan opportunities for red areas to be targeted during playful learning sessions (regularly update learning wall).	Identified staff: AUTUMN 1	SENCOs EYS Phase Leader (AS)	• WELLCOMM assessment results recorded on Excel grid and analysis shared with SLT and Gov. • Referrals to SALT made for individual pupils. • WELLCOMM intervention timetabled. • Red Areas recorded on weekly Drawing Club planning. • WELLCOMM focus recorded on Enhanced Provision planning. • Early Years observations evidence pupil interactions linked to WELLCOMM red areas.	What are the messages from the WELLCOMM Initial Assessment? How are these going to be addressed? What are the key messages from analysis of SALT?
To trial the use of the 'Early Years Development Journal' for Higher Needs Pupils in Foundation.	• To share the document with staff. • To create a pupil record. • Following baseline assessments, identify pupils to monitor on SEND and complete the assessment. • Use the steps to set targets and monitor progress. • To attend the EYFS SEND Review Training. • To audit EYFS SEND provision and act on findings.	CB & VB @ EY SEND Reviewer CPD: 07.10.24 All EYFS Staff	SENCOs SLT	• An Early Years Development journal kept for all children working below the expectations of Nursery/Reception. • Early Years Development 'steps' recorded termly on INSIGHT to monitor progress. • IEP targets link to an individual's identified 'step' with appropriate strategies. • Clear strengths and areas for development for EYFS SEND provision identified.	What is the purpose of the EYs Development Journal? How will it be used? What are the findings from the EYFS SEND Review?
To ensure strategies for SEND Targets are implemented during interventions and in-class support.	• To use the 'IEP strategies' to support pupils. • Teachers to model strategies and share expectations to staff delivering the intervention. • To observe TAs delivering interventions. • To introduce a consistent use of Visuals across the school. • To identify SEND pupils not making progress and report to Subject Leader for R, W & M. • To share the Classroom Provision checklist with staff.	All staff LA SEND Review—01.10.24	Phase Leaders to monitor SEND Policies & Procedures	• Appropriate IEP targets are used to support pupils' broad areas of needs. • TA s are confident to use the strategies when working with children. • TA s act on feedback given from both informal and formal observations and pop-ins. • Visuals are consistent across the school. • SEND pupils identified as not making progress in R,W & M are targeted in class. • Classroom Provision checklists are used by staff and appropriate targeted and universal provision provided.	Have SEND Governors seen evidence of IEP strategies in practice? Is there consistency across the school for SEND strategies and resources?

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To embed the use of the Provision Map and develop the effectiveness of measuring impact.	• To evaluate the Provision Map from 2023-24 to ensure impact scores are in-line with SEND reviews. • To use next steps information to inform targets. • Baseline and endline assessments used to inform the impact score given. • To use impact scores to identify pupils in need of referral.	All staff: Termly SEND Reviews (Dates planned throughout the year—See Key Tasks for Staff)	SENCOs Phase leaders	• Provision Map and SEND Reviews correlate. • Targets are based on next steps information. • Baseline and endline assessments are carried out and are compared to advise impact scores. • Discussions regarding pupils not making progress are held with the SENCO and relevant outside agencies consulted where appropriate.	What are the messages from the SEND data? Do baseline and endline assessments show progress for SEND children? How many children are in need for additional support?
To develop a staff induction programme for SEND Provision and Procedures.	• To meet with recently employed staff to determine areas of the SEND policy and guidance they felt they needed support with. • To develop a series of sessions and an induction checklist. • To deliver the sessions with mini-tasks and evaluate. • To modify the programme and share with SLT and Governors.	New staff SENCOs LSkywalker—Induction programme Staff Handbook—TEAMS	SLT—regular check ins with new staff > post induction	• Staff are familiar with the SEND Guidance document and policy. • A series of induction sessions are planned and delivered to all new staff. • Evaluations are completed by staff following induction sessions and changes made as needed.	How are the new SEND staff progressing? Which areas did they require support with? Impact of sessions?
To continue to extend opportunities for Parental engagement.	• Invite Parents of Higher Needs pupils to SEND Learning Together sessions. • WELLCOMM 'red areas' are shared with parents/carers. • To arrange a SEND Nurse parent session. • To develop a mailing list to send out fliers and information including WIASS. • To develop a basic agenda (with key points/guidance) to be used by class teachers during SEND meetings. • To use the Home-School Communication book for pupils identified during TAC meetings.	SENCOs SEND L2T Sessions Calendar—Key Events	Feedback from Class Teachers End of Year Evaluations	• Parents of Higher Needs pupils are invited and attend SEND Learning Together sessions. • WELLCOMM results; including 'red areas' are shared with parents and activities sent home. • Parent session led by SEND Nurse is well attended. • Parents of SEND pupils receive regular information. • Class Teachers follow the agenda when meeting with parents. • Home-School Communication book completed by staff and parents of identified children.	What is the attendance of parents with SEND at L2T sessions? Do parents understand their children's needs and the strategies being implemented? What are the views of Parents/Carers of SEND children?
To improve SEMH provision across the school.	• To identify pupils with SEMH needs. • To identify CPD for staff who support identified pupils. • To develop knowledge of relevant pathways of support and criteria for referrals. • To develop a bank of resources to support SEMH pupils. • To monitor the IEPs of pupils with SEMH needs	Class Teachers SENCOs	SENCOs Feedback from staff	• SEND Register records SEMH needs. • CPD delivered to identified staff. • Pathways are used to involve appropriate agencies and to inform next steps. • Resource bank developed and used by staff. • IEPS for pupils with SEMH needs are appropriate.	What are the SEMH needs across the school? How are staff able to cater for these needs, i.e. CPD? What resources are in place?

<table>
<tr><td rowspan="2">Priority 2: Behaviour & Attitudes (2024-2025)</td><td colspan="5">

- **To maintain the exemplary behaviour of the children and excellent relationships between children and adults so that positive attitudes continue to be developed.**
- **To ensure that St Luke's continues to be 'a caring and inclusive school where pupils are happy and confident and value their education' and leaders and staff maintain the positive culture of the school that encourages calm and orderly conduct and is aspirational for all pupils (identified as significant strengths in Ofsted; March 2019).**
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End of Year Success Criteria

- Children's attitudes towards their education are positive with children being committed to their learning, demonstrate resilience and take pride in their achievements.
- Relationships among children and staff reflect a positive and respectful culture (identified as a significant strength; Ofsted March 2019)
- All create a positive environment in which bullying is not tolerated and any incidents are dealt with quickly and effectively so that pupils are safe and they continue to feel safe
- Consistent approach to rewards and discipline across the school, i.e. staff and pupils deal effectively with inappropriate behavior, low level disruption and disagreements
- Number of entries in the School Behaviour Log / fixed term exclusions remain low
- Attendance continues to remain above the national average and decrease in number of persistent latecomers

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To boost children's motivation and positive attitudes to learning through: • Quality First Teaching • The promotion of active learning strategies • Revisiting the pedagogy of Metacognition [Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk)](#)	1. **Research and Familiarise:** AG to complete research re. Active Learning Strategies / Overcoming Passivity in the Classroom [Passive learners – 8 ways to engage them - Teachwire](#) Gather relevant materials, books, and resources and produce INSET materials. 2. **Training:** AG to deliver for all staff 3. **Resources:** Staff to develop resources/ adapt teaching 4. **Monitoring:** • SLT to monitor children's behaviour and attitudes in lessons; • Gather feedback from staff > share good practice. • Ongoing monitoring	Summer 2024 > share with SLT 02.09.2024 Beginning Sept 2024 Informal drop-ins (wb 04.11.24) SM: 20.11.24 Revisit—Spring 2025	SLT to monitor children's behaviour and attitudes in lessons—Informal drop-ins (wb 04.11.24) Gather feedback from staff > share good practice (SM: 20.11.24) Ongoing monitoring Repeat Spring term 2025 HT report to Governors (Curriculum & Standards Committee)	• Children develop their ability to analyse, define, create and evaluate which will then help them to remember 70% of what they say and write, and 90% of what they do. • Children will have improved critical thinking skills, increased retention and transfer of new information, increased motivation and improved interpersonal skills > all resulting in improved outcomes • Children maintain exemplary behaviour and excellent relationships between children and adults continue so that positive attitudes continue to be developed.	What are the principles behind Active v Passive Learning and Metacognition strategies? How does this impact on children's learning and progress? What was the impact of the CPD? Have adults seen a change in children's attitudes? During Governors' Learning Walks, are adults encouraging active learning and modelling metacognition strategies in the classroom?
	1. **Research and Familiarise:** SLT/Subject Leads to undertake research/reading re. Metacognition 2. **Audit:** Complete school audit tool from the EEF related to Metacognition and Self-regulated learning 3. **Training:** Using case studies, school leaders to use evidence & effective PD to support staff understanding 4. **Resources:** Share with staff prompts, tools, questions to support metacognitive regulation 5. **Monitoring:** • SLT to monitor children's behaviour and attitudes in lessons; • Gather feedback from staff > share good practice. • Ongoing monitoring	July—Sept 2024: [7 Practical Steps For Metacognition In The Classroom (thirdspacelearning.com)](#) EEF resources Audit tools SM: 09.10.24 SM: 09.10.24 EEF planning tools Informal drop-ins (wb 04.11.24) SM: 20.11.24 Revisit—Spring 2025	SLT/Subject Leads to monitor T&L & Books: evidence of children being explicitly taught metacognitive strategies? Evidence of adults using questions which can start the metacognitive process in the classroom? Evidence of adults Modelling their own thinking to help children develop their metacognitive and cognitive processes? Subject Leaders meetings (half-termly) HT report to Governors (Curriculum & Standards Committee)	• Children are able to apply the four phases of metacognition to any subject or learning task, which will then enhance both their metacognitive knowledge alongside their subject knowledge and skills > resulting in improved outcomes • Children will be more active, rather than passive, learners • Children will have a greater sense of control over their learning • 'Deep' learning and 'learning how to learn' strategies will be implemented • Positive impact on both learning and attainment • Metacognition is used as a key component of assessment for learning	

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To improve attendance, bringing it in line with National Expectations (and previous years pre-2022)	1. Reemphasise importance of attendance with all stakeholders 2. Monitor & Scrutinise attendance data (at a school level) to identify trends, communicate with parents/carers to address any issues, intervene when appropriate 3. Work with LA Attendance Support to implement early intervention; i.e. identify and address external factors affecting attendance to prevent persistent absenteeism 4. Continue to promote and celebrate good attendance > utilising website / Social Media / newsletter	SLT H Garcha (weekly) Attendance Support Bronze Package (2024-25) £3060 50hrs per year (fortnightly) R Samuels (HSL) H Garcha / A Grennan / A Smith (weekly / termly)	HG to monitor attendance (week Identify 'at-risk' children Contact with parents/carers via HG / LA B&A Officer / HSCLO Early Help Assessments / TAC meetings H Garcha to inform eServices: attendance AS: attendance certs	• Attendance is maintained / improved in line with or above the National average > see milestones • Number of persistent latecomers is reduced in comparison to previous years • HG & LA B&A Officer to discuss concerns / issues re. attendance & punctuality • Attendance tracking system is monitored and analysed • Attendance Officer (HG) completes attendance analysis half-termly > letters sent to appropriate parents/carers • HSCLO home visits to parents/carers identified	How does the attendance compare with previous years? What are the main reasons given for absences? Are there any specific groups whose attendance is an issue?

<table>
<tr><td>Priority 3: Personal Development
(2024-2025)</td><td colspan="5">To ensure that our school continues to consistently promote the extensive personal development of pupils (so that our children have access to a wide, rich set of experiences (identified as a strength of our school, Ofsted March 2019)</td></tr>
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End of Year Success Criteria

- Our curriculum offer is designed to extend beyond academic skills.
- Our children's spiritual, moral, social and cultural development remains an integral part of our school.
- Pupils' personal development continues to be deemed as a strength of our school (Ofsted March 2019)
- Leaders ensure that the Christian faith remains central to our school's ethos, whilst valuing and respecting children's own beliefs.
- Our curriculum supports our children to be confident, resilient and independent, and to develop strength of character.
- High-quality pastoral support for all children and staff is provided, promoting the importance of mental health and well-being for all.
- Children know the importance of eating healthily, maintaining an active lifestyle, keeping physically and mentally healthy and active.
- A wide range of opportunities to nurture and develop children's talents and interests are provided which children value and appreciate.
- Leaders continue to recognise the challenges our children face, raising aspirations and preparing our children for life in modern Britain (Ofsted March 2019)
- Our understanding of the diversity of faiths, cultures and religions of our children remains deep and respectful (Ofsted March 2019)
- A range of opportunities are provided in order to develop children into responsible, respectful and active citizens.
- All stakeholders actively demonstrate the school motto and vision of 'Aspire, Believe, Achieve' (Ofsted March 2019).

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To develop a Curriculum Enrichment plan in order to reflect the wide, rich set of experiences our children have access to and to ensure that these rich experiences are coherently planned, in the curriculum and through extra-curricular activities, so that they considerably strengthen our school's offer.	1. **Research/CPD:** CB & CW (Subject Leads) attended SIA Day (Sum 24) regarding Curriculum > disseminated information with Subject Areas Leads re. Curriculum Enrichment Plan 2. **Curriculum:** Continually review curriculum to ensure that it is appropriate / relevant for our school community 3. **Visits & Visitors:** Continue to maintain a range of visits, visitors and experiences in place across the school for children to experience and develop beyond academic skills 4. **Outdoor Space & facilities:** All year groups to review curriculum and identify opportunities for utilising the outside areas more	SIA sessions for AHT/ Middle Leaders (Termly) Subject/Area teams Subject Leads meetings/networks: Gold Bundle £1000 Year group staff Transport costs Parent Contributions / PPPG Budget to develop outside spaces Forest School areas; MUGA (links with CWC & Bob Jones)	SLT > Curriculum provision and Curriculum Enrichment Plan > report to Curriculum Committee (Termly basis) Children's evaluations; subject leaders to monitor visits, visitors and experiences related to their specific subject areas - impact? SLT to monitor through planning scrutiny, year groups use of outdoor spaces and resources	• Plan is in place which showcases all of the opportunities which are children experience during their time at St Luke's - shared with parents/carers / website • Our children's spiritual, moral, social and cultural development remains an integral part of our school. • Children and parents are exposed to a range of cultural celebrations, festivals and themed weeks such as Flu-Invaders, Anti-Bullying, eSafety, Mental Health, Climate Change, Health & Sports week • A wide range of opportunities and experiences are provided which children value and appreciate.	Is our curriculum still appropriate and relevant for our children? Are the visits and visitors adding additionality to the curriculum? Are the experiences purposeful and have an impact? Does our Curriculum Enrichment Plan showcase the opportunities that our children have? During Governor Learning Walks, is there evidence of the outdoor space and facilities being used effectively? Are extra-curricular activities well attended? Are the clubs run by outside agencies value for money?
	Sports Leader/HT to produce an extra-curricular offer (a mixture of clubs and activities led by staff/outside agencies) Autumn term: wb 30 Sept (8 weeks) Spring term: wb 03 Feb 25 (8 weeks) Summer term: wb 12 May 25 (6 weeks)	Sports Premium Funding: £19618.00 Soccer 2000 Active Future Dance Specialist	PE lead to monitor attendance at after-school clubs / monitor quality of provision. Share different clubs with parents/ carers via newsletter Evaluations: P/C; Children	DfE Primary PE & Sport Premium planning, reporting and evaluating website tool updated and reviewed School Games Mark Achieved > Platinum	

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To further strengthen the partnership between school and parents/carers to maximise parental involvement in their child's academic learning and personal development Parental engagement | EEF (educationendowmentfoundation.org.uk)	'Information sessions for Parents/Carers' review of presentation to ensure information is relevant	SLT—02-04 Sept 2024 Year 1: 10.09.24 Year 2&3: 11.09.24 Year 4-6: 09.09.24 Website	Year group to review attendance and any questions asked Website statistics of parents accessing presentations	Greater Parental engagement > school involving parents in supporting their children's academic learning.	Are the sessions for Parents/Carers well attended? Do parents/carers find them valuable?
	Subject workshops & resources: Relevant subject leaders to plan opportunities to involve parents/carers, i.e. workshops / meetings / resources for parents to access/use	Phonics Workshops: NH / KA / EB (Beginning Sept 2024) Maths & Number: LCg / AM / EP (Beginning Nov 2024)	Numbers attending Feedback / Evaluations Calendar	A variety of approaches and programmes which aim to develop parental skills such as literacy, maths fluency or IT skills are in place	What is the attendance at the workshops? Impact on their children's learning?
	Learning Together Sessions Review of sessions (particularly for KS2) to enable parents/carers to become more engaged with their children's learning	N: 04.12; 02.04; 02.07 R: 05.11; 09.04; 06.06 Y1&2: 23.10; 05.02; 07.05 Y3: 08.10; 17.03; 18.06 Y4: 10.12; 18.03; 01.07 Y5: 01.10; 13.01; 14.05 Y6: 24.09; 27.02; 27.06	Number attending Microsoft Form for Evaluations Plan next steps	Increase in parents supporting their children with, for example reading or homework	How many parents attend the Learning Together Sessions? What is the feedback?
	Microsoft Teams: Develop parental understanding and subsequent use of Teams as a means of communication, sharing learning, photographs, etc	Information shared in Information Sessions Video on website on how to use Teams	Year group staff to monitor level of engagement from parents/carers on Year Group Teams.	Parents/Carers feel that communication is strong (Parent/Carer Evaluation—July 2025)	Have staff seen an increase in parents being involved in Teams?
	T2P: Review use of Teachers to Parents (T2P) as a means of sharing positive messages with parents/carers	All staff to have access to T2P	SLT to monitor usage	Parents/Carers receiving regular positive and encouraging messages	How often are staff using T2P to share positive messages?
	Home School Link Officer: Review role & timetable of HSLO > offering support for parents/carers; Little Rainbows; links with Adult Education Courses for Parents/carers	A Grennan / R Samuels Staff Appraisal Timetable	HSCL Half-termly report > how many families supported Attendance @ Little Rainbows Adult Education Courses attendance and feedback	HSLO support is effective and is having impact on the children being supported, parenting skills, collaboration with Adult Education Wolverhampton > more intensive programmes for families in crisis.	How has the role of the HSCL Officer changed? Are there an increasing number of children and families in need of support? What are the issues children and parents are facing? What are the barriers? What is the impact of Little Rainbows and links with Adult Education?

Priority 4: Leadership & Management (2024-2025)

To ensure that Leadership and Management is outstanding and that all leaders pursue excellence, striving to continually improve teaching and learning so that all pupils can achieve their full potential and to ensure all leaders implement effective monitoring and evaluation so that Subject/Area leaders champion and support their subject/area, ensuring quality of provision across the school and Governors are effective in measuring the impact of the curriculum across the school.

End of Year Success Criteria

- All leaders and managers, including those responsible for governance, have a clear and ambitious vision for the pupils and lead by example.
- Leaders and Governors use school performance data, school improvement plan and Performance Management to ensure effective professional development is in place whilst focussing on improving staff subject knowledge, teaching and learning and the appropriate use of assessment.
- The school's curriculum is inclusive for all children and promotes and sustains a thirst for knowledge and understanding and a love of learning.
- The school has highly successful strategies for engaging with parents/carers.
- Leaders engage effectively with staff and continue to recognise and value the importance of staff well-being.
- Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance and quality of education.
- Leaders and Governors have a deep, accurate understanding of the school's effectiveness.
- Safeguarding and Health & Safety standards are excellent, ensuring children and staff are safe.

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To audit and resource the early years provision to maximise learning opportunities within the environment.	1. EYFS Staff to audit the resources in EYFS and plan areas for Sept 2024 2. EYFS staff to review learning zones across EYFS and readjust to ensure that they will meet the need of Sept cohort 3. Trial different zones in EYFS for a maximum of 2 weeks 4. Regular phase meetings in order to review — any adjustments required? 5. Staff to attend LA EYFS CPD and share feedback / adapt provision if applicable 6. Monitoring: monitor use of areas > any CPD required> Any additional resources? 7. Repeat above steps throughout the year	Summer 2024 Summer 2024 / Sept 2024 Liaise with SENCO re. SEND children and their needs Beg Sept 2024 Phase meetings—all EYFS staff EYPrac: 24.10; 12.02; 08.05; 05.06 EYTraining: 10.10; 06.02; 01.05 EY Network: 17.10;13.03;03.07 AS & Subject Leads > EYFS SW/JS: Nursery VB & LCr: Reception	EYFS staff to liaise with SLT, re. changes SENCO to monitor SEND children EYFS Lead / LCg / VB to monitor shared area All staff who attend to feedback to phase SLT: Informal Learning Walk SEND review: 01.10.24	• Our EYFS environment reflects the different ways that children learn and provide children with open-ended opportunities to foster positive Characteristics of Learning • Our EYFS is a high-quality learning environment which is appropriate for ALL children and their age and stage of development. • Our EYFS provision has depth and breadth, fulfilling the learning and development requirements of the EYFS. • Our EYFS environment is adaptable to ensure each child receives a personal learning journey which is based on their own individual interests and experiences.	Has the EYFS environment changed? If so, how? What is the impact? Does the environment cater for the children's needs, especially those with higher needs? Impact of LA EYFS CPD? Has this changed the provision? If so, how?
To ensure that the provision and curriculum is reflective to meet the needs of the cohort, i.e. Reception to Year 1 (< 45% GLD; Year 2 > Year 3 <30% EXS+ Writing)	1. Maths & English leads to review and organise groupings for teaching of Reading, Maths, Phonics & English (using end of 2024 data) 2. Groups implemented and TA support deployed to cater for the cohorts/EHCP chn 3. English groups: Teachers review lesson content to reflect needs of current cohort, e.g. address gaps in writing 4. Rec>Y1 Transition: Year 1 staff to review and adapt curriculum / environment to include opps for playful learning 5. Monitoring: AG (HT), KA & EP (Phase Leads) plus English & Maths leads to monitor groupings > are the groups effective? Do any children need adjusting? Does TA support need reviewing?	• Reading/Maths Lead > Summer 2024 • Sept 2024 • SENCOs > provision across the school • English leads to work with appropriate Year group staff to adapt content (ongoing staff meeting time) • Year 1 staff meeting with LCg who attended Rec>Y1 transition (Budget for Resources / Environment £500.00) • Subject lead informal monitoring / professional conversations (EP, NH, LD - end of each 1/2 term)	• SLT to analyse and confirm groupings • SLT to informally monitor new groups • English & Maths team to monitor planning. T&L content > approp for needs? • Ongoing monitoring by KS1 Phase lead > provision. Discussions with staff, re. curriculum?	• Curriculum is reflective of children's needs across the school • Lesson content is adapted to cater for children's levels of reading and writing • Opportunities for playful learning / continuous provision in Year 1 • All identified 'underperforming groups' from Summer 2024 Assessments make good or better progress (see Insight Key Groups Summary) • 2025 in school assessments indicate that the proportion of pupils at (EXS) and (GD) in all cohorts has increased from previous NC year.	How have the groups changed in order to meet the needs of the current cohorts? How have teachers adapted their teaching / lesson content? Are the children who are not yet working at the expected level of their year group coping?

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Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To strengthen teaching and learning strategies through providing opportunities for all staff to collaborate and engage in peer observation to promote effective teaching techniques.	1. Staff to complete an audit of their practice, knowledge and skills 2. Staff members with their Line Managers to analyse audits completed to identify area(s) of development 3. SLT to put together a plan of action for staff to observe good practice either within school or visit other settings 4. SLT to organize opportunities for staff to collaborate / engage in peer observation / visit other settings 5. Following collaboration/visiting other settings, staff to complete review—reflect on what they have seen, share with Line Manager and identify next steps/CPD	Autumn 1: Staff Appraisal process Aut 2 2024 - Summer 1 2025 Cover to release staff SLT meetings CPD plan 2024/25	Staff Appraisal process Autumn term 1 Line Managers / SLT SLT to analyse staff audits and identify opportunities for staff to collaborate / observe others Peer Observations: Autumn term 2 2024 to Summer term 1 2025 Evaluation & Feedback shared with SLT & Governors > next steps shared with Subject Leaders	• Effective professional development in place which supports, develops, and sustains high quality teaching. • Improved T&L strategies from staff observing others (Cognitive Theory) • Reflective practice promoted. • More good-outstanding practice is evident • Data improvements	What kinds of aspects have staff identified as areas for development? How have staff found the process of collaborating and engaging in peer observation? Impact and next steps?
To ensure all leaders implement effective monitoring and evaluation so that: • Subject/Area leaders champion and support their subject/area, ensuring quality of provision across the school. • Governors are effective in measuring the impact of the curriculum across the school	Leaders to attend LA School Improvement Workshops & City Directors Briefings	HT/DHT: 03.10.24; 14.11.24; 23.01.25; 20.03.25; 10.07.25 AHT/MLT: 17.10.24; Nov 24; Jan 25; Apr 25; July 25	Leaders to disseminate information with all staff, identify actions/next steps	• Leaders up-to-date with current information / research > implemented in school • Leaders disseminate information to relevant staff > complete any actions identified • Leaders lead their subject area / area of responsibility with confidence • Increased leaders knowledge and understanding • Increased standards across the school • Teaching and Learning is at least good across the school > no inadequate teaching • Governors are well informed • Governors support and adequately challenge leaders	What are the key messages for leaders from Leadership briefings, conferences, meetings, subject networks etc? Do leaders find them useful? How has leadership developed through the support from the LA, ConnectEd Partnership and Lichfield Diocese? Are Governors challenging as well as supportive? Do Governors feel well informed about the school, progress, the curriculum?
	SLT to meet with SIA on a termly basis > School Improvement Issues	16.10.24; Spring & Summer 2024	SIA report shared with Governors > monitor progress made/ next steps		
	Diocesan Christian Distinctiveness Advisor regularly meets with AG (HT) and AS (DHT) CDA visit	CDA Visits Termly £1860.00 Service Agreement	AG/AS/REB to regularly meet to discuss meetings & support > identify actions / next steps		
	DHT / AHT to attend DAHL Networks and ConnectEd DRB Ignite Leaders briefings	DRB: Termly / DAHL: Termly ConnectEd Partnership £4735.00	AS/CB to disseminate information with all staff, identify actions and next steps		
	Leaders for SEND & Early Years to participate in LA Networks	SEND: 17.09; 19.11; 25.03; 25.06 LA SEND Review: 01.10.24 EYFS: 17.10;13.03;03.07	SIA report shared with Governors > monitor progress made/next steps		
	Subject Leaders to participate in LA Subject Leader Networks	*Maths: 06.11.24; 26.02.25; 24.06.25* *STEM: 23.10.24; 05.02.25; 04.06.25* *Eng: 29.11.24; 21.03.25; 13.06.25* *RE: 03.12.24; 12.02.25; 21.05.25* *PSHE: 16.10.24; 22.01.25; 30.04.25* *Computing: 13.11; 05.03; 25.06.25* *SLA Gold Bundle: £1000.00*	Subject leaders feedback to AG & Curriculum & Standards committee. Any actions required? Next steps?		
	Computing Subject Leader to meet with eServices, Squirrel Education & P Fllynn (eSafety Advisor)—strategic meeting re. Online Safety, HSB, Filtering and Monitoring	Summer/Aut 2024 to plan 2024-35 programme of support: • eServices: £13353.00 • Engagedu (Plat Package): £5895.00 • Online Behaviours Int Level (+HSB) £2430.00	LS to discuss strategic plan with computing team / PSHE Lead (AS) and Finance Officer		
	Assessment> Staff to continue to be members of the LA Moderation team, and potentially extend to include further experienced members of staff. Staff across the school to participate in LA Moderation sessions throughout the year	• KA to attend Assessment Updates: 21/27.11; 18.03; 26.05 • Complete LA & STA Moderation training sessions, successfully complete test. • Assess & Moderation SLA £1500	AG to meet with staff identified as LA Moderators to discuss CPD > any messages for school? Moderation records completed; Subject leaders validate judgments		
	Governance committees & schedule embedded > Governors Programme for 2023-24 shared Governors Audit analysed to identify strengths and areas for development, training needs	From September 2024 S4S Governors Clerk: £2140.00 S4S Training £860.00 Governorhub	Governors minutes - structure and Governance agreed Governors Schedule > Governors monitoring summary and Governors Committee minutes Governor Hub > updated and accessed regularly		

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To ensure that the following are spent and monitored effectively: • Pupil Premium Funding • Sports Premium Funding (See PP documents & PE & Sports Action Plan)	1. Assessment Lead to review pupil data (include any changes) and update Venn Diagrams 2. Assessment Lead to disseminate data re. cohort (EAL/PP/SEND) 3. KA (PP Lead) to participate in LA Pupil Premium Networks & feedback 4. KA & AG to scrutinise and analyse PP data	Venn Diagrams: SIMS Disc/ SIMS Next Gen/ Insight Data (Sept/Oct 24; Jan 25; Apr 25) PP Network: 20.11; 19.03; 19.06 Pupil Progress meetings (11.12; 09.04; 02/09.07.25)	• KA/AG to complete termly data analysis of Disadv Pupils across the school > produce summary report identifying strengths and areas for development • AG report to Governors via HT report	• Attendance, Attainment and Progress of PP children is in line with the rest of the school and above National average • Appropriate Pupil Premium information displayed on school website • FGP Governors analyse PP & Sports Premium expenditure on a termly basis • Pupil Premium Review completed > Pupil Premium action plan in place • DfE Primary PE & Sport Premium planning, reporting and evaluating website tool updated and reviewed.	What are the barriers that our Disadvantaged children face and what steps/actions are being implemented to tackle these barriers? Has the PPG Overview/Sports Premium been completed and published on School Website?
	1. HC (New PE Lead) to receive coaching & mentoring from AG & PASS team (SGO Primary PE Lead) 2. HC to attend Subject networks for updates & CPD 3. HC (PE Lead) and AG (HT) complete Sports Premium plan using the DfE Primary PE & Sport Premium planning, reporting and evaluating website tool. 4. HC (PE Lead) & AG (HT) to complete School Games Mark application	PE Leader Networks (Termly) Support from PASS & SO— Primary Lead (ongoing) Part of ConnectEd Partnership: £4735.00 Sports Premium: £19618.00 PE and sport premium funding 2023 to 2024 reporting and assurance - GOV.UK (www.gov.uk) SGM application Your School Games - School Games Mark	• JA to evaluate action plan termly, monitor budget. • AG report to Governors via HT report		
To ensure Safeguarding policies, procedures, CPD and record keeping are all outstanding	1. AG to review Safeguarding Policy and Staff Code of Conduct using proformas shared by KJ (LA Safeguarding Officer) and share with staff / Governors 2. AG/AS/RS audit Safeguarding training and identify training required 3. AG/AS/RS termly meetings with LA Safeguarding Officer > Safeguarding policies and procedures checked by 4. School Safeguarding team to deliver CPD for all staff 5. AG/AS to meet with Safeguarding Governor to ensure that school is meeting Safeguarding requirements > DHT > SCR review (termly) 6. E-Services to ensure school website is compliant	A Grennan—Aug 2024 LA SLA: £1071.00 AG - Sept 2024 Beginning of each term Safeguarding Team— Ongoing Termly AG - FGP £840 SLA with eServices	• Share documents with LA Safeguarding Officer for comments / actions • Audit completed > actions identified; Check with LA Safeguarding Officer re. are school meeting statutory training guidelines? • AG to report to Governors via HT Safeguarding Report Evaluations from staff gathered (Microsoft Form) • SCR reviewed each term by Governors at FGP • Nominated Governor (CC) to ensure school website is compliant	• Safeguarding policy reviewed, shared with staff and Governors • Safeguarding information shared regularly with staff • Training completed for all appropriate individuals • Safeguarding Booklet / Staff Code of Conduct updated and distributed • Staff have greater understanding of current Safeguarding and are confident to report all issues to DSL/ DDSL • Actions identified in the Safeguarding Audit completed	Is Safeguarding information regularly shared with staff? What progress is being made with the Safeguarding audit action plan ? Does the school website comply with statutory obligations? What Safeguarding CPD have the staff undertaken?
To ensure Health & Safety policies, procedures, CPD and record keeping are all outstanding	1. Review H&S policy and procedures, check all still relevant, make any changes needed or identify H&S tasks required in consultation with H&S team 2. Complete Audit of H&S training needs > Site Manager, Cleaning Team, Fire Wardens etc 3. Training identified, booked and attended 4. H&S Onenote updated with training and disseminate any information to all school staff as required 5. SLT to conduct half-termly meetings with Site Manager & H&S Consultant > Building updates, H&S issues 6. Report to Governors via HT report on a termly basis	AG, AS & DN/MB/GS & GF AG in consultation with LA H&S team Training dates through WVES LA H&S Essentials SLA & Training Package £1200.00	• Governors & H&S Consultant to approve Health & Safety Policy > shared with all staff • Audit completed > training needs identified and booked Evaluations from staff gathered • What CPD would staff feel is beneficial? • SLT to monitor staff knowledge and understanding of H&S issues • H&S policies and procedures checked by H&S Consultant through regular meetings • AG to report to Governors via HT H&S Report	• H&S policy reviewed, shared with staff and Governors • H&S information shared regularly with staff • Training completed for all appropriate individuals • H&S Onenote updated and staff are made aware of changes • Staff have greater understanding of current H&S and are confident to report any issues / concerns / near misses • Actions identified in H&S Audit completed	Is regular Health & Safety CPD undertaken by key staff? What is the feedback from the external H&S Advisor? Are policies and procedures up to date?

Subject/Area: RE and Collective Worship		2024-25 Priority: SIAMS 2023— Understanding changes and Upskilling all stakeholders			

End of Year Success Criteria:

- Governors upskilled to ensure that Theologically rooted Christian vision of the school is central
- Relevant SIAMS update attended/delivered for all stakeholders
- Develop prayer routines and opportunities for all stakeholders
- Develop an active culture of Courageous Advocacy - JLT: local, national, international
- Develop programme for visits to places of worship in the local community

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
For SLT to update own and other staff knowledge and understanding of SIAMs Framework. To upskill Governor's in the evaluation of the school's theologically rooted Christian Vision.	• Meeting with CDA from Lichfield Diocese (termly meeting) • Work with CDA to audit and identify any areas for development • Identify any training needs for Governors to understand and be prepared for SIAMs inspection • LDBE: 5 Inspection Question Specific sessions (16:00 – 17:30) - deepen a governor's understanding of the SIAMS Inspection Questions and how governors might support the evaluation of the school's Theologically Rooted Christian Vision in response to these.	A S/AG LDBE: CDA Visits: 15.10.24 TBC; TBC Service Agreement 24/25 AS: Staff Meeting—Spring/Summer 25 Gov training TBC	Termly meeting attended > Report produced by CDA and shared with Subject team, SLT and Governors Next steps and actions identified	• Meeting held, reports received and recommendations actioned •	• How effective is the CDA support from the Diocese? • What response should Governors be making to SIAMS Framework • What are the identified actions and next steps?
To provide regular opportunities for prayer and to respond to prayer	• Provide copies of school prayers for each class and the share the timetable for prayer for teachers to lead • Facilitate weekly prayer and reflection time for pupils • Provide a prayer request box for parents in entrance hall • Establish prayer request points for pupils/staff • Hold half-termly staff prayer breakfasts	AS JR JLT	A Grennan A Smith Foundation Governors	• Prayer opportunities established • Prayer boxes in place • Pupil prayer time take place • Prayer breakfasts take place	• Take opportunities ie 'Learning walks' to check that opportunities for prayer are available through the school community. • Check the well-being of staff and pupils. • Join prayer breakfasts
To create and establish a Visits to Places of worship plan.	• Identify which places of worship take place • Create a spiral-curriculum places of worship visit plan that complements RE LTP • Make links with local places of worship • Create a places of worship handbook—objectives/expectations/contact details etc • Make pre-visits to new places of worship • Arrange visits for all year groups to at least one place of worship	AS JR Subject Area Team	AG AS Foundation Gov	• Links with local Places of Worship • Extra—curricular visits plan • Places of Worship Handbook • CD focus for Governor link visits—derived from CDA/CW/RE monitoring • Evidence of Vision as driver in policies and practice of school	• Does the school have a theologically rooted Christian Vision? • What do Governors know about their role of Governance in an Aided school? • Is it clear that Collective Worship is integral to life at St Luke's? Evidence? • What do the evaluations for Collective Worship say? What are the key messages?