



Aspire, Believe, Achieve!

School Improvement Plan

2022-2023

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Section 1 - Purpose

Our Vision

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.

Our Motto

Aspire, Believe, Achieve

'We can do all things through Christ who strengthens us.'
Philippians 4:13

Our Core Values

Love and **Compassion**
Friendship and **Forgiveness**
Endurance and **Hope**

Our Mission

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

Foreword

The purpose of this plan is to enable the school:

- To move forward
- To manage change
- To solve problems
- To raise standards

All staff and Governors have worked together to formulate the plan and will continue to work together to put it into effect and evaluate its success. We are committed to improving the quality of teaching and learning, thereby raising standards for all pupils including those with Special Educational Needs. This will be done through:

- More effective leadership and management
- Improved communication and co-operation between Governors, Headteacher, Staff, Pupils, Parents and all who promote the work and progress of the school.

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 (2022-2023)

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
<p>To develop oracy and communication skills so that standards in writing and maths improve.</p> <p>To provide high quality Teaching, Learning and Assessment strategies for supporting all learners including ensuring CPD is effective in building and sustaining Quality First teaching.</p> <p>To raise pupil standards, as well as positive mental health by reducing cognitive overload.</p>	<p>To continue to positively promote the well-being of all our St Luke's community through:</p> <ul style="list-style-type: none"> • developing self-efficacy • maintaining and building good relationships • having a consistent approach to rewards and discipline • Increasing understanding of children with more complex needs 	<p>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)</p>	<p>To ensure all leaders implement effective monitoring and evaluation so that:</p> <ul style="list-style-type: none"> • 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 	<p>To maintain and promote Excellence in SIAMS through:</p> <ul style="list-style-type: none"> • Engaging with Church school networks at a national level to develop and disseminate excellent practice. • Further developing induction processes for all new stakeholders joining the school to immerse them in the distinctively Christian vision and values of this Church school. • Reviewing and updating the RE LTP to reflect updates in curriculum guidance • Governors leading and ensuring distinctive Christian character of the school • Ensuring school is working in -line with most recent SIAMS guidance

Quality of Education (2022-2023) Priority: Improving Teaching & Learning

To ensure that our school curriculum is ambitious and designed to give all of our children the knowledge, skills, vocabulary and cultural capital that they need to succeed in life.

To ensure that effective teaching and learning strategies are in place so that all children make expected or better than expected progress from their starting points.

End of Year Success Criteria:

- Our **curriculum** is successfully designed and developed to be ambitious and reflective of our school community resulting in consistently high quality work across the curriculum.
- **Gaps in knowledge have been addressed and taught; our curriculum has been reviewed to reflect the time children were away from school in 2019-2020 / 2020-2021**
- **Vocabulary acquisition** is consolidated and deepened to allow all pupils, including children in the Early Years, to understand, reason and communicate effectively across a wide range of subjects (Ofsted March 2019 identified Next Steps)
- **Effective teaching and learning strategies** are in place ensuring that all pupils, including the most able, continue to make strong progress (Ofsted March 2019 Identified Next Steps)
- All prior attainment groups across the school have made strong, accelerated progress in reading, writing, SPaG, mathematics and science, showing a narrowing of the gap on their groups nationally (see specific action plans for statistics)

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
To develop oracy and communication skills so that standards in writing and maths improve.	Embedding existing good practice: <ul style="list-style-type: none"> • Word Aware • Frayer Model • Talk topics • Key vocabulary • CPA approach • Question domains/ PEE chains • Perfect Partners • AfL practices 	Subject Leader monitoring (Management time - cover) Beginning Autumn term 2022	Subject Leader / SLT monitoring (including Talk Topics) Ongoing Next steps shared with staff & Curriculum Committee	<ul style="list-style-type: none"> • 2023 Key Stage 2 outcomes in RWM&SPaG increase compared to the cohort's KS1 2019 results = progress score being above the National average. • 2023 Key Stage 1 outcomes indicate that the proportion of pupils achieving the expected standard (EXS) and greater depth (GD) is an improvement in comparison to End of Reception assessments (2021) • The percentage of children passing the Y1 Phonics screening test is comparable or an improvement upon 2022 (>66%) and more in line with national (as in previous years). • Progress from baseline indicates that all prior attainment groups made good progress in RWM • 2023 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 2022 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. 	<p>What are the issues relating to oracy and communication skills which impact on the children's progress and learning?</p> <p>Is there evidence of strategies such as talk frames, structured and purposeful talk opportunities in learning environments?</p> <p>Are children's speaking and listening skills developing as they move throughout the school?</p> <p>Is there evidence of improving oracy and communication skills in the children's writing?</p>
	Implement CPD Programme: <ul style="list-style-type: none"> • Reducing Cognitive Overload • Progression of language structure and strategies (talk frames, subject sentence stems, scaffolding) • Talk Less Teaching Strategies—plan for talk opportunities in lessons • Collaborative learning strategies • Quality First Teaching Strategies 	05.09.2022 Aut 2 2022 Spring 1 2023 School Planning Guide 2022-23.pdf	Following CPD, Lesson Studies > Staff to plan collaboratively for opportunities to promote collaborative Learning strategies in their own lessons Lesson Study approach: Spring term 2023 Evaluation & Feedback shared with SLT & Governors > next steps shared with Subject Leaders		
	Planned activities: <ul style="list-style-type: none"> • JLT • Planned public speaking opportunities • Performances • Talk topics • Staff modelling 	JLT: Organised by AS/Y6 staff Performance: R&KS1: Dec 22 KS2a: Spr 1 23 KS2b: June 23 Talk Topics weekly	JLT: share information with AG via minutes / share with parents/ carers via newsletter Performances: Parent/ Carer evaluation TT: Phase leaders to monitor		

Objective (Impact)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
<p>To provide high quality Teaching, Learning and Assessment strategies for supporting all learners including ensuring CPD is effective in building and sustaining Quality First teaching.</p> <p>High quality daily teaching: the 'five-a-day' approach</p> <p>Moving forwards, making a difference A planning guide for schools 2022-23</p> <p>Education Endowment Foundation</p> <p>School Planning Guide 2022-23.pdf</p> <p>To raise pupil standards, as well as positive mental health by reducing cognitive overload.</p>	<p>Plan and implement CPD Programme:</p> <ul style="list-style-type: none"> Reducing Cognitive Overload Progression of language structure and strategies (talk frames, subject sentence stems, scaffolding) Talk Less Teaching Strategies—plan for talk opportunities in lessons Collaborative learning strategies Quality First Teaching Strategies (Five a day approach: Explicit instruction; Cognitive and Metacognitive strategies; Scaffolding; Flexible grouping; using technology) <p>Policies and Procedures: Ensure staff are aware of and adhere to the following policies and procedures:</p> <ul style="list-style-type: none"> 'Classroom Environment' policy Specific Subject Lesson routines/ structures and non-negotiables 'Rewards and Discipline' policy 'Marking and Feedback' policy 'Homework' policy <p>Daily Practice:</p> <ul style="list-style-type: none"> Limit potential distractions in the classroom, considering pupils in the class and their individual needs Consistent groupings and seating arrangements, visual timetables/task boards, zones of regulation, morning registration activities (including talk topics) Regular practice of key knowledge and skills specific to the pupils in class e.g. spellings, number facts, mapwork Provide opportunities to revisit prior learning to embed knowledge and skills Provide consistent roles and responsibilities for pupils in Year 6 e.g. morning helper, office staff Plan interventions that are structured, practising key skills using repetition Prepare pupils for changes in routine whenever possible, using appropriate methods of communication 	<p>05.09.2022 Aut 2 2022 Spring 1 2023 School Planning Guide 2022-23.pdf</p> <p>Staff Appraisals</p> <p>P o l i c y development group including children & parents/carers</p> <p>Staff meetings</p> <p>Staff Appraisals</p> <p>Phase meetings 05/06.09.22 Each half-term</p> <p>Staff Appraisals</p> <p>All staff</p>	<p>Following CPD, Lesson Studies > Staff to plan collaboratively for opportunities to promote collaborative Learning strategies in their own lessons</p> <p>Lesson Study approach: Spring term 2023</p> <p>Evaluation & Feedback shared with SLT & Governors > next steps shared with Subject Leaders</p> <p>Phase leaders monitor each phase—is everyone following the agreed policies and procedures?</p> <p>Phase leaders monitor each phase—is everyone following the agreed policies and procedures?</p> <p>Pupil Voice: Are visual timetables / task boards being used? Are they using the zones of regulation? Analysis of Behaviour Logs > report to Governors via HT reports SENCO & Asst Senco/Phase Leaders: monitoring of SEND targets and Interventions</p>	<ul style="list-style-type: none"> All pupils have a secure understanding of previously learned content upon which to then build new knowledge. Diagnostic assessment is used to address learning gaps A whole-school culture is established in which behaviour routines are implemented positively, consistently, and with transparency. Effective professional development in place which supports, develops, and sustains high quality teaching. Improved literacy and mathematics outcomes for all children. Teacher-led approaches with a focus on clear explanations, modelling, and frequent checks for understanding. Opportunities provided for pupils to plan, monitor, and evaluate their own learning Supportive tool or resource such as a writing frame or a partially completed example provided to children (scaffolding). Flexible grouping in place Technology used to model worked examples; used by a pupil to help them to learn, to practice, and to record their learning. Staff being 'the guide at the side' rather than the 'the sage on the stage?' Staff using more interactive strategies to support encourage collaborative learning More good-outstanding practice is evident Data improvements 	<p>Are teachers and school leaders using the 'five-a-day' approach to promote good teaching for all pupils, including those with SEND? What are the necessary 'five-a-day' teaching practices that would best support pupils in your school context? Does subject / SLT monitoring show evidence of the different strategies being used across the school? During Governors Learning Walks, can Governors see evidence of the five - a-day approach? Do leaders feel confident that there is Quality First teaching across the school?</p>

Subject/Area: English

2022-23 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:

- **Evidence of 'closing the gap' in attainment (particularly writing and spelling) following the impact of Covid19**
- 2023 Key Stage 2 outcomes in Reading, Writing and SPaG increase compared to the cohort's KS1 2019 results = Reading and Writing progress score being above the National average.
- 2023 Key Stage 1 outcomes indicate that the proportion of pupils achieving the expected standard (EXS) and greater depth (GD) is an improvement in comparison to End of Reception assessments (2021)
- The percentage of children passing the Y1 Phonics screening test is comparable or an improvement upon 2022 (>66%) and more in line with national (as in previous years).
- Progress from baseline indicates that all prior attainment groups made good progress in Reading and Writing
- 2023 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 Reading and Writing showing a narrowing of the gap on their groups nationally.
- All identified 'underperforming groups' from Summer 2022 Assessments make good or better progress (see Insight Key Groups Summary)
- 100% of English teaching is judged to be consistently good or better > no inadequate English teaching across the school.

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors	
<p>Home links: To provide opportunities to support parents and pupils in English, extending their subject knowledge and understanding, To provide support for parents trying to help their children at home.</p>	<p>Ensure that home learning system is accessible by all children by ensuring pupils have all subscription passwords / access / logins etc. (Teams; Ed City; Study Ladder ; TT Rockstars; Boom Reader)</p>	<p>LS / SLT (Lead) Subscription Costs: Ed City (£3381.00); Boom Reader (£420)</p>	<p>Class teachers to monitor progress of Education City, Study Ladder, TT Rockstars, Boom Reader. Subject Leaders to monitor usage of subject specific IT programs, measuring impact</p>	<p>Children accessing and completing homework tasks on a regular basis. Parents/carers more effectively able to support their child's learning in English Improved standards of attainment and progress in English (see specific aspects for details of data targets)</p>	<p>Are children completing homework tasks / reading for pleasure at school and at home? How is this measured? If the children are not completing homework / reading for pleasure, what is preventing them? What are the barriers? Which programs are in place to support children's knowledge and understanding of children's English at home?</p>	
	<p>KA to deliver Parent Workshops for Reception (AUT 1), Year 1 (SPR 1) and Nursery (SPR 2) Parents.</p>	<p>KA to hold workshops 9-10am, 4-5pm (Budget for Cover SK/ LP) Microsoft Forms</p>	<p>AG to receive Parent evaluations of workshops Share feedback with SLT & Governors (Curriculum Committee)</p>			
	<p>Links to videos/ useful websites etc on the school website</p>	<p>All Subject Leaders to promote for their subject/area</p>	<p>Website compliance audit</p>			
<p>Early Years: Children's language, including communication, vocabulary development, and phonics, is developed effectively through expert and engaging teaching, supported by an environment that meets children's needs and promotes learning</p>	<p>To embed the early language skills of listening, vocabulary awareness and knowledge and application (NELI)</p>	<p>All EY staff > 5 groups in Reception (Additional P/T TA employed : £11,699.52) From September 22</p>	<p>Monitoring Schedule by English Leader: Learning Walks, Work Scrutiny, Pupil Voice, Staff interviews Regular Phase meetings for Early years staff to review assessments > target children Pupil Progress meetings—identify target children for Speaking, Listening, Understanding, Reading: EXP+</p>	<p>Percentage of children achieving Exp at the end of Reception: Comp >63% Word Read >55% Writing > 57%</p>	<p>How are staff going to improve Early Language Skills? What is playful learning? How are the children progressing with phonics? During Learning Walks, can Governors see evidence of practitioners activating vocabulary? Do children like reading stories and hearing stories?</p>	
	<p>To continue to immerse pupils in playful learning, alongside practitioners, to activate vocabulary.</p>	<p>All EY staff: Additional P/T TA employed : £11,699.52) Ongoing</p>				
	<p>Reading > Daily stories read to groups > families encouraged to take books to read at home > levelled/decodable books sent when reaching Ditties +</p>	<p>EY Staff Boom Reader app (£420.00)</p>				

Objective (intent)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
<p>Reading: To provide opportunities to support parents and pupils in supporting their children in Reading and Phonics</p> <p>To promote a love for reading across the whole school</p> <p>To ensure that the lowest 10% of children in reading are supported effectively in each year group</p> <p>To ensure a rich and diverse curriculum through using a range of diverse texts/authors across the school.</p>	<p>To ensure KS2 staff are confident in using Lexia to support a range of pupils</p> <p>To update the reading / phonics area on the St. Luke's website to include relevant materials to support both staff, parents and children</p> <p>Staff from R-Y6 to implement a reading for pleasure session half termly, encourage book talk and support reluctant readers</p> <p>Staff from EYFS to Y6 to support the lowest 10% of readers weekly</p> <p>Year groups to take part in the Oxford University Press Diversifying Reading Project (10 books)</p>	<p>80 licenses purchased for 3 years Lexia renewal (1.9.22 - 28.2.26) cost of £5,158.22</p> <p>12 licenses for year 2-6</p> <p>Staff training as part of the package purchased (NH to arrange/attend and feedback to staff)</p> <p>NH & LS time to liaise to support staff with key features/watch training videos</p> <p>LS and NH time to update the website with relevant materials</p> <p>R-Y6 Staff</p> <p>Reading LTP texts and authors per year group selected and updated termly</p> <p>Poetry LTP—All staff to select core poems and NH to make a poetry booklet for each year group</p> <p>Celebrating reading weekly on newsletter/teams</p> <p>Y2-6 staff to implement a reading for pleasure session each half term</p> <p>All staff to celebrate reading success in each group/class</p> <p>Introduce reading ambassadors (Year 4 & 5 pupils) Budget required for badges. NH to make application for reading ambassador.</p> <p>BoomReader year group prize weekly (extra playtime?)</p> <p>BoomReader individual award each half term in celebrate and praise</p> <p>Budget £100 for prizes (books)</p> <p>Relevant reading areas with specific books and recommended books by staff and children. Budget for recommended books?</p> <p>R-Y6 staff</p> <p>Reading intervention Baseline shared with all staff again to be used</p> <p>Use new phonic assessments to assess children (NH to share with staff)</p> <p>NH to introduce Autumn term (awaiting information from Oxford University Press to share with staff)</p> <p>Books have been delivered 6 copies of 8 different texts</p> <p>All staff to implement texts given and feedback to NH</p>	<p>NH to analyse usage across the school half termly and next steps identified</p> <p>NH to monitor timetables/ planning for usage of lexia in years 2-6</p> <p>To liaise with SLT/English Team and staff teaching phonics for relevant material to include on the website</p> <p>NH to monitor BoomReader per year group weekly and promote usage</p> <p>NH/English Team to monitor Autumn Term through learning walks</p> <p>All staff to monitor BoomReader and reading at home</p> <p>NH to monitor each year group on a weekly basis and share with staff/SLT/parent</p> <p>Autumn Term 2— NH to select reading ambassadors to promote reading at school , termly meetings to attend at lunchtime</p> <p>NH/English Team to monitor Spring Term through learning walks/planning and book scrutiny</p> <p>Liaise with CB and VB regarding supporting SEND children</p> <p>All staff to monitor weekly</p> <p>NH/English team to monitor Summer Term through learning walks, planning and book scrutiny</p> <p>To liaise with CS on school of sanctuary information</p>	<ul style="list-style-type: none"> • Maintain % of children achieving EXS+ and GDS at the end of KS2 • Maintain progress score (compared to 2022) • All identified 'underperforming groups' from Summer 2022 Assessments make good or better progress (see Insight Key Groups Summary) • Y3-6 staff using Lexia termly to support a range of pupils (not just SEND) • Lexia used to its full potential and interventions used where needed • Increased usage of boomreader by children across the school • Staff are able to direct parents to relevant sections on the school website to support their child's reading at home • Parents are able to navigate the website and find relevant and useful information regarding the teaching of reading at St. Luke's and how they can support their children • Parents are kept informed on the importance of reading at home weekly and promote the usage of BoomReader • % of children logging reading at home on Boomreader to increase termly • To encourage children to read more frequently at home and at school through the use of reading ambassadors and reading for pleasure sessions • The lowest 10% of readers in each cohort are targeted effectively and make personal progress on their reading targets • All staff confident with using the reading baseline and assessing children in their groups • Children understand the importance of reading a wide range of diverse texts 	<p>What are the key messages from the Reading assessments? How does this compare with other schools in the City?</p> <p>Is there a particular Reading aspect across the school which needs addressing?</p> <p>How are staff approaching the 'gaps' in Reading and comprehension skills?</p> <p>Key messages from English Subject monitoring?</p> <p>How are the lowest 10% of children in Reading supported? Impact?</p> <p>How do leaders ensure that there is a rich and diverse range of reading texts across the school?</p>

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
<p>Phonics: To ensure that all children working at Orange books and beyond pass the phonic checks.</p> <p>To ensure that children in Year 2 who need to resit their phonic checks are consistent and confident in their reading routines for unknown words.</p> <p>To embed the revised order of teaching sounds beyond set 1 and 2.</p> <p>To ensure consistency and up to date knowledge of teaching RWI for all staff.</p> <p>To ensure consistency in assessment and recording of progress in phonics.</p>	Interventions implemented and Phonics tutoring for identified children from Baseline Phonics check/Y1 endlines to Year 2—groups to be adapted through the year starting with LA (Aut) then MA (Spring) then LA again (Summer 1)	KA Provision mapping / organising tutoring groups and staffing KA—Management time	KA Analysis of baselines > target children identified and grouped. Interventions implemented where required—ensure that weaker children in MA+ groups are not missed due to targeting LA KA analysis of year-on-year data for key messages KA Analysis of progress made> next steps identified	<ul style="list-style-type: none"> Percentage of children passing the Y1 Phonics screening test is comparable or an improvement upon 2022 (>66%) and more in line with national (as in previous years). Baselines completed and analysed in comparison with previous cohorts Target children have completed interventions and are more confident in reading routines to identify set 1/2 and 3 sounds in words, real and alien At least 90% of children working on Orange books and beyond pass their phonic check Chn are confident in reading routines for when they meet unknown words, i.e. any special friends? Fred-talk. Say the word. Sounds are being taught in the revised order with success where applicable for EYFS Core elements of RWI observed consistently across all phonics groups: visual discrimination; initial sound work; blending CV words; blending CVC; auditory discrimination; kinaesthetic approach using Jolly Phonics songs; highlighting sounds within words—spotting the special friends. All staff are trained to deliver RWI sessions 	<p>What did the baseline phonic check show for Y1 and Y2?</p> <p>What percentage of Y2 children passed the Phonic check in Autumn 2022? Was this in line with national?</p> <p>Was there any significant differences in groups between children?</p> <p>What are the key messages from monitoring?</p> <p>Progress of EAL children not at Expected at the end of Reception?</p> <p>What is the revised order of teaching sounds beyond Set 1? What is the impact of this?</p> <p>Are there any issues which need to be addressed following leaders attending RWI update?</p>
	KA to share the revised order of teaching sounds beyond set 1 and 2 with EYFS staff so they are aware of this for their HA groups. Ensure standardised delivery of speed sounds lessons and book lessons.	KA to share revised order with staff in EYFS AUT 2022 KA to issue checklist of a WAGOLL phonics lesson AUT (or following training update)	KA to gather regular feedback from staff regarding what is/is not working well in particular groups ONGOING NH/KA Learning walks to observe impact of teaching the sounds in the revised order and standardised teaching sequence of lessons SPR		
	To embed the teaching of the revised red word lists	KA to produce red word lists and assessments AUT 22 EB to complete red word powerpoints to share with staff AUT	KA/NH Learning walks and planning scrutiny SPR		
	Reading/Phonics Lead/ Lead teacher to attend a training update and identify anything that needs to be addressed in delivery or organisation.	Training update for NH KA (221.10.22—£50 per place)	AG in CPD record to be followed up by cascading information to staff		
	KA to produce assessment booklets to be used throughout the year in Y1 with a view to produce similar for YR and Y2 for ongoing assessments in Phonics/ Reading	KA to produce Y1 assessment booklets AUT 22	Staff to feedback on use of assessment booklets and any pages to amend for other year groups/ next year		

Objective (intent)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
<p>Writing: To improve standards of Writing across the school</p> <p>SPAG: To use assessment to identify any gaps in children's SPaG knowledge and plan/deliver next steps.</p>	Embed Writing sessions in Reception including opportunities for teaching, modelling and application	LC/LB: Ongoing Additional P/T TA employed : £11,699.52)	LD/English Team to monitor on a termly basis through learning walks Feedback to SLT & Curriculum Committee	<ul style="list-style-type: none"> Higher percentage of children achieving EXS+ in RWM combined at the end of KS2 (>68%) 2023 Key Stage 2 outcomes in Writing and SPaG increase compared to the cohort's KS1 2019 results = Writing progress score being above the National average. 2023 Key Stage 1 outcomes indicate that the proportion of pupils achieving the expected standard (EXS) and greater depth (GD) is an improvement in comparison to End of Reception assessments (2021) 2023 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, i.e. <ul style="list-style-type: none"> * >41% working at Y2 ARE in July 23 * >35% working at Y3 ARE in July 23 * >52% working at Y4 ARE in July 23 * >54% working at Y5 ARE in July 23 * >52% working at Y6 ARE in July 23 All prior attainment groups across the school have made accelerated progress in Writing showing a narrowing of the gap on their groups nationally. All identified 'underperforming groups' from Summer 2022 Assessments make good or better progress (see Insight Key Groups Summary) <ul style="list-style-type: none"> * Boys in Y1, Y4, Y5, Y6 * PP chn in Y1, Y4 and Y5 * Non EAL in Y2, Y6 	What is the impact of Covid-19 on the standard of writing across the school? How is this going to be addressed? Any catch up plans in place?
	Continue to identify opportunities for contextual writing during independent learning in Early Years i.e. supporting, modelling, scaffolding, extending and showcasing writing linked to play.	All Early Years staff Additional P/T TA employed : £11,699.52)	AS/LC/LB to complete audit of Learning Environment > complete provision for writing opportunities		Is there any specific aspect of writing which is an issue across the whole school?
	Yr1-6 to reintroduce English starters (Noodle Doodle/Toddle Model/Squiggle Wiggle) to reinforce prior learning/desirable outcome for independent writing task.	All staff beginning September 2022 L Dinardo	L Dinardo to monitor Spring term. English team to monitor impact. Feedback to SLT & Curriculum Committee		What is the impact of CPD?
	Embed and monitor the impact of Word Aware across the curriculum. Including the use of Vocabulary ninja.	All staff, Subject leaders—Ongoing	Subject leaders to monitor.		What is the termly data showing? Are we on track to meet targets?
	Year 1-6 taught in smaller groups for English and Reading	Phase leaders School Budget / Covid Catch Up funding £19720.00	Regular Data Analysis by NH, LD, EP, KA, CB > smaller groups and impact? Next steps identified		What are the key messages from the SPaG assessments? Are there any common areas of SPaG across the school? Is spelling taught effectively across the school?
	Subject Leaders to attend LA English network meetings	LD/NH (ManTime) 21.10.22; 10.02.23 19.05.23 Subject Leader SLA— Gold Bundle £1000.00	AG to liaise with English leads re. LA support & CPD		
	Yr1-6 develop the use of proof reading and editing strategies using 'Prim-Ed Proof Reading and editing skills resources' previously shared at staff meeting.	Staff yr1-6 LDinardo	L Dinardo to monitor Summer term. English team to monitor impact		
	Develop a writing skills progression and transcriptional policy to support emergent writers and SEND.	KA (SLT) Beginning September 2022 Man Time Staff meeting time	KA to develop document to support in-school tracking. CPD—to share with staff		
	Yr1-6 implement new Twinkl GAP assessments beginning of every half term to identify red areas.	Staff Yr1-6 English Team LD/JA	English Team to monitor assessments are being administered and spreadsheets are being completed. English Team to monitor impact		
	Staff in yr1-6 to use data analysis from Twinkl GAP assessments to inform next steps (red areas)	Staff Yr1-6 English Team LD/JA	JA to analyse whole school SPaG Assessment data. Any common areas of SPaG across school? Any additional support required or resources need to be purchased?		
	Yr2-6 to embed RWI spelling programme and strategies for teaching common exception words.	Staff Yr 2-6 English Team L Dinardo	English Team to monitor impact. L Dinardo to monitor Autumn term to ensure consistency across the school.		

End of Year Success Criteria:

- Evidence of 'closing the gap' in attainment following the impact of Covid19
- 2023 Key Stage 2 outcomes in Maths increase compared to the cohort's KS1 2019 results = Maths progress score being above the National average.
- 2023 Key Stage 1 outcomes indicate that the proportion of pupils achieving the expected standard (EXS) and greater depth (GD) is an improvement in comparison to End of Reception assessments (2021)
- The percentage of children passing the Y4 MTC is comparable or an improvement upon 2022
- Progress from baseline indicates that all prior attainment groups made good progress in Maths across the school
- 2023 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 Maths showing a narrowing of the gap on their groups nationally.
- All identified 'underperforming groups' from Summer 2022 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 Mathsteaching across the school.

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
Key Stage 1: To embed good practice based on NCETM teaching techniques	Ensure a smooth transition from Early Years to Key Stage 1, building on prior knowledge of pupils and embracing playful learning in Mathematics.	KS1 staff LW/EB S Henderson (LA)	SLT KA—KS1 phase lead EP—Maths lead Professional conversations and learning walks Data Analysis (Rec to Y1)	2023 Key Stage 1 outcomes indicate that the proportion of pupils achieving the expected standard (EXS) and greater depth (GD) is an improvement in comparison to End of Reception assessments (2021)	Impact of CPD? Is there evidence in lessons of the different strategies and resources being used?
	Work with LA Early Years team to ensure effective transition from Early Years to Year 1, taking advice from 'experts' and adopting good practice from other settings.	KS1 staff LW/EB S Henderson (LA)	Higher percentage of children achieving EXS+ in RWM combined at the end of KS2 (>68%)		
	Use appropriate manipulatives i.e. rekenreks, to support teaching of mathematical structures (NCETM Mastering Number).	KS1 staff JR	Maths Team subject monitoring WILF: effective use of manipulatives	2023 Key Stage 2 outcomes in Maths increase compared to the cohort's KS1 2019 results = Maths progress score being above the National average.	What are the key messages from termly data analysis?
	JR to deliver Rekenrek training to KS1 staff, monitor use of Rekenreks and support in using Rekenreks.	JR	Maths Team subject monitoring WILF: effective use of stem sentences	2023 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.:	Are there particular times table facts that the children struggle with?
	Use Sentence stems effectively to: <ul style="list-style-type: none"> • Express a key concept • Generalise a key concept • Provide a template for discussions or explanations 	KS1 staff AM	Data Analysis of Years 1 & 2 maths—progress towards milestones	* >47% working at Y2 ARE in July 23 * >63% working at Y3 ARE in July 23 * >67% working at Y4 ARE in July 23 * >56% working at Y5 ARE in July 23 * >52% working at Y6 ARE in July 23	What are the projections for the Y4 MTC?
	AM to deliver training on using Sentence Stems in Mathematics, monitor use of Sentence Stems and support teachers in using Sentence Stems effectively	AM		All prior attainment groups across the school have made accelerated progress in Writing showing a narrowing of the gap on their groups nationally.	
Key Stage 2: To improve rapid recall of times table facts	Adhere to Club Card programme—Alternate half terms, 3x weekly. Support staff to monitor progress and identify any misconceptions, intervening when necessary.	KS2 staff VB—KS2a EP—KS2b	Maths Team subject monitoring of Rapid Recall books/records	All identified 'underperforming groups' from Summer 2022 Assessments make good or better progress (see Insight Key Groups Summary) * Girls in Y1, Y2 and Y5 * PP in Y3 & Y4; Non PP in Y5 * Non EAL in Y1, Y2, Y4, Y6	
	Effective use of Times Table Rock Stars—set times tables appropriate to the group, focusing on individual times tables before combining.	KS2 staff AM	Maths Team subject monitoring WILF: appropriate x tables set and uptake		
	Times Table Rock Star focus day: Come to school dressed as a Rock Star Promote TTRS Complete multiplication maths activities (or number based activities in EY/Y1)	07.10.22 LB—EY AM—KS1 VB—KS2a EP—KS2b	Analysis of KS2 maths data—progress towards milestones		
	Implement use of multiplication squares and multiplication wheels to encourage making links and seeing patterns in the number system.	KS2 staff VB—KS2a EP—KS2b	Maths Team subject monitoring WILF: opportunities for practising x tables		
	Provide plentiful opportunities to practise times tables in a variety of ways, including through use of puzzles and games.	KS2 staff VB—KS2a EP—KS2b			

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
EYFS: Reception To embed Number Fluency	Embed good practice taken from 'Mastering Number' work group, facilitated by Shaw Maths Hub,	L Belson L Craig	Maths Team subject monitoring WILF: teachers and support staff to enable pupils to reach their full potential through teaching, modelling and questioning Early Years Phase Leader.HT & Maths Lead analysis of termly data > identify strengths / areas for development > support required	<ul style="list-style-type: none"> • Maths Leaders have a greater overview of their subject from 'EYFS to Primary' leading to improved links/ progression. • Reception staff embed good practice from the Mastering Number group (Shaw Maths Hub) • A stronger focus of deeper understanding in maths and development of good number sense • Sufficient evidence collated to make judgements in Early Years Maths for all Reception pupils (Summer 2023) • Children experience 'playful learning' which impacts on their number skills and vocabulary. • Increase in percentage of children achieving EXS in July 23 (>58% in Number and Numerical Patterns) 	During Governors Learning Walks, do Governors see evidence of teacher led maths sessions and maths activities in the continuous provision / playful learning? Are practitioners using ongoing assessment to support and extend learning through play? Evidence seen during Governors visits? Impact of CPD (Karen Wilding / NCTEM)?
	Provide a teacher led daily Maths session for all children (within mixed ability classes) of 10 to 15 minutes, in addition to continuous provision.	L Belson L Craig Daily			
	Upskill support staff in delivering Maths in Early Years—teacher to deliver session with teaching assistant present, supporting children in the whole class setting.	L Belson L Craig Daily			
	Upskill support staff in the 'Model and Retreat' technique when supporting continuous provision—L Craig to lead good practice and monitor other staff when 'scanning the room', intervening when necessary.	Reception staff L Craig Daily			
	Plan 'Professional Conversations' into the working week, evaluating Maths lessons and continuous provision; identifying strengths and areas for development; misconceptions; target pupils; next steps in learning	ALL EYFS staff			
EYFS: Nursery and Reception To develop Spatial awareness and 'noticing' in the world around us	Introduce a 'Noticing' day each week, based on 'Maths In The World Around Us' - Spatial Awareness leading into awareness of Shape, Space and Measure.	SW/RS—Nursery LCr/LB—Reception	SLT AS—EY phase lead EP Maths Lead Professional conversations and learning walks Early Years Phase Leader.HT & Maths Lead analysis of termly data > identify strengths / areas for development > support required	Children experience a range of opportunities to bring maths to life A stronger focus of deeper understanding in maths and development of good number sense Increase in percentage of children on track at the end of Nursery Increase in % of Nursery pupils' attainment in mathematics (July 2023)	Are the 'Professional Conversations' beneficial? Are they leading to increased pupil progress?
	Follow Karen Wilding CPD/online training videos for pedagogy and examples of good practice.	ALL EYFS staff			
	Use NCTEM Shape and Space Progression in Spatial Awareness to plan opportunities for teaching 'noticing'/'spatial awareness' and planning continuous provision.	SW/RS—Nursery LCr/LB—Reception			
	Plan 'Professional Conversations' into the working week, evaluating Maths lessons and continuous provision; identifying strengths and areas for development; misconceptions; target pupils; next steps in learning	ALL EYFS staff			

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
CPD: To secure understanding of up to date teaching strategies and implement good practice in school	Attend and participate in Local Authority Subject Leader meetings	EParkes (Man Time) Subject Leader SLA— Gold Bundle £1000.00 15.11.22; 14.03.23 19.06.23	AG to liaise with Maths Lead re. LA support & CPD SLT to monitor CPD timetable commitments Impact of CPD—evaluation and feedback from staff; sharing good practice	Completion of online and face to face courses Increased confidence of staff to teach aspects covered in CPD Increase in % of children on achieving EXS+/ GDS at the end of KS1 (2023) Increase in % of children on track to achieve GDS in comparison to previous Key Stage	Impact of CPD? Value for money? Feedback from staff? How has the training impacted on children's learning? Is there evidence in children's work of new skills learnt by staff being introduced?
	Take an active role in the LA Maths Steering group, supporting Wolverhampton Schools in Mathematics	EP SVashisht (LA)	EP to feedback to AG and subject team > feed into action plan		
	EYFS staff to view Karen Wilding EY Maths training (online CPD/videos available)	LCr EP SHenderson (LA)			
	<i>Developing Number & Place Value</i> <i>Developing addition & subtraction</i> <i>Developing multiplication & division</i> <i>Multiplication Check Update</i> <i>Developing Fractions</i> <i>Developing Reasoning & Problem solving</i>	JR (14.9.22) LC NH (6.10.22) HC AM (18.11.22) CW (23.1.23) TA LS (18.1.23) VB JA (24.3.23)			
Assessment: To use data effectively to inform teaching and learning	Weekly arithmetic programme data analysis used to identify strengths (green) and areas for development (red). Address area of need <1x weekly as part of maths lessons. Adapt questions to challenge green areas further	Y2-Y6 ongoing Y1 Spring & Summer EP KS2b VB KS2a AM KS1	Maths Team half termly monitoring of data analysis grids	Improved scores in weekly arithmetic and reasoning tests across the school > more green areas resulting in less red areas > showing that areas for development are being addressed. Increase in % of children on track to achieve EXS+/ GDS in comparison to previous Key Stage > improved progress score in mathematics	What are the key messages from the baseline assessments? How does this compare with other schools in the City? Is there a particular aspect across the school which needs addressing? How are staff approaching the 'gaps' in Arithmetic, Fluency and Reasoning skills in maths?
	Weekly Reasoning programme data analysis used to identify strengths (green) and areas for development (red). Address area of need <1x weekly as part of maths lessons. Adapt questions to challenge green areas further	Y2-Y6 ongoing Y1 Spring & Summer EP KS2b VB KS2a AM KS1	Maths Team half termly monitoring of data analysis grids		
	Formal assessments midline/endline data analysis used to identify strengths (green) and areas for development (red). Address greatest areas of need in future maths lessons.	Y1,3,4,5 EP KS2b VB KS2a AM KS1	Maths Team monitoring of data analysis grids and professional discussions with staff		
	Year 2 pupils to undertake Formal assessments (practice SATs) each term followed by a thorough data analysis to identify strengths (green) and areas for development (red). Address greatest areas of need in future maths lessons.	Y2 AM	Maths Team monitoring of data analysis grids and professional discussions with staff		
	Year 6 pupils to undertake Formal assessments (practice SATs) each half term followed by a thorough data analysis to identify strengths (green) and areas for development (red). Address greatest areas of need in future maths lessons. Create revision booklets for additional practising of skills.	Y6 EP	Maths Team monitoring of data analysis grids and professional discussions with staff		
	Addressing prior learning: Provide plenty of opportunities for pupils to revisit learning from: last lesson, last week, last term, last year	Y1-Y6 EP KS2b VB KS2a AM KS1	Maths Team monitoring: Work scrutiny, planning trawl		

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
Home links: To provide opportunities for pupils and parents to reinforce maths knowledge when at home	Share online homework expectations : My Maths—Set homework weekly. Times Table Rock Stars—staggered approach Share homework on Teams and website weekly. Text message with link sent weekly.	Y1-Y6 Weekly practice	Class teachers to monitor engagement	Majority of children accessing home learning via programs / homework support club / Teams Parents/carers are more effectively able to support their child's learning in Mathematics Improved standards of attainment and progress in Maths by providing additional support for identified pupils > Increase in % of children on track to achieve EXS+/ GDS in comparison to previous Key Stage	How are parents/carers able to support their child's learning at home? What are the children & parents views to reviewed homework provided? What percentage of children are accessing work at home?
	Maths workbooks available to purchase from school each term (Microsoft form)	EP: October; February; April	EP to monitor uptake		
	Share Maths Watch tutorials with KS2 parent/carers	Maths Team	EP to monitor uptake		
	Provide year group booklets (hard copies as requested) each term for children to practice 'key skills' related to Age Related Expectations.	LB—Rec AM—Y2 VB—Y3 EP—Y1, Y4, Y5, Y6	Parent voice—End of Year Evaluations Feedback from Learning Together Sessions / Parents Consultations Parent Voice		
	Promote White Rose Maths 1 Minute Maths app (P/C meetings, newsletters, flyers)	Maths Teams			
	Update Maths area on school website	AG Maths Team	Parent Voice Governors Compliance		
Cross-curricular links: To develop computational thinking, making maths explicit within the computing curriculum	Introduce staff to UK Bebras website and resources Welcome - UK Bebras	LS EP Autumn 2 staff meeting	Maths and Computing team Coalition subject monitoring	2023 Key Stage 1 outcomes indicate that the proportion of pupils achieving the expected standard (EXS) and greater depth (GD) is an improvement in comparison to End of Reception assessments (2021) Higher percentage of children achieving EXS+ in RWM combined at the end of KS2 (>68%) 2023 Key Stage 2 outcomes in Maths increase compared to the cohort's KS1 2019 results = Maths progress score being above the National average. 2023 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.: * >47% working at Y2 ARE in July 23 * >63% working at Y3 ARE in July 23 * >67% working at Y4 ARE in July 23 * >56% working at Y5 ARE in July 23 * >52% working at Y6 ARE in July 23	What is the purpose of this coalition? What is the intended impact? How can computational thinking improve maths standards across the school? What evidence is there from monitoring—learning walks; pupils books; pupil voice?
	Introduce UK Bebras to pupils with a 'Thinking' focus week (1 afternoon per year group y2-y6) plus talk topics and homework opportunities.	Y2-Y6 LS EP Autumn 2	WILF: opportunities for computational thinking Report to Governors (Curriculum Committee)		
	Use UK bebras challenge cards (hard copies) and UK Bebras challenges online: solve the puzzles to develop logical and algorithmic thinking skills as well as introduce new computer science concepts	Y2-Y6			
	Learn about computational thinking skills with BBC bitesize within computing lessons	Y2-Y6			
	Try problems from previous challenges (and create custom quizzes for school)	Y2-Y6 Autumn 2/Spring			
	Provide after school club - computational thinking	KS2b staff Spring			
	Summer - Enter UK Bebras competition	LS EP Summer			

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
<p>SEND:</p> <p>To deliver Quality First teaching within Inclusive Maths Lessons, considering the needs of all learners, including those with SEND</p>	Adhere to classroom practice strategies as shown on pupil IEPs and relevant SEND paperwork	ALL teaching staff SENCO / Asst SENCO SEND meetings	Maths Team subject monitoring SEND monitoring	<ul style="list-style-type: none"> Children on the SEND make good progress from their starting points. Range of interventions in place to support relevant area of need for all SEND pupils CPD for staff ensures they are confident to deliver an inclusive curriculum Quality first maths teaching across the school 	<p>During Governor Learning Walks, is there evidence of SEND children being supported effectively? Is differentiation taking place in learning to cater for all needs?</p> <p>What are the needs of the SEND pupils, particularly in maths?</p> <p>Are staff confident in teaching SEND children? Are they utilising a variety of strategies?</p>
	Raise pitch and expectations of the teaching group, aiming for Age Related Expectations and utilising the 'backstitch' approach	ALL teaching staff Maths team	WILF: Knowledge of SEND pupils and evidence of catering for specific needs		
	Prioritise 'Key Objectives' for SEND, practising vital skills, which link to the wider Maths curriculum (see Key Objectives in Maths doc).	ALL teaching staff in conjunction with Maths lead / SENCO	Data analysis of SEND pupils—SLT / SENCO		
	Use CPA strategies alongside each other to master the maths curriculum being taught	ALL teaching staff Maths team	SENCO / Asst SENCO & Maths Lead to meet regularly to monitor progress of children; quality of provision		
	Differentiate learning tasks by resource, support, outcomes and timings	ALL teaching staff SENCO / Asst SENCO SEND meetings	Reports to SEND Governor—termly meetings		
	Regular revisiting of prior learning, ensuring frequent practising of key skills, as well as using data effectively to identify and address areas for development	ALL teaching staff in conjunction with Maths lead / SENCO			
	Use a 'Keep Up' not 'Catch Up' approach, identifying those that may be falling behind and intervening as soon as possible	ALL teaching staff in conjunction with Maths lead / SENCO			
	Through professional conversations, identify any misconceptions and pupils in need of additional support within the Maths group and plan next steps accordingly	ALL teaching staff in conjunction with Maths lead / SENCO			
Embed the 'Mathematical Language' element of the lesson using strategies implemented 2021-22 e.g. Frayer Model	ALL teaching staff in conjunction with Maths lead / SENCO				

Subject/Area: Science	2022-23 Priority: Ensure that effective teaching strategies in Science are built on to ensure all pupils, including the most able, continue to make strong progress (Ofsted March 2019 Identified Next Step)
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- End of Year Success Criteria:**
- Evidence of 'closing the gap' in attainment following impacts of Covid19 in 2019/2020 and 2020/2021 academic years
 - Progress from baseline indicates that all prior attainment groups made good progress in Science.
 - 2022 –23 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 pupils identified with special educational needs make accelerated progress in year showing a narrowing of the gap on their groups nationally.
 - 100% of Science teaching is judged to be consistently good or better > no inadequate science teaching across the school

Objective (Intent)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors Progress Made & Next Steps
<p>To achieve the 'Space Quality Mark' - SEQM.</p> <p>To develop cross curricular link between Science and English—World book day.</p>	Y5 trip to the Space Museum.	Autumn '22 EDINA trust fund	<p>Science Team / English Team to collect samples / photographs / evidence for SEQM—report to Governors (Curriculum Committee of progress)</p> <p>English & Science teams to plan, monitor and evaluate Space themed World Book Day (March 2023)</p>	<ul style="list-style-type: none"> • Children will have more knowledge of space. • Develop enthusiasm for an aspect of science. • To achieve the SEQM. • To develop S&L / questioning skills to broaden their knowledge of Space, as active readers. • To extend scientific vocabulary. 	<p>What is the Space Quality Mark?</p> <p>How is this going to positively impact the school?</p>
	Introduce children to Space resources alongside outcome.	All staff			
	To lead a Space themed WBD alongside the English Team.	March '23 Science / English Team Budget for resources			
	To create a portfolio of space inspired writing.				
<p>Vocabulary—All staff to be using precision teaching with targeted/all children order for them to become fluent in the appropriate scientific vocabulary relevant to their Topics, and that of the Topics they have previously covered.</p> <p>Linked to spellings.</p>	Science Team made and distributed precision teaching booklets for each year group's topics.	Science Team Autumn 2021 Management time	<p>Learning walks / evidence collected of accomplishment using specific vocabulary.</p> <p>Science Team—informal discussion and planning / book trawls to assess use of relevant vocabulary.</p> <p>Science Team / staff—monitored through pupil voice / interviews. Learning walks should highlight vocabulary that is being taught currently and show progression.</p>	<ul style="list-style-type: none"> • Gaps in subject knowledge, understanding and vocabulary identified and prioritised. • Progression of subject-specific vocabulary across the school, linked to Curriculum Learner Profiles / vocabulary progression. • Vocabulary acquisition is consolidated and deepened to allow all pupils, including children in the Early Years, to understand, reason and communicate effectively across a wide range of subjects (Ofsted March 19) 	<p>Impact of precision teaching?</p> <p>During Governor Learning Walks, is there evidence of children utilising scientific vocabulary?</p>
	Regular updates as to how the children are adapting to this teaching, and if the spelling / vocabulary is effective.	Science Team Monitoring Spring 2022 Management time			
	Staff to re-cap words from the previous year in order that learning is continuous and that a bank of knowledge is built, rather than stand alone vocabulary.	Staff Beginning Autumn 2021 Ongoing			
<p>To introduce Scientists that are culturally and locationally relevant into Topics within the curriculum.</p>	Add relevant scientists into the vocabulary progression as appropriate.	Science Team to add in relevant scientists. Subject/Area team meeting	<p>Science Team / SH: monitoring and evaluation cycle (Planning / book trawl, Pupil voice)</p> <p>Reports to Curriculum Committee > summary of progress made</p>	<ul style="list-style-type: none"> • 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. 	<p>Which Scientists have been included across the school?</p>
	Resourced Topics with books relevant to these scientists.	Science Budget £250.00			
	To create links between science and future aspirations within lessons.	Staff to make links within lessons.			

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Progress made & Next Steps
Assessment: To make more effective and accurate assessments termly and to use this to inform further steps (skills and knowledge)	Use Twinkl assessments at the end of every science topic.	SH to introduce Autumn 1	Assessment grids filled in—Teams	<ul style="list-style-type: none"> Assessment grids on Teams completed. A more accurate reflection of children's abilities in Science matched to the Learning Objectives. 	Are assessments being completed? What are the key messages from the assessments?
	Teachers to alter assessments as necessary to fit objectives covered from the Learner Profile.	All staff as necessary.	Science Lead to monitor every half term / term		
	Assessments to be done before the last week so that staff can use data from assessments to inform further work and filling in gaps.	SH / All staff	Assessment matching pupil work and planning. Monitoring of planning, pupil's		
SEND: To deliver Quality First teaching within Inclusive Science lessons, considering the needs of all learners, including those with SEND	Adhere to classroom practice strategies as shown on pupil IEPs and relevant SEND paperwork	ALL teaching staff SENCO / Asst SENCO SEND meetings	Science Team subject monitoring SEND monitoring	<ul style="list-style-type: none"> Children on the SEND make good progress from their starting points. Range of interventions in place to support relevant area of need for all SEND pupils CPD for staff ensures they are confident to deliver an inclusive curriculum Quality first Science teaching across the school 	During Governor Learning Walks, is there evidence of SEND children being supported effectively? Is differentiation taking place in learning to cater for all needs? What are the needs of the SEND pupils, particularly in Science? How are these needs catered for? Are staff confident in teaching SEND children? Are they utilising a variety of strategies?
	Raise pitch and expectations of the teaching group, aiming for Age Related Expectations and utilising the 'backstitch' approach	ALL teaching staff Science team	WILF: Knowledge of SEND pupils and evidence of catering for specific needs		
	Prioritise 'Key Objectives' for SEND, practising vital skills, which link to the wider Science curriculum	ALL teaching staff in conjunction with Science lead / SENCO	Data analysis of SEND pupils—SLT / SENCO		
	Differentiate learning tasks by resource, support, outcomes and timings	ALL teaching staff Science team	SENCO / Asst SENCO & Science Lead to meet regularly to monitor progress of children; quality of provision		
	Regular revisiting of prior learning, ensuring frequent practising of key skills, as well as using data effectively to identify and address areas for development	ALL teaching staff SENCO / Asst SENCO SEND meetings	Reports to SEND Governor—termly meetings		
	Through professional conversations, identify any misconceptions and pupils in need of additional support within the Science and plan next steps accordingly	ALL teaching staff in conjunction with Science lead / SENCO			
	Embed the 'Science Language' element of the lesson using word aware.	ALL teaching staff in conjunction with Science lead / SENCO			

Subject/Area: Creative Arts	2022-23 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.
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- 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 children's mental well-being and enjoyment in the Creative Arts subjects

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Ensure the non-negotiables in Music, DT and Art are incorporated into the teaching and learning cycle.	Class teachers to refer to the 'Non-negotiables for Creative Subjects' when planning, teaching and evaluating.	Class Teachers On-going	Creative Arts team > monitoring and evaluation cycle (Planning and work scrutiny, work sampling)	<ul style="list-style-type: none"> • Class teachers deliver/incorporate identified non-negotiables in their lessons and daily practice. 	What are the non-negotiables? How have they been identified?
	To implement non-negotiables into classroom practice.				
MUSIC: To improve the teaching and learning of composition.	To provide CPD for all staff in the teaching and learning of composition.	Creative Arts team Spring 2023 Wolverhampton Music School Music Networks	Creative Arts team > monitoring and evaluation cycle (Planning and work scrutiny, work sampling)	<ul style="list-style-type: none"> • Pupil's compositions are evident in 'Learning Journeys' and on 'Flipgrid'. • Charanga is used to support the teaching and learning of composition. • All pupils are assessed in composition using the report criteria. 	What is Charanga? What are the children's views about music? Is music being taught across the school?
	To identify how Charanga supports composition.				
	Class teachers to include evidence of pupils' compositions in Learning Journeys or with ICT applications.				
	Summative assessment of composition is included on end of year Reports to parents/carers.				
ART and DESIGN: To use their sketchbooks as a means of recording, investigating and experimenting with materials, images and ideas.	To introduce drawing books in reception and key stage one.	Class Teachers Summer Term 2023	Creative Arts team Work sampling	<ul style="list-style-type: none"> • 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 and modelling (using their own sketchbook) to move learning on. 	Is there evidence of progression of drawing skills across the school? What are pupils' views regarding art?
	To provide guidance of the aims and purpose of sketchbooks in Key Stage 2 incorporating the exploration of the elements of art.				
	To provide CPD for all staff in the effective use of sketchbooks.				
DT: To identify cross-curricular links with the Computing curriculum.	To identify relevant computer software and applications to support the teaching and learning of DT.	Subject Team & Luke Skywalker Spring Term 2023	Long term planning—links between Computing and DT.	<ul style="list-style-type: none"> • Teachers make connections between Computing & DT and communicate to their pupils i.e prior learning. • Pupils apply their computing skills to DT lessons. • Objectives in the Computing and the DT learner profiles link. 	How is DT taught across the school? How can ICT be used to support the teaching and learning of DT?
	To apply and consolidate skills taught in Computing lessons to DT lessons and product design.				
	To identify cross-curricular links between DT and the Computing curriculum.				

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
<p>SEND</p> <p>To consistently monitor and support children with SEND across the Creative Arts subjects.</p>	To include information about the provision for SEND pupils within their monitoring cycle.	Subject Team & SEND Team	Planning trawls and work sampling. End of year reports.	<ul style="list-style-type: none"> SEND pupils enjoy the Creative Arts subjects and identify it as a 'favourite lesson'. SEND pupils have equal access to the Creative Arts curriculum and spend minimal time out of the classroom during lessons. During lesson pop-ins, SEND pupils are engaged in learning activities and have opportunities to practise their skills. Teachers use a range of strategies and resources to support SEND pupils in Creative Art lessons. Strengths or Areas for development are identified during TAC meetings. 	<p>During Governor Learning Walks, is there evidence of SEND children being supported effectively? Is differentiation taking place in learning to cater for all needs?</p> <p>What are the needs of the SEND pupils, particularly in the Creative Subjects? How are these needs catered for?</p> <p>Are staff confident in teaching SEND children? Are they utilising a variety of</p>
	To use a consistent approach in identifying the lowest 20% of pupils across Creative Arts subjects.	On-going			
	To plan and implement strategies and resources to support the lowest 20% of pupils across the Creative Arts subjects to progress.	Classroom teachers			
	To advise staff in how to effectively support SEND pupils in Music, Art and DT.				
	To develop the Creative Arts curriculum to effectively support SEND pupils.				
	To be aware of EHCP and Higher Needs pupils across the school.				
			Feedback from class teachers.		

Subject/Area: Humanities and Foreign Languages	2021-2022 Priority: To ensure vocabulary acquisition is consolidated and deepened to allow all pupils, to understand, reason and communicate effectively across Humanities and FL subjects.
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- End of Year Success Criteria:**
- Evidence of 'closing the gap' in attainment following Covid19 (2019/2020; 2020-2021)
 - Evidence of one piece of written work in Learning Journeys relating to each topic.
 - Planning to include opportunities to activate key vocabulary.
 - Use of key vocabulary introduced into writing.
 - Key facts for topic to be included as appropriate in writing examples.
 - A range of genres to be covered within the year group reflecting the children's understanding of vocabulary relating to the topic.

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
Recovery Curriculum: Review the impact of the Covid 19 Virus/ lockdown on our curriculum.	Ensure embedding of generic vocabulary across the school in each subject.	CW / CS with class teachers. Review July 2022	Generic Historical and Geographical vocabulary being used across the school and Wagolled in lessons.	Progression of subject-specific generic vocabulary across the school, linked to Curriculum Learner Profiles.	What are the curriculum drivers for the St Luke's curriculum?
	Plan and organize 'specific subject skills catch up' focus days across 2021-22 e.g. chronology of the monarchs / knowledge of the UK.	Spring 2022 Summer 2022 Time to plan Budget for resources	Subject area teams to gather evidence of skills covered: planning, children's work and feedback—evaluation of the days.	Vocabulary acquisition is consolidated and deepened to allow all pupils, including children in the Early Years, to understand, reason and communicate effectively across a wide range of subjects (Ofsted March 19).	How has Covid-19 affected the children's acquisition of generic historical and geographical vocabulary? How have we reshaped our curriculum following Covid 19?
To use key vocabulary and facts in lessons.	Pre-teaching of Topic related vocabulary to EAL and SEND pupils prior to lessons (link to Talking Partners)	CS and support staff. Monitor termly.	Pre-teaching intervention timetabled and delivered by support staff.	Word aware posters / Vocabulary Ninja resources to be displayed in the classroom and activated during lessons.	How do the leaders ensure that there is a progression in the vocabulary across the whole school? How are the children able to communicate their understand of the language used in topic?
	Lessons planned to include vocabulary games and activities for children to activate key vocabulary.	CW / CS following monitoring cycle. Review each term and July 2022.	Check games and activities are delivered through termly monitoring cycle.	Identified generic vocabulary for History and Geography across the school.	
	Include key facts throughout topic planning.	CW / CS following monitoring cycle. Review each term and July 2022.	Ensure key facts are included and planned for through monitoring cycle.		
To produce written work using a range of different genres within Topic and FL.	Create Wagolls of writing.	CW/CS Management time July 2022	Identify Wagoll writing examples from learning journey sampling.	Wagoll writing portfolio available for new and existing staff moving to a new year group.	How will subject leaders check that the language is being included in the children's writing? How will leaders encourage a range of writing genres are covered?
	Class teachers to plan for a good standard of writing within Topic and FL.	Class teachers with CW/ CS July 2022	Monitoring of planning / learning journeys to highlight examples of writing.	Variety of writing genres evidenced in Learning Journeys.	
	Use key vocabulary and key facts in writing .	CW/CS Management time—linked to monitoring cycle for each year group End of each term	Evidence of key vocabulary related to topic seen in monitoring learning journeys.	Key vocabulary and facts matching to Learner Profile, evident in children's written work.	
To consider the cultural background of our families within our curriculum.	Review Topics covered in Year 2 and Year 5 to reflect the cultural heritage of our families and children.	CW /CS Management time - support relevant class teachers.	New units planned and delivered including key facts and vocabulary using Knowledge and Language Learner Profile.	Engagement of children with new subject content to enhance their learning experience.	How are we reflecting and adapting to the cultural heritage of our families?

Subject/Area: E-Learning (Computing / ICT)

2022-23 Priority:

- To ensure that ICT assessment is in place across the school
- To address areas identified in Online Safety Mark assessment to ensure that good practice continues
- To develop cross-curricular links with other subjects > maths, geography, creative arts

End of Year Success Criteria:

- E-Learning assessments completed, with a range of ICT evidence
- Learner Profiles been used effectively to identify areas of strength and subject knowledge gaps
- Areas identified in Online Safety assessment are achieved
- Improved ICT infrastructure in place in school > positive impact on Teaching and Learning

Objective (Impact)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
<p>To ensure that staff continue to follow school procedures for recording of evidence and assessment of E-Learning</p>	<p>E-Learning team to work closely with staff on lesson planning and implementation of new learner profiles (including key knowledge/ vocabulary/ appropriate resources).</p> <p>Staff trained on how to store evidence of pupil work in new location on Teams (central location for evidence moving forward)</p> <p>Subject knowledge gaps addressed and CPD provided as needed</p> <p>Staff member (AM) to complete EdTech advocate course (Squirrel)</p>	<p>LS (KS2) LC (KS1) LW (KS1)</p> <p>Staff training / Time to complete—</p> <p>Staff Meeting—Autumn 2022/Spring 23</p> <p>Squirrel: £4950.00</p>	<p>E- Learning team— part of monitoring cycle . Use of 'Phase monitoring meetings' system used in 2021-22 to address strengths / next steps.</p> <p>Subject knowledge audit— to be created and shared with staff Aut 2.</p> <p>Squirrel (EdTech)</p>	<p>Staff are confident to use New Learner profiles and worked with E-Learning team to adapt or plan new lessons as a result.</p> <p>Staff are continuing to use the learner profile as a means of assessment and have addressed gaps in learning.</p> <p>Central evidence bank being used by all year groups</p>	<p>How have the Learner Profiles in ICT changed?</p> <p>Key messages from a n a l y s i s o f assessment?</p> <p>Impact of Squirrel?</p>
<p>To ensure that 'gap areas' from Online Safety Mark application are addressed, and that identified good practice continues</p>	<p>Gap areas shared with all staff and appropriate CPD provided.</p> <p>Identified good practice systems continue to be used by all.</p> <p>Safer Internet Day / Writing Week 2023</p>	<p>LS (KS2) LC (KS1) LW (KS1)</p> <p>Staff training / Time to complete</p> <p>Staff Meeting—Aut 22/Spr 2023</p> <p>Online Behaviours: £2265.00</p>	<p>E-Learning team to reestablish online safety group.</p> <p>LS / LC / LW to monitor Child E-Safety Group.</p> <p>LS to review and share ICT Mark feedback and share with staff / provide CPD. Both good practice and gap areas.</p> <p>Support from Online behaviours to continue— policy updates, online safety updates, Child online safety group etc.</p>	<ul style="list-style-type: none"> • Online Safety group meeting to take place in Autumn— with future meetings scheduled. • Child Online Safety group established and responsibilities given (Online Behaviours) • ICT Mark strengths and gaps shared with staff and CPD provided • Safer Internet Day / Writing Focus week (14th Feb 2023) 	<p>Progress towards 'gap areas' from 360 assessment?</p> <p>What is the make up of the online safety group?</p>

Objective (Impact)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
<p>To develop computational thinking, making maths explicit within the computing curriculum</p>	<p>Introduce staff to UK Bebras website and resources</p> <p>Introduce UK Bebras to pupils with a 'Thinking' focus week (1 afternoon per year group y2-y6) plus talk topics and homework opportunities.</p> <p>Use UK bebras challenge cards (hard copies) and UK Bebras challenges online: solve the puzzles to develop logical and algorithmic thinking skills as well as introduce new computer science concepts</p> <p>Learn about computational thinking skills with BBC bitesize within computing lessons</p> <p>Try problems from previous challenges (and create custom quizzes for school)</p> <p>Provide after school club - computational thinking</p> <p>Summer - Enter UK Bebras competition</p>	<p>Y1-Y6 W e e k l y practice EP</p> <p>October February April Maths Team</p> <p>LB—Rec AM—Y2 VB—Y3 EP—Y1, Y4, Y5, Y6 Maths Teams AG Maths Team</p>	<p>Class teachers to monitor engagement</p> <p>EP to monitor uptake</p> <p>Parent voice</p>	<p>Majority of children accessing home learning via programs / homework support club / Teams</p> <p>Parents/carers are more effectively able to support their child's learning in Mathematics</p> <p>Improved standards of attainment and progress in Maths by providing additional support for identified pupils > Increase in % of children on track to achieve EXS+/ GDS in comparison to previous Key Stage</p>	<p>What is the UK Bebras project?</p> <p>What is the intended impact of the project?</p>
<p>To take full advantage of all digital devices in school, ensuring that each phase has access to functional equipment which is set up to the specific requirements of each phase</p> <p>SEND: Identified SEND and EHCP children to be provided with devices set up for individual needs</p>	<p>Ensure that staff are familiar with reporting procedures to keep equipment working—training and 'roles and responsibilities' distributed.</p> <p>New laptops (Desktop and laptop devices for support staff and SEND pupils) are distributed across the school where needed (either in year groups or individual families to use at home).</p> <p>New Azure system is rolled out to all staff and pupil devices.</p>	<p>E- Learning Team</p> <p>e S e r v i c e s support / SLA</p> <p>CB / Class teachers to request devices</p> <p>E-Services SLA £12360.00</p>	<p>LS to monitor ticket system being used</p> <p>E-Services—set up on new devices</p> <p>eServices to transition devices to azure and monitor upgraded infrastructure</p> <p>CB to request devices for pupils based on individual needs</p>	<p>Technical issues are recorded and addressed throughout the year by E-Services through ticketing system</p> <p>New improved infrastructure in place, improved connectivity in school</p> <p>All staff and pupils able to log in to laptops using new azure system</p> <p>EHCP / Identified SEND pupils have access to devices set up for individual needs</p>	<p>Is the support from eServices value for money?</p> <p>How many devices are there across the school?</p> <p>Are the devices being used effectively?</p>

Subject/Area: PE & School Sport	2022-2023 Priorities PE: To use School Sports Premium effectively to resource and deliver a fully engaging PE Curriculum School Sport: To increase opportunities for children to participate in events and competitions within and beyond school Physical Activity: To increase physical activity levels throughout the school day
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End of Year Success Criteria:

- All children have access to high quality Dance and Gymnastics lessons and demonstrate using correct vocabulary and terminology relevant to their year group
- Children have a range of opportunities to be physically active throughout the school day.
- All children have the opportunity to compete in inter and intra school competitions.

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
PE To prioritise gymnastics and dance as part of the PE curriculum and ensure high quality teaching.	<ul style="list-style-type: none"> • Long term plan • Compile vocabulary list for each year group and share with staff. • Monitor staff teaching dance and gymnastics. • Use PASS / Connected calendar to provide CPD and support to staff. • Provide additional expert dance CPD within lessons. • Subject area team to identify opportunities for children to increase dance / gymnastics skills outside of PE curriculum. 	Subject team meetings (half termly) Get Set 4 PE £660 per year— Sports Premium Budget Subject Leader Management time. LK to liaise with staff and review LTP termly. PASS PE & Sports Calendar (part of ConnectEd Partnership) Sports premium budget £19,630	Subject team to share findings of audit and review with AG & Link Governor and Curriculum Committee Staff evaluations Long term plan for 2022-2023 developed	<ul style="list-style-type: none"> • Gaps in subject knowledge, understanding and vocabulary identified and prioritised have been taught • Curriculum updated to reflect the time had away from school and teaching gymnastics and dance due to Covid-19 restrictions • Staff feel confident using PE scheme. • Staff had a greater awareness of additional resources and where they can find them. • CPD organised for staff. • High quality lessons in place • Children engaged and enjoy lessons • Children and staff observed using key vocabulary during lessons. 	Why have gymnastics and dance been identified as areas of the curriculum which need prioritising? Impact of CPD?
PE To increase the percentage of children achieving expected swimming standard at the end of year 6 > 18% in 2022	Swimming lessons in place from September half term for each year group. <i>Aut: Year 6 & Year 5</i> <i>Spring: Year 4 & Year 3</i> <i>Summer: Year 2 & Y6 Non-25 metres</i> Top up swimming lessons to target children	Subject team to liaise with Colton Hills staff re. swimming Parental contributions (£2.00 x 60 children per week x 36 weeks = £4320.00) Budget for transport (36 weeks x £120.00 = £4320.00) Sports premium budget: £19630	Swimming Lead for each year group to monitor assessments and progress of children. Report statistics to AG / Subject Area team, PE & Sports Link Governor > document impact of Sports Premium Grant	<ul style="list-style-type: none"> • Swimming and water safety lessons provided from Year 2 to Year 6 (each year) • Children are able to perform safe self-rescue in different water based situations • Children are able to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Year 6 • Children are able to use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. 	Why has the percentage of Y6 pupils being able to swim 25m dropped so significantly? How does this compare to the rest of the City?
School Sport: Organise opportunities for intra-school and inter school competitions and celebrate achievements.	Subject area team to use PASS PE & Sports Calendar to: <ul style="list-style-type: none"> • plan activities and opportunities • practise skills for events • develop teams to represent our school in competition. Ensure opportunities for SEND children through 'festivals' and SMILE competitions. Achievements celebrated within celebrate and praise and newsletter. Maintain physical display (in-school) and virtual display (on website) with photos and sports information of sports activities, competitions.	Year group staff/staff teaching PE PE & Sports Subject Area Team Classteachers PE & Subject Team C Bannister A Grennan / L Skywalker	PE & Sports team to attend meetings / events / competitions—keep achievements / scores and liaise with SGO & Wolves Foundation link staff PE & Sports team through activity monitoring system.	<ul style="list-style-type: none"> • Staff and children are aware of PASS PE & Sports calendar • PE Long Term Plan & Extra-Curricular Activities link with timetable of competitions and events • St Luke's participation in competitions at least half-termly. • All children have the opportunity to compete. • Inclusion and competition opportunity for all promoted. • All St Luke's stakeholders aware of children's (and staff) achievements and participation in Sporting Clubs, events and competitions • Increase in the number of children participating in extra-curricular sporting clubs and activities 	What competitions and events are available? How are children selected to participate?

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Physical Activity To increase physical activity opportunities within the school day	PE & Sports subject team to refamiliarise staff across the school on the use of 'Active Literacy and Maths' and how this can be incorporated into Teaching & Learning	PE team / English team / Maths Team Active Literacy and Maths resources shared Staff meeting (Autumn 2022)	Staff meeting: Autumn term 22 Learning Walks Monitoring of planning in Spring 2023 Pupil voice	<ul style="list-style-type: none"> Staff meeting for all staff demonstrating 'Active' activities and resources which can be used across the curriculum delivered Learning Walks evidence shows 'active lessons' Improved fitness levels of children 	What are the benefits of Active Literacy and Maths? Does this improve outcomes in all aspects?
	Extra-Curricular activities within each phase to promote fitness > timetable to promote active and fitness opportunities throughout the academic year	Soccer 2000 £50 per session Parental contributions £2 per session Other Sports providers Sports Premium Grant	Subject Area team & Phase Leaders monitor extra-curricular activities offered within the phase and take up of children Subject Area team to monitor clubs organised by outside agencies Pupil feedback	<ul style="list-style-type: none"> All children have the opportunity to participate Inclusion and opportunity for all promoted. Increase in the number of children participating in extra-curricular sporting clubs and activities Improved fitness levels of children 	How many children participate in extra-curricular activities? Are there any groups of children who are not participating?
	Develop play opportunities and model staff interaction at breaktime and lunchtime through the use of: <ul style="list-style-type: none"> Y5 and Y6 Play Leaders providing resources 	Play Leader training 11.10.22 Identified member of KS2b staff Lunchtime Staff	IS / SH / KL to lead on the 'Play Leaders' & Lunchtime Staff project, liaising with Wolves Foundation Staff. PE team to audit resources for playtime and lunchtime	<ul style="list-style-type: none"> Children engaged and physically active during playtimes and lunchtimes Improved fitness levels of children Improved lunchtime staff provision > promoting activity 	How are play leaders trained? What is the impact on the playground?
	Target children are accessing physical activity (low self-esteem, poor physical health, SEMH needs)	K Ling C Bannister L Kirk	SEND monitoring by CB / VB / Phase Leaders / Staff delivering interventions	<ul style="list-style-type: none"> Increased levels of fitness Increased self-esteem and improvements seen in behaviour 	Are there any groups of children not accessing regular physical activity?
	In conjunction with PSHE team, complete Active Lives Survey.	Tim Aldred (Active Black Country) Leah Goode Alison Smith (PSHE Lead) Support from Connected PASS team	Subject Leads to meet regularly and feedback to AG.	<ul style="list-style-type: none"> Whole school approach to food and nutrition and approach to embedding physical activity across the school day. Achieve Healthy Schools Mark 	What are the key messages / next steps from the Active Lives Survey?

Subject/Area: PSHE/RSE/Citizenship/SMSC/British Values	2022-23 Priority: Embedding Whole school delivery of the new Statutory Relationships Education, Relationship and Sex Education (RSE) and Health Education Curriculum (September 2020)
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- End of Year Success Criteria:**
- Statutory curriculum changes to RSE (September 2020) embedded
 - Statutory curriculum changes to Health Education (September 2020) embedded
 - All policies reviewed to ensure they reflect the school vision and mission statement
 - The curriculum map and expected outcomes for all aspects of statutory and non-statutory PSHE is agreed

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Update Subject specific knowledge and ensure that curriculum reflects the current statutory and non-statutory requirements	Consult DfE documentation alongside OFSTED subject reports and PSHE Association Guidance and identify strengths and weaknesses. Attend LA/ S4S PSHE networks. Share this knowledge with team.	A Smith Autumn Term Ongoing	Subject Team, SLT, Link and Foundation Governors	<ul style="list-style-type: none"> • Subject Leaders have updated current knowledge • Updated knowledge shared with Team and wider staff—as required 	Impact of PSHE networks? Are there any updates that Governors need to be aware of?
All staff have knowledge of the statutory requirements for RSE 2020 and Health Education 2020	Conduct skills and subject confidence audit with staff to identify key areas for CPD for curriculum changes in 21/22 and going forward into 22/23	Subject Team Autumn/Spring Term	Subject Team, SLT, Link and Foundation Governors	<ul style="list-style-type: none"> • Curriculum complies with statutory requirements and the contextual needs of stakeholders • Staff updated and upskilled regarding agreed curriculum, resources, schemes of work ; how to access them; when to deliver them • Ongoing CPD needs identified 	What are the key messages from the audit? What are the identified next steps?
Check, review and update all subject linked policies to ensure that they are driven by the school vision whilst reflecting statutory changes and the needs of all learners.	Complete consultation on subject area policies	Team / SLT & R EB Autumn	Curriculum & Standards Committee	<ul style="list-style-type: none"> • Revise and redraft policies • Policies complies with statutory requirements and the contextual needs of stakeholders • Policies are consulted on and presented to Curriculum and Standards committee for adoption • Agreed policies and curriculum documents are uploaded to website 	Are all statutory policies on the website? Do the policies reflect the statutory changes and the school vision?
	Final policies prepared for adoption by Curriculum & Standards Committee	Team / SLT & R EB Spring Term			
	Statutory Policies and information for parents is on the website	Team Ongoing	Compliance Governor		
Review and update the current curriculum and learner profile for all aspects of PSHE to ensure full coverage that is contextual and reflects the needs of the learners as well as meeting statutory requirements	AS attend LA PSHE events	A Smith Network SLA	Subject Team, SLT, Link and Foundation Governors	<ul style="list-style-type: none"> • Attend network events • Future of LA Schemes Of Work established • Agreed Schemes Of Work in place • Required resources identified • Physical and e-resources checked and up-to date • Out of date resources disposed of 	Impact of PSHE networks? How has the SOW changed / been amended in order to reflect the PSHE statutory requirements?
	Review SOW to include quality assured units of work from PSHE Association	A Smith PSHE Association Network SLA			
	Management of HE/RSE/Safety Education Resources. <ul style="list-style-type: none"> •Dispose of out of date resources •Acquire any physical resources to support teaching •Delete out of date e-resources—focus on whether embedded links ie videos are still accessible •Create links to up-to-date e-resources •Check quality/availability of printed text in library 	Team in consultation with staff Ongoing E Resources—Autumn Physical Resources—Spring Books & Texts—Summer			

Subject/Area: SPECIAL NEEDS	2022-23 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.
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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.

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To embed Quality First Teaching strategies to support pupils with SEND in the classroom.	To use and annotate the EHCP and reports from outside agencies to identify targets and strategies to support.	Class teachers On-going	SENCOs	EHCP and reports are annotated and used to plan targets/strategies. Class teachers use them to identify strengths and weaknesses prior to TAC meetings/ Annual Reviews.	What CPD has been organized and what is the impact? What strategies are being used across the school? How is best practice shared? What is the impact of cognitive overload on children particularly with SEND? Are targets set for SEND children SMART?
	To organise a program of CPD to promote good practice.	SENCOs Autumn 1	SENCOs feedback to SLT and Governors.	Staff attend CPD, share and implement strategies.	
	A range of strategies/resources are used daily to support learning and reflect pupil interests including the 'model and retreat' strategy.	Class-teachers Ongoing	Subject Leaders to feedback to SENCOs.	Class teachers use a good range of effective strategies within their classrooms.	
	To plan daily routines and organise classrooms to promote pupil independence and reduce cognitive overload.	Class teachers Autumn 1	SENCOs to feedback to SLT.	Pupils are aware of the daily routines and follow them independently. Visual aids are used to support children.	
	To timetable and plan interventions using SMART targets and limiting time out of the classroom.	Class teachers Phase Leaders Autumn 1	SENCOs to feedback to SLT and Governors	Pupil achieve their intervention targets.	
	To plan SEND time to effectively support Class-teachers in implementing effective strategies to support SEND pupils.	SENCOs Ongoing		Positive feedback from class teachers and confidence of class teachers in supporting SEND pupils. SENCOs knowledge of pupils increased.	
To embed Graduated Approach processes.	To familiarise and implement the new guidance and paperwork from SENSTART and the Local Authority. E.g. the replacement EHC Hub and Annual Review Pathway.	SENCOs Autumn 1	SENCOs to feedback to SLT and Governors	New guidance is followed and paperwork used.	How has the new guidance from the LA changed? Is SIMS reflective of the current needs of the children in the school? How many children have TAC / Early Help Assessments in place?
	To identify the classification of pupil need on SIMS for CENSUS.	SENCOs Autumn 2	Local Authority to feedback.	Pupils are classified correctly according to their area of need.	
	Staff to follow the Graduated Approach procedures when identifying pupils with SEND.	Class teachers On-going	SENCOs to feedback to staff	Child is added to the SEND register /SEND Review page and reflects Graduated Approach has been followed.	
	TAC meetings are planned termly for EHCP and Higher Needs pupils.	SENCOs Termly	SENCOs to feedback to Phase Leaders	TAC meetings are planned and added to the school calendar. Minutes are added to OneNote	
	To review TAC meeting agenda.	SENCOs Autumn 1		TAC meetings follows a set agenda reflected in the minutes.	
	To review the provision mapping procedures and additional support records.	SENCOs and SLT Autumn Term		Interventions are recorded and evaluated.	

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To involve parents in effectively supporting their child at home and in school with SEND needs.	Create a Parent Information leaflet or SWAY to inform parents/carers about what SEND is and how they are supported in school.	SENCOs AUTUMN 1	Parents to feedback to SENCOs	Parents refer to the leaflet in SEND consultation meetings and access information on the website.	How are parents/carers involved? What is the feedback from parents/carers of children with SEND?
	To organise informal coffee afternoons to provide parents/carers with up-dates and training to support their child at home.	SENCOs AUTUMN 2		Parent Evaluation forms find these meetings useful. Register of attendance improves throughout the year.	
	To involve parents in the target setting process and providing resources for them to support at home.	Class Teachers On-going		Parent comments on the pupil IEP reflect support given.	
	To meet with EHCP and Higher Needs Pupil's parents to create a One Page Profile incorporating appropriate information.	Class Teachers AUTUMN 2		One Page Profile for higher needs pupils.	
	Parent/pupil involvement in the 'Assess-Plan-Do-Review' cycle is evident on IEPs and informal intervention feedback.	Class Teachers On-going		SENCOs to feedback to Class Teachers & Phase leaders Parent comments on the pupil IEP reflect support given. TAC meeting minutes.	
To develop and introduce a SEND small steps assessment.	To develop 'SEND small steps of progress' to assess attainment and progress.	SENCOs and SLT AUTUMN 1	Phase Leaders to feedback.	'SEND small steps of progress' assessment created.	How will the small steps assessment be implemented within school? Does this show the progress of the children?
	To implement 'SEND small steps of progress' to assess attainment and progress.	SENCOs and SLT AUTUMN 2	Class Teachers to feedback to SENCOs	Class teachers and teaching assistants use the 'SEND small steps of progress' assessment.	
	Children identified as BLW on termly tracking are assessed and their attainment recorded using 'SEND small steps of progress'.	Class Teachers Termly	SENCOs to feedback to phase leaders Designated SENSTART Caseworker	'SEND small steps of progress' assessment 'level' is recorded on SEND Class Review Sheet.	
	To use the small steps of progress to set new outcomes during the Annual Review process.	SENCOs and Class teachers On-going	EHCP outcomes are based on the 'SEND small steps of progress' assessment.		
To consistently monitor and support children with SEND across all subjects.	Subject Leaders to include information about the provision for SEND pupils within their monitoring cycle.	Subject Leaders Ongoing	SLT and Governors feedback to staff.	Monitoring feedback for learning walks, book trawls, pupil interviews and planning includes reference to SEND provision.	Are SEND pupils adequately catered for and taught in all subject across the curriculum? Is there evidence of different strategies being used in different subject areas?
	Consistent approach in identifying the lowest 20% of pupils across all subjects.	Subject Leaders Ongoing		Lowest 20% recorded consistently.	
	To plan and implement strategies and resources to support the lowest 20% of pupils across all subjects to progress.	Subject Leaders Ongoing		A range of strategies and resources are used.	
	Subject Leaders to advise staff in how to effectively support SEND pupils in their subject.	Subject Leaders Ongoing		Positive staff feedback. SEND pupils make progress.	
	Subject Leaders to develop their curriculum area to effectively support SEND pupils in their subject.	Subject Leaders Ongoing		Increased staff knowledge in supporting SEND pupils effectively.	
	Subject Leaders to familiarise themselves with EHCP and Higher Needs pupils across the school.	Subject Leaders Ongoing		Subject Leaders are aware of EHCP and Higher Needs pupils across the school and share good practice.	

Subject/Area: EAL	2023-23 Priority: To update the school website including relevant documents, vision and school of sanctuary information.
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End of Year Success Criteria:

- School website updated for EAL and school of sanctuary
- Raised awareness of School of Sanctuary across school
- School of Sanctuary ethos embedded in school through the SIAMS vision and core values.

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
To use and understand key vocabulary in Topic and Science.	Pre-teaching of Topic & Science related vocabulary to EAL prior to lessons (link to Talking Partners)	CS and support staff. Talking partners pre-teaching strategies CPD for all support staff. Monitor termly.	Pre-teaching intervention timetabled and delivered by support staff.	Word aware posters / Vocabulary Ninja resources to be displayed in the classroom and activated during lessons. Use of talking partners strategies to support pre-teaching and acquisition of key vocabulary for EAL learners	How do the leaders ensure that there is a progression in the vocabulary across the whole school? How are the children able to communicate their understanding of the language used in topic?
To update school website to include relevant documents, vision and School of Sanctuary information.	CS to review current school website for EAL & School of Sanctuary Use new format to share information ie sway. To update with all relevant documents including policies, vision for the subject	CS to review website and upload relevant documents during management time.	LS and AG to ensure school website is up to date with relevant documents and information.	School website will be updated to include relevant documents, vision and school of sanctuary information	Who can access the website information? How often does it need to be updated?
To review for re-assessment the School of Sanctuary ethos across school through the SIAMS vision and core values.	Embed School of Sanctuary through SIAMS vision & core values.	Beginning Autumn 2022	CW/RE/EAL team: Learning Walks, Work Scrutiny, Pupil Voice. SIAMS	School of Sanctuary ethos reinforced and embedded across school through the school / SIAMS vision and core values of love & compassion, friendship & forgiveness, endurance & hope.	How is this celebrated within school and the wider community? What are the next steps?

Priority 2: Behaviour & Attitudes (2022-2023)

- 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).

End of Year Success Criteria

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

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To continue to positively promote the well-being of all our St Luke's community through: <ul style="list-style-type: none"> • developing self-efficacy • maintaining and building good relationships 	CPD for all staff regarding self-efficacy: <ul style="list-style-type: none"> • Promote task accomplishment and success • Promote daily problem solving opportunities • Encourage peer modelling 	JWT—Pastoral Lead 06.09.22 CPD > share Self-efficacy resources	All staff to monitor children in their year group; identify any children who need any additional support / interventions	<ul style="list-style-type: none"> • Children display excellent conduct throughout the school, particularly transitioning time • Pupils' are aware of the Zones of Regulation and associated emotions. • 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) • Pupils are safe and they continue to feel safe • Decrease in numbers in the Behaviour Logs > less children being moved to yellow and red across the school in comparison to previous academic years. • Children develop pride about their achievements and have respect for others and equipment in school 	How many children have been entered into the Behaviour Log? How does this compare to previous years? What are the main reasons for children being entered? What is the impact of CPD? Are children and staff recognising the zones of regulation? Are there specific times/areas where behaviour is more of an issue?
	CPD for all staff regarding self-efficacy and Zones of Regulation > enabling children to manage their emotions and staff to recognise 'triggers' and provide opportunities for 'time out / break'	Zones of Regulation resources	Pupils' are aware of the Zones of Regulation and associated emotions. Practical metacognitive strategies and metacognitive vocabulary used by all staff		
	Through PSHE focus days (start of each new term) & PSHE sessions, focus on developing relationships with the children > spend time getting to know them and building relationships	PSHE team & resources 07.09.22 04.01.23 17.04.23	PSHE Subject team monitoring via learning walk, pupil voice, work scrutiny, collation of evidence/displays in learning environments		
	Through Collective Worship, reinforce school key Christian Values through links with identified Bible Verses and key stories	Autumn 2022 A Smith / A Grennan	Collective Worship Evaluations Phase Leaders to monitor Behaviour Log		
	All teaching staff to be involved in the organisation and running of extra-curricular activities	3 x 8 week blocks (termly)	Staff to monitor participation at extra-curricular activities; target children who do not attend		
	JWT to continue to work with targeted children across the school - identified for PSEB support (1 day per week—shared between 4 schools)	JWT: £9028.00 salary AGrennan Class teachers	JWT to send regular updates and reports to AG & appropriate classteachers re. support, progress & next steps Report to Gvs via HT report > % of chn receiving additional support		

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
<p>To continue to positively promote the well-being of all our St Luke's community through:</p> <ul style="list-style-type: none"> • having a consistent approach to rewards and discipline • Increasing understanding of children with more complex needs 	<p>To embed the Rewards & Discipline system which incorporates Class Dojos linked to the St Luke's Learning Me's.</p>	<p>All staff Phase Leaders to monitor Class Dojos</p>	<p>Phase Leaders to monitor phases use of Class Dojo—consistent approach across the school? Children being awarded points linked to Learning Me's?</p>	<ul style="list-style-type: none"> • Whole school rules in place, owned by the whole school community • All staff follow the rewards & discipline procedures and appropriate consequences used throughout the day • Decrease in numbers in the Behaviour Logs > less children being moved to yellow and red across the school in comparison to previous academic years. • Exceptional behaviour and attitudes. • Consistent approach to rewards and discipline across the school; Staff and pupils deal effectively with inappropriate behavior, low level disruption and disagreements. 	<p>How are Class Dojos used across the school?</p> <p>Are they linked to the Learning Mes?</p> <p>Impact of the CPD for all staff?</p> <p>Analysis of behaviour logs—what does it show?</p> <p>What is the caseload of JWT?</p>
	<p>Explore CPD for all staff:</p> <ul style="list-style-type: none"> • Self-efficacy • ADHD • Team Teach Training • Restorative Practice • Resolving conflicts on the playground, consequences and dealing with issues. 	<p>JWT: 06.09.22 Outreach Team: 06.09.22 TT (Tettenhall Wood) £150 pp Outreach Team</p>	<p>Phase Leaders to monitor Behaviour Log & GTBG charts re. issues at lunchtime / playground.</p>		
	<p>JWT to continue to work with targeted children across the school - identified for PSEB support (1 day per week—shared between 4 schools)</p>	<p>JWT: £9028.00 salary AGrennan Class teachers</p>	<p>JWT to send regular updates and reports to AG & appropriate classteachers re. support, progress & next steps</p> <p>Report to Govs via HT report > % of chn receiving additional support</p>		
<p>To maintain high profile of successful attendance and punctuality</p>	<p>Identify at the beginning of each term, individuals and groups that have had attendance below 92% - check the attendance of these children at the end of each term</p>	<p>H Garcha; A Grennan; A Smith; R Samuels LA A&B Officer: Attendance support - 6 days per year - level 1 £1788</p>	<p>H Garcha to monitor attendance Identify 'at-risk' children</p> <p>Contact with parents/carers via HG / LA B&A Officer / HSCLO</p> <p>Early Help Assessments / TAC meetings</p>	<ul style="list-style-type: none"> • 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 	<p>How does the attendance compare with previous years?</p> <p>What are the main reasons given for absences?</p> <p>Are there any specific groups whose attendance is an issue?</p>
	<p>AG/HG/AS and the LA B&A Officer review groups whose attendance is at risk of below national expectations – PP/SEN/New arrivals</p>	<p>Strengthening Families Hub where appropriate</p>	<p>H Garcha to inform eServices of attendance AS: attendance certificates</p>		
	<p>Continue to promote and celebrate good attendance > utilising website / Social Media / newsletter</p>	<p>A Grennan</p>			
<p>To ensure that our children are staying safe in a range of situations at school, at home and online by ensuring that 'gap areas' from Online Safety Mark application are addressed, and that identified good practice continues</p>	<p>Gap areas shared with all staff and appropriate CPD provided.</p>	<p>LS (KS2) LC (KS1) LW(KS1)</p>	<p>E-Learning team to reestablish online safety group.</p>	<ul style="list-style-type: none"> • Online Safety group meeting to take place in Autumn—with future meetings scheduled. • Child Online Safety group established and responsibilities given (Online Behaviours) • ICT Mark strengths and gaps shared with staff and CPD provided • Safer Internet Day / Writing Focus week (14th Feb 2023) 	<p>Progress towards 'gap areas' from 360 assessment?</p> <p>What is the make up of the online safety group?</p>
	<p>Identified good practice systems continue to be used by all.</p>	<p>Staff training / Time to complete</p>	<p>LS / LC / LW to monitor Child E-Safety Group.</p>		
	<p>Safer Internet Day / Writing Week 2023</p>	<p>Staff Meeting—Aut 22/Spr 2023</p> <p>Online Behaviours: £2265.00</p>	<p>LS to review and share ICT Mark feedback and share with staff / provide CPD. Both good practice and gap areas.</p> <p>Support from Online behaviours to continue— policy updates, online safety updates, Child online safety group etc.</p>		

**Priority 3: Personal Development
(2022-2023)**

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)

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
<p>Provide opportunities within our curriculum and the wider school to:</p> <ul style="list-style-type: none"> • promote pupil and staff mental health and wellbeing, and that that this remains a high priority for all staff and leaders. • develop pupils' character; their spiritual, moral, social and cultural development and understanding of British values 	Continue to use 'Zones of Regulation' activities and strategies in the classroom including each year group to develop a calm break-out space for pupils to access during time out and emotional regulation.	Inset 06/09.22 EP/JWT Beginning Sept 2022 Class Teachers Sensory Dome & equipment	Pupils' are aware of the Zones of Regulation and associated emotions. Practical metacognitive strategies and metacognitive vocabulary used by all staff	<ul style="list-style-type: none"> • Pupils' personal development continues to be deemed as a strength of our school • 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. • Active JLT reps elected across the school > provide regular feedback to classes/parents • High-quality pastoral support for all children and staff is provided, promoting the importance of mental health and well-being for all • Staff are confident to support pupils with PSEB needs • Reduction in number of incidents in the Behaviour Logs for identified pupils • Staff absence due to work related stress & issues remains at a low level 	<p>What opportunities across the curriculum are there for children to explore SMSC and articulate spiritual issues?</p> <p>During Governors monitoring, how is SMSC promoted across the school? What evidence is there?</p> <p>What is the impact of visits, visitors and experiences? How many children have been supported by the LPSW or HSCLO? How can we continue to promote wellbeing in our school? What issues have been raised at the staff wellbeing committee? Are Governors able to help in any way?</p>
	Continue to review curriculum to ensure that it is appropriate / relevant for our school community	Subject/Area teams Subject Leads meetings/networks Gold Bundle £1000	SLT > Curriculum provision > report to Curriculum Committee (Termly basis)		
	Continue to maintain a range of visits, visitors and experiences in place across the school for children to experience and develop beyond academic skills	Year group staff Transport costs Parent Contributions / PPPG	Children's evaluations; subject leaders to monitor visits, visitors and experiences related to their specific subject areas - impact?		
	Implement new Junior Leadership Team (JLT) procedures (application form, elections, nominations, structure, etc). Hold timetabled meetings	RE/HE/RSE Team Year 6 staff Autumn 1 2022	JLT Display/Notice Board AG to receive regular minutes and updates from JLT reps > feedback to Governors and Parents/Carers via Newsletter		
	Review roles of HSCLO & Lead Pastoral Workers:	AGrennan R Samuels J Woodstock-Townsend	Regular meetings: AG/AS/CB/RS/JWT re. caseload / staff and pupil well-being JWT/RS End of term Summaries > to SENCO & AG AG >		
	Wellbeing committee continues to meet regularly and organise events, audit staff well-being.	Well-Being Committee (half-termly meetings)	Staff Well-Being Committee to audit and monitor staff well-being across the school. Report regularly to all staff and Governors. End of Year Staff Evaluations GF to monitor staff absence rates		

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Ensure that children, parents and staff know the importance of maintaining a healthy active lifestyle, promoting positive physical, emotional, social and mental behaviours.	PE & Sports subject team to refamiliarise staff across the school on the use of 'Active Literacy and Maths' and how this can be incorporated into Teaching & Learning	PE team / English team / Maths Team Active Literacy and Maths resources shared Staff meeting (16.11.22)	Subject Teams: Learning Walks / Monitoring of planning in Spring 2023 PE & Sports team: Pupil voice	<ul style="list-style-type: none"> Staff meeting for all staff demonstrating 'Active' activities and resources which can be used across the curriculum delivered Learning Walks evidence shows 'active lessons' Improved fitness levels of children 	<p>What are the benefits of Active Literacy and Maths? Does this improve outcomes in all aspects? How many children participate in extra-curricular activities? Are there any groups of children who are not participating? What are the key messages / next steps from the Active Lives Survey?</p>
	Extra-Curricular activities within each phase to promote fitness > timetable to promote active and fitness opportunities throughout the academic year	Soccer 2000 £50 per session Parental contributions £2 per session Other Sports providers Sports Premium Grant	Subject Area team & Phase Leaders monitor extra-curricular activities offered within the phase and take up of children Subject Area team to monitor clubs organised by outside agencies Pupil feedback	<ul style="list-style-type: none"> All children have the opportunity to participate Inclusion and opportunity for all promoted. Increase in the number of children participating in extra-curricular sporting clubs and activities Improved fitness levels of children 	
	In conjunction with PSHE team, complete Active Lives Survey.	Tim Aldred (Active Black Country) Leah Goode Alison Smith (PSHE Lead) Support from Connected PASS team	Subject Leads to meet regularly and feedback to AG.	<ul style="list-style-type: none"> Whole school approach to food and nutrition and approach to embedding physical activity across the school day. Achieve Healthy Schools Mark 	
<p>To tackle the barriers to learning faced by some of our children</p> <p>To raise the progress and attainment of vulnerable children</p>	Address barriers to learning such as Language skills, Behaviour and Safeguarding—opening an Early Help and liaising with outside agencies where applicable.	R Samuels A Grennan ASmith	DSL/DDSL to meet half-terminally to discuss – progress and impact > AG to analyse impact, share with Governors	<ul style="list-style-type: none"> Safeguarding and support programme in place and reviewed each term to address current needs; HSCLO programmes run and well attended Vulnerable families are supported and provision put in place, in conjunction with other agencies where appropriate Increased knowledge of children across the school Regular safeguarding/vulnerable families/learners slot in staff meetings to update or information given through Phase Leaders Vulnerable families engaging with school and accessing wider support 	<p>What is the Early Help process? How does this support the child and the family?</p> <p>What is the impact of the HSCLO? How many children and families does the HSCLO support?</p> <p>What support is given to families where on-line access is a barrier?</p>
	HSCLO maintains regular 'catch-up' with children being supported	Weekly R Samuels	HSCLO regular updates in to ensure staff are informed		
	Vulnerable learners are supported through appropriate and timely information sharing to adults who are working with them	AG / RS / AS Ongoing	AG to monitor Safeguarding records AG termly meetings with LA Safeguarding Officer (DM)		
	Identify and engage with pupils and families where on-line access is a barrier to learning and determine appropriate support.—eg access support/device loan/homework club	Class Teacher E-learning team	Feedback reports show majority of pupils accessing on-line learning throughout the year and across the curriculum.		
	Opportunities for vulnerable and marginalised parents/carers to attend – for education and social well-being are provided	RS/AG/AS Vic Ritchie	Attendance record and evaluations are taken and analysed		

Priority 4: Leadership & Management (2022-2023)

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.
- Governors are effective in measuring the impact of the curriculum across the school

End of Year Success Criteria

- Gaps in knowledge have been addressed and taught; curriculum has been updated to reflect the time children were away from school in the 2019-2020/2020-2021 academic years
- 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 increase the effectiveness of all leaders in school in: <ul style="list-style-type: none"> • Self-evaluation processes, • School Improvement planning • Assessment for Learning (AfL) • Analysis of data and data tools/systems • Coaching and Mentoring • Managing Resources 	Leaders to attend LA School Improvement Workshops & City Directors Briefings	HT/DHT: 29.09.22; 10.11.22; 26.01.23; 09.03.23; Summer 2023	Leaders to disseminate information with all staff, identify actions and next steps	<ul style="list-style-type: none"> • Leaders and Governors focus on consistently improving outcomes for all pupils. • Quality Assurance & monitoring procedures embedded • Effective self-evaluation processes in place, i.e. SEF and SIP • Assessment information is used effectively to identify priorities and demonstrate impact i.e. KS2 Attainment & Progress is above the National Average / Floor targets are exceeded • Increase the proportion of children achieving GDS across the school • 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 	How has the LA support impacted on Leaders and in turn, teaching & learning and Pupil outcomes? Has the LA input had a positive effect on outcomes? What are the strengths and areas for development from LA reviews? What CPD have leaders been involved in delivering? What are the key messages for leaders from Leadership briefings, conferences, meetings, etc? What is the strategic plan for ICT and e-learning? How has leadership developed through the support from the LA, ConnectEd Partnership and Lichfield Diocese?
	SLT to meet with SIA on a termly basis > School Improvement Issues	Autumn Term Meeting: 20.10.22; Spring 2023; Summer 2023	SIA report shared with Governors > monitor progress made and next steps		
	AS to attend ConnectEd DRB Ignite Leaders briefings	DRB: 16.11.22; 07.03.23; 28.06.23 ConnectEd Partnership Cost £3716.00	AG/AS to disseminate information with all staff		
	Subject Leaders to participate in LA Subject Leader Networks	<i>Maths: 15.11.22; 14.03.23; 19.06.23</i> <i>SEND: 15.09.22; 16.11.22; 22.03.23; 21.06.23</i> <i>EYFS: 30.11.22; 01.03.23; 27.06.23</i> <i>STEM: 02.11.22; 01.02.23; 13.06.23</i> <i>Eng: 21.10.22; 10.02.23; 19.05.23</i> <i>RE: 06.10.22; 09.03.23; 17.05.23</i> <i>RSHE: 13.10.22; 25.01.23</i> <i>Computing: 23.11.22; 27.03.23; 28.06.23</i> <i>Assessment: 19.01.23</i> <i>SLA Gold Bundle: £1000.00</i>	Subject leaders feedback to AG & Curriculum & Standards committee. Any actions required? Next steps?		
	E-Learning Subject Leader to meet with eServices, Squirrel Education & P Flynn (eSafety Advisor)—strategic meeting	Summer/Aut 2022 to plan 2022-2023 programme of support: eServices: £12360.00 Squirrel Learning: £4950.00 Online Behaviours: £2265.00	LS to discuss strategic plan with e-learning team / Finance Officer E-Safety Mark achieved		
	Diocesan Christian Distinctiveness Advisor regularly meets with AG (HT) and AS (DHT) CDA visit	Autumn 2022; Spring 2023; Summer 2023 CDA Visits (Termly) £1860.00 Service Agreement Diocesan Conference > Feb 2023	AG/AS/REB to regularly meet to discuss meetings & support > identify actions / next steps		
	Staff to continue to be members of the LA Moderation team, and potentially extend to include further experienced members of staff.	Complete LA & STA Moderation training sessions, successfully complete test. Ongoing	AG to meet with staff identified as LA Moderators to discuss CPD > any messages for school?		
	Staff across the school to participate in LA Moderation sessions throughout the year	Assessment & Moderation SLA £1750.00 Ongoing	Moderation records completed; Subject leaders validate judgments		

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
<p>To continue to develop the effectiveness of the Governing Body</p> <p>To formalise the Governing Body's evaluation of the distinctive Christian character of the school to inform strategic direction utilising the support from the subject leader and CDA</p>	Embed reviewed Governance structures, committees & schedule > Governors Programme for 2022-2023 shared with all Governors at the beginning of the academic year	From September 2022 S4S Governors Clerk: £2860.00	Governors minutes - structure and Governance agreed Governors Schedule > Governors monitoring summary and Governors Committee minutes	<ul style="list-style-type: none"> Effective committees in place, i.e. (FGP / Curriculum & Standards) Governors meetings are run effectively; meetings are informative but challenging HT report is an effective and useful tool for Governors Governors' knowledge and understanding of each subject area is strengthened > effectiveness of monitoring is increased. Increased Governor confidence of holding the head teacher to account Governors have a deep, accurate understanding of school's effectiveness, using this to keep the school improving by focusing on the impact of actions in key areas. 	<p>Are Governors challenging as well as supportive?</p> <p>Do Governors feel well informed about the school, progress, the curriculum?</p> <p>What are the key messages from the LA Audit?</p> <p>Where do Governors need to develop?</p> <p>How effective is the Governing Body in evaluating the Christian Distinctiveness of our school?</p>
	Embed system for leaders (subject/phase) to report to Governors about their subject/data i.e. via Link Governors or Curriculum & Standards Committee	Curriculum Committee meetings (termly) Subject Leads Teams	Timetable agreed with subject leaders Link Governors in place Link Governors reports to FGB Curriculum & Standards Committee minutes		
	Analyse Governors Audit to identify strengths and areas for development, training needs	Beginning Autumn term 2022 S4S Governors Clerk: £2860.00	Audit report with next steps and training needs identified > Governors feedback on CPD attended		
	Christian Distinctiveness of the school is a standing item on the agenda of every LGB meeting.	Foundation Gvs SLT S4S Governors Clerk: £2860.00 CDA: £1537.00	Termly Christian Distinctive governors' visits take place. These will include opportunity for monitoring and evaluating distinctive Christian character		
<p>To ensure that Pupil Premium Grant (PPG) is used effectively across the school to ensure any gaps in attainment/progress of PP v Non PP are addressed; ensure attendance of PP pupils matches / exceeds Non-PP children; ensure that PP children are supported with visits and residential activities</p>	K Aldridge to participate in LA Pupil Premium Networks	PP Networks: 22.11.22; 08.02.23; 26.04.23	KA to feedback to AG/AS and disseminate information to staff & Link PP Governor (A Chhabra)	<ul style="list-style-type: none"> Appropriate Pupil Premium information displayed on school website FGP Governors analyse PP expenditure on a termly basis Pupil Premium Review completed > Pupil Premium action plan in place Attendance, Attainment and Progress of PP children is in line with the rest of the school and above National average 	<p>What are the barriers that our Disadvantaged children face?</p> <p>What steps/actions are being implemented to tackle these barriers?</p> <p>What progress is being made towards milestones of Pupil Premium Data?</p> <p>Has the PPG Overview been completed and published on School Website?</p>
	KA/AG to complete termly data analysis of Disadv Pupils across the school > produce summary report identifying strengths and areas for development KA to upskill all staff in the use of Insight as a data tool	December 2022 March 2023 July 2023 LA Data SLA: £5380.00 Insight:	KA/AG to share information with Phase Leaders & staff AG to share findings with Governors—key messages and Link PP Governor (A Chhabra)		
<p>To ensure that Sports Premium Funding is used effectively across the school to target children for PE& Sports; improving healthy lifestyles</p> <p>(See PE & Sports Action Plan)</p>	<ul style="list-style-type: none"> Long term plan reviewed Monitor staff teaching dance and gymnastics. Use PASS / Connected calendar to provide CPD and support to staff. Provide additional expert dance CPD within lessons. Increase the percentage of children achieving expected swimming standard at the end of year 6 > 18% in 2022 Subject area team to identify opportunities for children to increase dance / gymnastics skills outside of PE curriculum. Extra-Curricular activities within each phase to promote fitness > timetable to promote active and fitness opportunities throughout the academic year 	<p>Subject team meetings (half termly) Get Set 4 PE £660 per year—Sports Premium Budget Subject Leader Management time. LK to liaise with staff and review LTP termly. PASS PE & Sports Calendar (part of ConnectEd Partnership) Sports premium budget £19,630</p>	<p>Subject team to share findings of audit and review with AG & Link Governor and Curriculum Committee</p> <p>Staff evaluations</p> <p>Long term plan for 2022-2023 developed</p>	<p>See Sports & PE plan for outcomes related to Sports Premium Funding</p>	<p>Is the Sports Premium Funding being used effectively?</p> <p>What is the impact of WWFC? Are staff more confident in the delivery of PE & Sports?</p> <p>Is St Luke's participating in a wide range of competitions? Is this celebrated?</p>

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To ensure Safeguarding policies, procedures, CPD and record keeping are all outstanding	AG to review Safeguarding Policy and Staff Code of Conduct	A Grennan— Aug 2022	Share documents with LA Safeguarding Officer for comments / actions	<ul style="list-style-type: none"> 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 	<p>Is Safeguarding information regularly shared with staff?</p> <p>What progress is being made with the Safeguarding audit action plan?</p> <p>Does the school website comply with statutory obligations?</p> <p>What Safeguarding CPD have the staff undertaken?</p>
	AG/AS/RS audit Safeguarding training and identify training required	AG - Sept 2022 Beginning of each term	Check with LA Safeguarding Officer re. are school meeting statutory training guidelines?		
	AG/AS/RS termly meetings with LA Safeguarding Officer > Safeguarding policies and procedures checked by LA Safeguarding Rep through regular meetings	Termly L A S L A : £1020.00	Audit completed > actions identified AG to report to Governors via HT Safeguarding Report		
	School Safeguarding team to deliver CPD for all staff	Safeguarding Team — Ongoing	Evaluations from staff gathered What CPD would staff feel is beneficial?		
	AG/AS to meet with Safeguarding Governor to ensure that school is meeting Safeguarding requirements > DHT > SCR review (termly)	Termly	SCR reviewed each term by Governors at FGP		
	E-Services to ensure school website is compliant	AG - ongoing	Nominated Governor (AMH) to ensure school website is compliant		
To ensure Health & Safety policies, procedures, CPD and record keeping are all outstanding	H&S policy reviewed, changes made in consultation with H&S Advisor	AG, CB, DN Autumn 2021	Governors & H&S Consultant to approve Health & Safety Policy > shared with all staff	<ul style="list-style-type: none"> 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 	<p>Is regular Health & Safety CPD undertaken by key staff?</p> <p>What is the feedback from the external H&S Advisor?</p> <p>Are policies and procedures up to date?</p>
	Review report from WMS Fire Service and action any recommendations	CREST Safety: £1200.00			
	Audit of training completed by all staff	LA H&S team: £1090.00	Audit completed > training needs identified and booked		
	H&S CPD delivered on a regular basis	Sept 2022 Jan 2023 April 2023 Ongoing	Evaluations from staff gathered What CPD would staff feel is beneficial?		
	H&S Onenote updated and staff are made aware of changes	Ongoing	SLT to monitor staff knowledge and understanding of H&S issues		
	CB half-termly meetings with H&S Consultant & Site Manager	Termly	H&S policies and procedures checked by Crest H&S Consultant through regular meetings AG to report to Governors via HT H&S Report		

Priority 5: St Luke's as a Church School (2022-2023)

Subject/Area: RE and Collective Worship

2022-23 Priority: SIAMS inspection—Maintaining and Promoting Excellence

End of Year Success Criteria:

- Engage with Church school networks at a national level to develop and disseminate excellent practice.
- Further develop induction processes for all new stakeholders joining the school to immerse them in the distinctively Christian vision and values of this Church school.
- Review and update the RE LTP to reflect updates in curriculum guidance
- Governors leading and ensuring distinctive Christian character of the school
- Ensure school is working in-line with most recent SIAMS guidance

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Further explore opportunities to engage with church school networks—national level: Focus of project should allow opportunity for developing and disseminating excellent practice.	Meeting with CDA from Lichfield Diocese (termly meeting)	A S/AG LDBE SLA £1860	Termly meeting attended > Report produced by CDA and shared with Subject team, SLT and Governors	<ul style="list-style-type: none"> • Meeting held, reports received and recommendations actioned • Possible projects shared and considered • Application made to join identified project • Initial plan created • Plan shared with stakeholders • Action plan for project drawn up • Actions implemented • Evidence of impact • Outcomes reviewed • Next steps identified 	<p>How effective is the CDA support from the Diocese?</p> <p>What is the impact of being involved in a project at a National level for our staff, our children and our Governors?</p> <p>What are the identified actions and next steps?</p>
	Work with CDA to Identify a National church school project that school can engage with	A Smith LDBE SLA £1860 Termly meetings			
	Work with CDA to draft plan for engagement in National church school project	Team A Grennan SLT & R EB LDBE SLA £1860	Next steps and actions identified		
	With CDA, review engagement in national church school project				
	Work with CDA to identify next steps for project engagement—continuation/identify new project				
Continue to develop induction processes for all new stakeholders joining the school to immerse them in the distinctively Christian vision and values of this Church school	Create Induction processes to St Luke's as Church School for all stakeholders inc <ul style="list-style-type: none"> • Worship themes • SWAY/Website information • Work with FOSL • Family worship • Work with JLT 	Subject Team SLT FOSL (R Samuels) JLT (E Parkes)	A Grennan A Smith Foundation Governors	<ul style="list-style-type: none"> • Pupils, staff, leadership and stakeholders able to understand, explain and demonstrate the school vision throughout the school day. • Create resources for identified new stakeholders • Consult and review and QA with stakeholders • Roll out induction processes to all stakeholders 	<p>During Learning Walks, are the school vision and values displayed around the school?</p> <p>Can children, staff, Governors and parents/carers relay the meaning of the school's Christian vision?</p>
Revisit SIAMS Inspection documentation and audit areas, identifying strengths and areas for development. 1. Vision and Leadership 2. Wisdom, Knowledge, and Skills 3. Character Development: Hope, Aspiration, and Courageous Advocacy 4. Community and Living Well Together 5. Dignity and Respect 6. Impact of Collective Worship 7. Effectiveness of Religious Education.	<ul style="list-style-type: none"> • Ensure knowledge of most recent SIAMS documentation • Use audit tool to complete SWAT analysis for identified area • Use SWAT to create draft/working SEF and action plan for identified area • Implement action plan • Include update of information on SWAY/Website, as appropriate 	Orange—ongoing Autumn Spring Summer	A Grennan A Smith Foundation Governors Diocese CDA	<ul style="list-style-type: none"> • Working SEF in place for focus areas • Gaps/areas of weakness identified as task & finish • Update to Governors 	<p>How successful is the school in response to the over-arching SIAMS inspection question, "How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?"</p>

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Question for Governors
Revisit school LTP for teaching of RE through review of the intent, implementation and impact, in light of updated subject / curriculum guidance.	Review LTP. Consider and identify any changes required, including ensuring coverage of non-religious world views.	Subject Area team	Subject Team monitoring cycle > planning; learning walks > identify next steps and support required	<ul style="list-style-type: none"> Religious literacy is used throughout RE teaching, CW and learning across the school by staff and pupils. Religious literacy is not only used, but understood by pupils. Pupils familiar in using Key Understanding Vocabulary Key vocabulary is identified and its usage considered in each unit assessment 	During Learning Walks, are Governors able to hear children using RE vocabulary in their learning, can they see RE vocab in the classroom environment and in the children's books? What is the 'Understanding Christianity' resource?
	Identify and provide units of work for non-religious world views—Wolverhampton Agreed Syllabus (written by REToday)	Release time for all members of team			
	AS & JR to support staff to plan for and deliver new units—Priority to year groups where a teaching unit has been changed or altered.	CDA Visits (Termly) £1860.00 Service Agreement	CDA monitoring - Termly Visits > produce report for RE Team & Governors		
	Subject Leaders to attend RE Network meetings (REToday/W'Ton SACRE). Updating subject knowledge and sharing with staff and supporting as required.	Subject Leader SLA—Gold Bundle £1000.00 (Funded by W'ton SACRE) 06.10.22; 09.03.23; 17.05.23	Feedback provided to HT / Governors re. network meetings attended—next steps		
	Upskill curriculum leaders in subject knowledge of world faiths. Attend series of webinars run by REToday	AS & JR 6 x webinars £400 Nov-Jul (mostly Twilight training session)	Feedback provided to HT / Governors re. network meetings attended—next steps		
Embed the Governing Body's evaluation of the distinctive Christian character of the school to inform strategic direction utilising the support from the subject leader and CDA	Report on Christian Distinctiveness of the school as a standing item on the agenda of every LGB meeting—ie Governor visits, monitoring, pupil voice, parent feedback	A Grennan A Smith S4S Clerk	Governors minutes—evidence of Governor visits, monitoring, pupil voice, parent feedback	<ul style="list-style-type: none"> Evidence of Governors role in shaping the school's Christian Distinctiveness, providing challenge and support and holding leaders to account. FG attending and feedback on CW events throughout year CD focus for Governor link visits—derived from CDA/CW/RE monitoring Evidence of Vision as driver in policies and practice of 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? What is the uptake for worship club? Feedback from children and parents?
	Diary link—foundation governor to visit and report back on Collective Worship throughout the school year.	AS Foundation Gov	AS & Link Governor Report (verbal or written)		
	Termly Christian Distinctive governors' visits take place. These will include opportunity for monitoring and evaluating distinctive Christian character.	AS AG CDA	Termly meeting attended > Report produced by CDA and shared with Subject team		
	Governors involved in ensuring that our vision and aims and reviewing its implementation in policies and practice.	C & A/Foundation Gov Subject Leaders SLT	Governors committees / meetings / visits Governors Minutes		