



Aspire, Believe, Achieve!

School Improvement Plan

2023-2024

Contents		Pages
Vision, Motto & Core Values Mission Statement Purpose & Aims of School Improvement Plan		3
Priorities & Action Plans		
Priority 1 Quality of Education	Summary of Main priorities 1 - 5	4
	Curriculum	5-6
	English	7-9
	Mathematics	10-11
	Science	12
	Creative Arts	13-14
	Humanities and Foreign Languages	15
	Computing	16
	PE & School Sport	17-18
	PSHE, RSE & Citizenship	19
	SEND & Pupil Welfare	20—21
Priority 2	Behaviour & Attitudes	22
Priority 3	Personal Development	23-24
Priority 4	Leadership & Management	25-27
Priority 5	St Luke's as a Church School	28

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

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 (2023-2024)

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 continue to develop oracy and communication skills so that standards in writing and maths improve across the school, (bringing them in line with Reading Standards)</p> <p>To improve standards in Early Reading and Y1 Phonics through conducting a review of Early Reading and teaching of RWI Phonics.</p> <p>To improve the standards in writing, through:</p> <ul style="list-style-type: none"> • implementation of handwriting scheme (Kinetic Letters) across the school • Introduction of Scribble & Drawing Club in Early Years • English planning is reviewed to encompass 'Back to Basics' following CLL CPD 	<p>To continue to positively promote the well-being of all our St Luke's community through:</p> <ul style="list-style-type: none"> • Reviewing approach to rewards and discipline and implementing a consistent behaviour management system across the school (relating to 'When the Adults Change') • Increasing understanding of children with more complex needs <p>To improve attendance, bringing it in line with National Expectations (and previous years pre-2022)</p>	<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) through:</p> <ul style="list-style-type: none"> • embedding of PSHE sessions within the weekly timetable • Ensuring curriculum offer is relevant to our children • Continuing to focus on staff well-being • Maximising the use of our outdoor facilities and grounds • Reviewing the role of our HSCLO • Strengthening and diversifying a range of extra-curricular activities (linked to School Games Mark) 	<p>To strengthen teaching and learning strategies through:</p> <ul style="list-style-type: none"> • Fostering a culture of continuous improvement • Providing opportunities for all staff to collaborate and engage in peer observation to promote effective teaching techniques. <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 further strengthen the partnership between school and parents/carers through workshops, Learning Together Sessions, and the use of software such as Microsoft Teams and Class Dojo.</p>	<p>To ensure all aspects are in place in order to confidently achieve Judgement 1 (J1): 'through its vision and practice, the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish'</p> <p>To ensure all stakeholders understand the changes of SIAMS 2023 and upskilled appropriately</p> <p>To identify and highlight where spiritual development can be found in all aspects of the curriculum</p>

Quality of Education (2023-2024) Priorities:

- To continue to develop oracy and communication skills so that standards in writing and maths improve across the school, (bringing them in line with Reading Standards) *continued from 2022-2023 SIP*
- To strengthen teaching and learning strategies through fostering a culture of continuous improvement, providing opportunities for all staff to collaborate and engage in peer observation to promote effective teaching techniques (*follow on from 2022-2023 SIP*)
- To improve the quality and standards of writing across the school so that the proportion of pupils in each cohort working at the expected standard and greater depth is at least in line with the national figures, and progress is made from starting points

End of Year Success Criteria:

- 2024 Key Stage 2 outcomes in RWM & SPaG increase compared to the cohort's End of KS1 2020 TAs = progress score being above the National average.
- 2024 Key Stage 1 outcomes indicate that the proportion of pupils achieving the expected standard (EXS) & greater depth (GD) is an improvement in comparison to End of Reception assessments (2022)
- The percentage of children passing the Y1 Phonics screening test is comparable or an improvement upon 2023 (>58%) and more in line with national (as in previous years).
- Progress from baseline indicates that all prior attainment groups made good progress in RWM
- 2024 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 2023 Assessments make good or better progress (see Insight Key Groups Summary)
- 100% teaching is judged to be consistently good or better > no inadequate teaching across the school

Objective (impact)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
To further develop and embed oracy and communication skills so that standards in writing and maths improve (continued from SIP 2022-2023)	<p>Embedding existing good practice: Word Aware; Frayer Model; Talk topics; Key vocabulary; CPA approach; Question domains/ PEE chains; Perfect Partners; AFL practices</p> <p>Planned activities: JLT; Planned public speaking opportunities Performances; Talk topics; Staff modelling</p> <p>Speaking & Listening progression: Working with the CLL team to create and develop a 'Speaking & Listening Pathway'..</p>	<p>Beginning Autumn term 2023</p> <p>JLT: Organised by RS/Y6 staff</p> <p>Performances: R&KS1: Dec 23</p> <p>KS2a: Spr 1 24</p> <p>KS2b: June 24</p> <p>Talk Topics weekly</p> <p>SL to be part of S&L Working Party (Beginning Aut 2023)</p>	<p>Subject Leader / SLT monitoring (including Talk Topics) Ongoing</p> <p>JLT: share information with AG via minutes / share with parents/carers via newsletter</p> <p>Performances: Parent/Carer</p> <p>TT: Phase leaders to monitor</p>	<ul style="list-style-type: none"> 2024 Key Stage 2 outcomes in RWM & SPaG increase compared to the cohort's End of KS1 2020 TAs = progress score being above the National average. 2024 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 (2022) 2024 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 proportion of pupils in each cohort at EXS/GDS meets milestones 	<p>What are the issues relating to oracy and communication skills which impact on the children's progress and learning?</p>
Complete a Review of Early Reading skills / Reading for pleasure in order for children to have the foundation skills for writing.	<p>Early Reading/Reading for Pleasure</p> <ol style="list-style-type: none"> Update staff regarding the Reading Framework (updated July 2023) and website New reading LTP for EYFS-Y6. Sway for reading texts updated and shared termly. Reading records reintroduced in all year groups to ensure logging of reading by all; teachers, pupils, parents, volunteers Guide to completing reading records created for staff and parents for EYFS and KS1/KS2 Update staff re. reading interventions, resources (rapid reading, lexia, fluency, precision teaching) Explain 1:1 Reading Toolkit for each year group set up with phonic resources to support the lowest of readers in each cohort inc creating WAGOLL videos of a 1:1 reading session for sounds/KS1 book/KS2 book Audit reading resources—buy whole class sets of texts / improve reading areas & library etc 	<p>Staff Meeting : NH on 6.9.23; Support Staff Meeting: NH 15.9.23</p> <p>St John Bosco English Hub support</p> <p>Reading Budget: Reading records; Prizes for reading champions; reading ambassadors badges; Set up 1:1 reading toolkit; whole class sets of texts: £3000</p> <p>Lexia: 80 licenses purchased for 3 years Lexia renewal (1.9.22 - 28.2.26) cost of £5,158.22</p> <p>Management time (NH)</p>	<ul style="list-style-type: none"> Reading Lead (NH) to complete audit and discuss with John Bosco English hub who will then complete Early Reading Audit (Aut 2 23 / Spring 24) NH to monitor termly to ensure year groups are updating the LTPs Aut: NH/English Team to monitor through learning walks/planning and book scrutiny (reading records) NH to liaise with CB/VB regarding supporting SEND children Phase leaders to monitor reading records 	<ul style="list-style-type: none"> All staff familiar with the teaching of Early Reading using RWI strategies Reading records completed for all children with useful and relevant comments Standardised areas to focus on when reading: Effort and engagement/fluency and expression/word-reading and comprehension Increased use of the library in classes and central libraries; Children enjoy reading for pleasure in school and outside school Consistent approach across the school for 1:1 reading, i.e. all staff/volunteers are confident to deliver 1:1 reading sessions The lowest 20% readers in each cohort supported to 'keep up, not catch up' Range of effective reading interventions used across the school Increased Reading results (see EOY Success Criteria) 	<p>What is the impact of re-introducing reading records? Has this made a difference? Has the % of children reading increased?</p> <p>What evidence is available for the lowest 20% of readers in each cohort? Any progress made?</p> <p>Impact of support from John Bosco English Hub? What did the audit show?</p>

Objective (impact)	1 Action (Implementation)	2 Whom? When? Cost?	3 Monitored	4 Success Criteria (Impact)	5 Questions for Governors
6 To improve standards in Early Reading and Y1 Phonics through conducting a review of Early Reading and teaching of RWI Phonics.	RWI Phonics: 1.To complete a review of phonics teaching in Reception & KS1 2. Following review, provide CPD & revisit 3.To continue with a 'keep-up not catch-up' approach to the teaching of phonics, maintaining approach introduced previous year. 4. Liaise with LA reps & St John Bosco re. Reading Review	Daily RWI teaching (EYFS & KS1) St John Bosco English Hub support LA Support: SH / SD SK/EB extra reading for lowest 20% and 1:1 tuition in school School Led Tutoring: KA, EB, JR, HC, HR NTP Cost: £7909.00	<ul style="list-style-type: none"> KA analysis of baselines and mid-term checks Running records for fluency Learning walks KA/NH St John Bosco Eng Hub Audit & next steps 	<ul style="list-style-type: none"> Baselines completed and analysed in comparison with previous cohorts > Target children put into interventions/additional 1:1 tutoring in school and are more confident in reading routines to identify set 1/2 and 3 sounds in words, real and alien Percentage of children passing the Y1 Phonics screening test is comparable or an improvement upon 2023 (>58%) and more in line with national Sounds are taught in a more systematic way allowing staff to identify those falling behind 	<p>What is the current phonic data showing? How does the data compare to previous years?</p> <p>Is the spelling program being implemented consistently?</p>
<p>To improve the standards in writing, through:</p> <ul style="list-style-type: none"> English planning is reviewed to encompass 'Brilliant Basics' following CLL CPD Tailored school-led tuition focused on phonics and writing Implementation of handwriting scheme (Kinetic Letters) Introduction of Scribble & Drawing Club in Early Years 	Brilliant Basics: 1. Using strategies taken from the securing full stops and fixing full stops LA CPD (Sum 23), staff to review LTP/MTPs to ensure secure knowledge & understanding of basic sentence structure / consolidation of previous year's SPaG, i.e. staff to focus on modelling reading and writing a simple sentence. 2. Develop interventions related to Wider Curriculum using Brilliant Basics, i.e. Vikings and target identified children from data (e.g. Aut > Summer 23 data) Kinetic Letters Handwriting Scheme: 1. Research and Familiarise: LD to complete research of programme, to understand its principles and methodologies. Gather relevant materials, books, and resources. 2. Training: LD to attend training and then arrange CPD for all staff 3. Lesson Planning: Develop notebooks and activities that align with the Kinetic Letters approach. These should be age-appropriate and progressively structured. 4. Parental Involvement: Communicate with parents/carers to keep them informed about the Kinetic Letters program and how they can support their child's handwriting development at home. 5. Monitoring: Subject Lead to conduct monitoring to measure the improvement in children's handwriting skills. Use these assessments to make further adjustments to your teaching approach. Drawing Club & Scribble Club in EYFS 1. Research and Familiarise: LCg/AS to complete research of programme, 2. Training & Resources: LCg to teach, model for all staff; purchase resources required 3. Planning: All staff to plan for Writing sessions based on 'Drawing Club' in Reception 4. Monitoring: LD/LCg to conduct monitoring 5. Research and Familiarise: SW/AS to complete research of 'Scribble Club' for Nursery	<p>Summer 2023: Staff from each year group attended CLL CPD > Aut term, reviewing English planning School Led Tutoring: KS2 staff (identified children) NTP Cost: £7909.00</p> <p>LD—Summer 2023 INSET: 04/05.09.23</p> <p>Cover for LD/KA/EB to produce model notebook sessions (Aut 1)</p> <p>Workshops for parents/carers (Autumn 2)</p> <p>Opportunities for staff to visit other settings to see KL in practice.</p> <p>Cost of prog: £2800.42</p> <p>Budget for Resources: £500.00</p> <p>All EYFS staff</p> <p>LA Early Years Sessions & Networks / CPD</p> <p>Links with other settings using Drawing & Scribble Club</p>	<ul style="list-style-type: none"> Monitor through Planning scrutiny; learning walk; children's work Moderation (Inter and LA) > collections of work kept in Writing moderation profile Pupil progress meetings Analysis of Sch Led Tuition <p>English Team Monitoring: Aut 23</p> <ul style="list-style-type: none"> W/S - KL prog @ appropriate level EYFS: Drawing Club Y1: Brilliant Basics Y2-6: Spelling prog <p>Spr 24</p> <ul style="list-style-type: none"> W/S - KL sessions EYFS: Drawing Club Y1: Brilliant Basics Y2-6: Twinkl GAP assessments <p>Sum 24</p> <ul style="list-style-type: none"> W/S - KL across curriculum EYFS: Contextual Writing KS1/2: Proof-reading and editing skills <p>• LC/AS to support VB/JS</p> <p>• LD: Drawing Club (Aut 23; Spr 24); Contextual Writing (Sum 24)</p> <p>•</p> <p>6</p>	<ul style="list-style-type: none"> Planning identifies appropriate strategies such as Sentence makers, colourful semantics. Planning and books indicate secure knowledge and understanding of basic sentence structure / previous year's SPaG consolidated Interventions analysis demonstrate children applying Brilliant Basics in their writing. Increased percentage of children working at AREs in all year groups in Writing. <ul style="list-style-type: none"> Children learn handwriting & letter formation through movement and multisensory experiences, developing core body strength. Learning letters by movement helps writing and concentration and also makes handwriting automatic, freeing up space in the working memory for other learning. Children to develop legible handwriting that is produced quickly and automatically > handwriting becomes a valuable tool and not a hindrance to learning. Increased numbers of children able to join handwriting > GDS at KS1/KS2 <ul style="list-style-type: none"> Greater percentage of pupils achieving expected target at the end of Reception in Writing. More opportunities for writing in Early Years. Evidence of progression in writing throughout the year in Reception and Nursery 	<p>What is the theory behind the Kinetic Letters programme and how is this impacting on our children?</p> <p>What are the views of children, Staff and parents of the new scheme?</p> <p>Has monitoring shown the impact on handwriting as expected, in comparison to other schools?</p> <p>Is the tutoring / interventions having an impact?</p> <p>What is Drawing Club and how does it impact on Early Year's Writing skills?</p> <p>What are the barriers to children writing in Early Years?</p>

Subject/Area: English

2023-24 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:

- 2024 Key Stage 2 outcomes in RWM & SPaG increase compared to the cohort's End of KS1 2020 TAs = progress score being above the National average.
- 2024 Key Stage 1 outcomes indicate that the proportion of pupils achieving the expected standard (EXS) & greater depth (GD) is an improvement in comparison to End of Reception assessments (2022)
- The percentage of children passing the Y1 Phonics screening test is comparable or an improvement upon 2023 (>58%) and more in line with national (as in previous years).
- Progress from baseline indicates that all prior attainment groups made good progress in RWM
- 2024 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 2023 Assessments make good or better progress (see Insight Key Groups Summary)
- 100% English teaching is judged to be consistently good or better > no inadequate teaching across the school

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
<p>Teaching of Phonics:</p> <ul style="list-style-type: none"> • To implement a 'keep-up not catch-up' approach to the teaching of phonics • To implement a 3 day teaching/ 2 day review approach to the teaching of speed sounds • To encourage chn to read more fluently and at speed when it is a familiar text • To ensure that reading routines for unknown words are embedded in groups 	<ul style="list-style-type: none"> • Complete Phonic Check Baselines in Y1 • Identify target children and arrange tuition groups • Staff encouraged to liaise with KA/SK to ensure chn in their groups are targeted as and when necessary/ moved through groups as appropriate • Staff informed about recommendations for teaching new speed sounds for 3 days then a 2 day review with a mixture of the sounds and multi-syllabic words containing the sounds • Chn taught routines for unknown words but then for words they have read before they should be using 'Fred in Their Head'/ 'Speedy Reading' • Through learning walks/coaching sessions reading routines are incorporated and used routinely when reading green words in speed sounds lessons each day • Parent workshops to share routines with parents 	<p>KA: Autumn 1</p> <p>Daily RWI teaching (EYFS & KS1)</p> <p>SK/EB extra reading for lowest 20% and 1:1 tuition in school</p> <p>School Led Tutoring: KA, EB, JR, HC, HR NTP Cost: £7909.00</p> <p>St Luke's receiving support from John Bosco English Hub (Autumn 2 2023)</p>	<ul style="list-style-type: none"> • KA analysis of baselines and mid-term checks • Running records for fluency • Learning walks KA/NH • John Bosco Eng Hub Audit • LD monitor spelling programme delivery / books to ensure consistency • Pupil Voice / spelling assessments • NH tracking of individuals progress over time, comparison with starting points and ensure correct children are chosen to target 	<ul style="list-style-type: none"> • Baselines completed and analysed in comparison with previous cohorts • Percentage of children passing the Y1 Phonics screening test is comparable or an improvement upon 2023 (>58%) and more in line with national • Target children put into interventions/ additional 1:1 tutoring in school and are more confident in reading routines to identify set 1/2 and 3 sounds in words, real and alien • 3 day/2 day review implemented in groups resulting in Sounds being taught in a more systematic way allowing staff to identify those falling behind • Staff ensure that chn know that if they meet an unknown word when reading their phonics book, they should not only FT the word once but repeatedly faster and faster until they can confidently blend the sounds. • At least 90% of children working on Orange books and beyond pass their phonic check through confident use of the reading routines • Chn are confident in reading routines for when they meet unknown words, i.e. Special friends? Fred-talk. Say the word. • All staff are trained to deliver RWI sessions, coaching offered where necessary 	<p>What are the key messages from the baseline?</p> <p>Each term, what is the current phonic data showing? How does the data compare to previous years?</p> <p>What is the quality of phonics teaching across Early Years and KS1?</p> <p>What is the impact of support from John Bosco English Hub?</p> <p>What did the audit show?</p> <p>Is the tutoring / interventions having an impact?</p>

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
<p>To improve the standards in reading and writing, through:</p> <ul style="list-style-type: none"> Review of Early Reading skills / Reading for pleasure in order for children to have the foundation skills for writing. English planning is reviewed to encompass 'Brilliant Basics' following CLL CPD Implementation of handwriting scheme (Kinetic Letters), providing children with opportunities to build their physical strength and control in the core, upper body, hands and fingers. Tailored school-led tuition focused on phonics and writing using interventions such as: RWI Get Writing resources; Brilliant Basics intervention; Rapid Writing; RWI 	<p>Early Reading/Reading for Pleasure</p> <ol style="list-style-type: none"> Update staff regarding the Reading Framework (updated July 2023) and website New reading LTP for EYFS-Y6. Sway for reading texts updated and shared termly. Reading records reintroduced in all year groups to ensure logging of reading by all; teachers, pupils, parents, volunteers Guide to completing reading records created for staff and parents for EYFS and KS1/KS2 Update staff re. reading interventions, resources (rapid reading, lexia, fluency, precision teaching) Explain 1:1 Reading Toolkit for each year group set up with phonic resources to support the lowest of readers in each cohort inc creating WAGOLL videos of a 1:1 reading session for sounds/KS1 book/KS2 book Audit reading resources—buy whole class sets of texts / improve reading areas & library etc 	<p>Staff Meeting : NH on 6.9.23; Support Staff Meeting: NH 15.9.23 John Bosco English Hub support Reading Budget: Reading records; Prizes for reading champions; reading ambassadors badges; Set up 1:1 reading toolkit; whole class sets of texts: £3000 Lexia: 80 licenses purchased for 3 years Lexia renewal (1.9.22 - 28.2.26) cost of £5,158.22 Management time (NH)</p>	<ul style="list-style-type: none"> Reading Lead (NH) to complete audit and discuss with John Bosco English hub who will then complete Early Reading Audit (Aut 2 23 / Soring 24) NH to monitor termly to ensure year groups are updating the LTPs Aut: NH/English Team to monitor through learning walks/planning and book scrutiny (reading records) NH to liaise with CB/VB regarding supporting SEND children Phase leaders to monitor reading records 	<ul style="list-style-type: none"> All staff familiar with the teaching of Early Reading using RWI strategies Reading records completed for all children with useful and relevant comments Standardised areas to focus on when reading: Effort and engagement/fluency and expression/word-reading and comprehension Increased use of the library in classes and central libraries; Children enjoy reading for pleasure in school and outside school Consistent approach across the school for 1:1 reading, i.e. all staff/volunteers are confident to deliver 1:1 reading sessions The lowest 20% readers in each cohort supported to 'keep up, not catch up' Range of effective reading interventions used across the school Increased Reading results (see EOY Success Criteria) 	<p>What is the impact of re-introducing reading records? Has this made a difference? Has the % of children reading increased?</p> <p>What evidence is available for the lowest 20% of readers in each cohort? Any progress made?</p> <p>Impact of support from John Bosco English Hub? What did the audit show?</p>
	<p>Brilliant Basics:</p> <ol style="list-style-type: none"> Using strategies taken from the securing full stops and fixing full stops LA CPD (Sum 23), staff to review LTP/MTPs to ensure secure knowledge & understanding of basic sentence structure / consolidation of previous year's SPaG, i.e. staff to focus on modelling reading and writing a simple sentence. Develop interventions related to Wider Curriculum using Brilliant Basics, i.e. Vikings and target identified children from data (e.g. Aut > Summer 23 data) 	<p>Summer 2023: Staff from each year group attended CLL CPD > Aut term, reviewing English planning School Led Tutoring; KS2 staff (identified children)</p> <p>NTP Cost: £7909.00</p>	<ul style="list-style-type: none"> Monitor through Planning scrutiny; learning walk; children's work Moderation (Inter and LA) > collections of work kept in Writing moderation profile Pupil progress meetings Analysis of Sch Led Tuition 	<ul style="list-style-type: none"> Planning identifies appropriate strategies such as Sentence makers, colourful semantics. Planning and books indicate secure knowledge and understanding of basic sentence structure / previous year's SPaG consolidated Interventions analysis demonstrate children applying Brilliant Basics in their writing. Increased percentage of children working at AREs in all year groups in Writing. 	<p>Is the tutoring / interventions having an impact?</p> <p>What is the theory behind the Kinetic Letters programme and how is this impacting on our children?</p>
	<p>Kinetic Letters Handwriting Scheme:</p> <ol style="list-style-type: none"> Research and Familiarise: LD to complete research of programme, to understand its principles and methodologies. Gather relevant materials, books, and resources. Training: LD to attend training and then arrange CPD for all staff Lesson Planning: Develop notebooks and activities that align with the Kinetic Letters approach. These should be age-appropriate and progressively structured. Parental Involvement: Communicate with parents/ carers to keep them informed about the Kinetic Letters program and how they can support their child's handwriting development at home. Monitoring: Subject Lead to conduct monitoring to measure the improvement in children's handwriting skills. Use these assessments to make further adjustments to your teaching approach. 	<p>LD—Summer 2023 INSET: 04/05.09.23</p> <p>Cover for LD/KA/EB to produce model notebook sessions (Aut 1)</p> <p>Workshops for parents/ carers (Autumn 2)</p> <p>Opportunities for staff to visit other settings to see KL in practice.</p> <p>Cost of prog: £2800.42</p> <p>Budget for Resources: £500</p>	<p>English Team Monitoring: Aut 23</p> <ul style="list-style-type: none"> W/S - KL prog @ appropriate level EYFS: Drawing Club Y1: Brilliant Basics Y2-6: Spelling prog <p>Spr 24</p> <ul style="list-style-type: none"> W/S - KL sessions EYFS: Drawing Club Y1: Brilliant Basics Y2-6: Twinkl GAP assessments <p>Sum 24</p> <ul style="list-style-type: none"> W/S - KL across curriculum EYFS: Contextual Writing KS1/2: Proof-reading and editing skills 	<ul style="list-style-type: none"> Children learn handwriting & letter formation through movement and multisensory experiences, developing core body strength. Learning letters by movement helps writing and concentration and also makes handwriting automatic, freeing up space in the working memory for other learning. Children to develop legible handwriting that is produced quickly and automatically > handwriting becomes a valuable tool and not a hindrance to learning. Increased numbers of children able to join handwriting > GDS at KS1/KS2 	<p>What are the views of children, Staff and parents of the new scheme?</p> <p>Has monitoring shown the impact on handwriting as expected, in comparison to other schools?</p>

Objective (intent)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
Early Years: To improve writing in Early Years	<ul style="list-style-type: none"> Embed Writing sessions based on 'Drawing Club' in Reception including opportunities for teaching, modelling and application. Continue to identify opportunities for contextual writing during independent learning in Early Years 	<p>LC/VB/JS: Ongoing</p> <p>All EYFS staff</p>	<ul style="list-style-type: none"> LC/AS to support VB/JS LD: Drawing Club (Aut 23; Spr 24); Contextual Writing (Sum 24) AS/LC/VB/JS to complete audit of Learning Environment > complete provision for writing opportunities LD to monitor Summer term through learning walk 	<ul style="list-style-type: none"> Greater percentage of pupils achieving expected target at the end of Reception in Writing. More opportunities for writing in Early Years. Evidence of progression in writing throughout the year in Reception. 	<p>What is Drawing Club and how does it impact on Early Year's Writing skills?</p> <p>What are the barriers to children writing in Early Years?</p>
SPAG: To use assessment to identify any gaps in children's SPaG knowledge and plan/deliver next steps.	<ul style="list-style-type: none"> Yr1-6 continue to develop the use of proof reading and editing strategies using 'Prim-Ed Proof Reading and editing skills resources' previously shared at staff meeting. Yr2-6 embed Twinkl GAP assessments beginning of every half term to identify red areas to inform next steps. Yr2-6 to continue to embed RWI spelling programme and strategies for teaching common exception words. 	<p>Y1-6 staff LDinardo</p> <p>Y2-6 Staff L Dinardo (half termly)</p>	<ul style="list-style-type: none"> Termly: L Dinardo to monitor through book trawls. English team to monitor impact LD to monitor assessments are being administered and spreadsheets are being completed. LD: Analyse whole school SPaG Assessment data - Spring term. LLD monitor spelling programme delivery / books to ensure consistency> spelling assessments 	<ul style="list-style-type: none"> Evidence of Prim-Ed Proof Reading & Editing resources being used in English. Pupils proof reading and editing independently. Red areas identified through GAP data analysis. Increased ARE knowledge and understanding of GAP. Greater percentage of pupils achieving EXS in PaG at the end of KS2. RWI spelling sessions taking place daily. Greater percentage of pupils achieving EXS in spelling at the end of KS2. 	<p>What are the key messages from the SPaG assessments?</p> <p>Are there any common areas of SPaG across the school?</p> <p>Is spelling now being taught effectively across the school?</p>
Home links: To provide opportunities to support parents and pupils in English, extending their subject knowledge and understanding,	<ul style="list-style-type: none"> Share re-introduction or Reading records and how parents/carers can help at home Ensure that home learning system is accessible by all children by ensuring pupils have all subscription passwords / access / logins etc. (Teams; Ed City; Phonic Hero, TT Rockstars; MyMaths) KA to deliver Parent Workshops for Reception (AUT 1), Year 1 (SPR 1) and Nursery (SPR 2) Parents. English team to share Links to videos/ useful websites etc on the school website and via Teams e.g, RWI, Kinetic Letters, etc 	<p>NH: Reading update via Teams / Newsletter / Meet the teacher meetings</p> <p>LS / SLT (Lead) Subscription Costs: Ed City (£3381.00);</p> <p>KA: 9-10am, 4-5pm (Budget for Cover SK/LP) Microsoft Forms Ongoing</p>	<ul style="list-style-type: none"> Class teachers to monitor progress of Education City, TT Rockstars, MyMaths Subject Leaders to monitor usage of subject specific IT programs, measuring impact Parent Evaluations - AG & KL to analyse > next steps? Share feedback with SLT & Governors (Curriculum Committee) 	<ul style="list-style-type: none"> Parents/children completing reading records on a regular basis Parents/carers more effectively able to support their child's learning in English e.g. helping children with learning sounds, spellings, improving handwriting using Kinetic letters Improved standards of attainment and progress in English (see specific aspects for details of data targets) 	<p>What is the impact of re-introducing reading records? Has this made a difference? Has the % of children reading increased?</p> <p>What is the uptake of parent workshops? Feedback and impact? What examples are there of videos / useful links being shared with parents/carers?</p>
Leadership: To ensure that English Subject/Area leaders champion and support their subject/area, ensuring quality of provision across the school.	<ul style="list-style-type: none"> Subject Leaders to attend LA English network meetings and allocate any relevant LA/CLL CPD to staff. LD & NH to be part of the CLL S&L Working Party LD & KA to continue to be members of the LA Moderation team, and potentially extend to include further experienced members of staff. For Y1, 3,4 and 5 NH to access support from John Bosco English Hub re. Early Reading 	<p>01.12.23; 15.03.24; 14.06.24</p> <p>Beginning 13.10.23—ongoing</p> <p>Continue to work with CLL team (ongoing)</p> <p>St Luke's receiving support from John Bosco English Hub (Autumn 2 2023)</p>	<ul style="list-style-type: none"> Subject leaders feedback to AG & Curriculum & Standards committee. Any actions required? Next steps? LD/NH to feedback to SLT re. progress of working group—impact on SL children KA & LD to complete LA & STA Moderation training sessions, successfully complete test. NH and John Bosco Eng Hub complete Audit of Early Reading > identify next steps 	<ul style="list-style-type: none"> ST Luke's involved in the Development of a LA approach to Speaking and Listening implementation 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 	<p>What is the impact of support from the Local Authority Subject Networks, CLL team and John Bosco English Hub? Value for money? Does it help Leaders to be efficient and effective?</p>

End of Year Success Criteria:

- 2024 Key Stage 2 outcomes in Maths increase compared to the cohort's KS1 2020 results = Maths progress score being above the National average.
- 2024 Key Stage 1 outcomes indicate that the proportion of pupils achieving the expected standard (EXS) & greater depth (GD) is an improvement in comparison to End of Reception assessments (2022)
- The percentage of children passing the Y4 MTC is comparable or an improvement upon 2023
- Progress from baseline indicates that all prior attainment groups made good progress in Maths across the school
- 2024 in school assessments indicate that the proportion of pupils at national expectations (EXS) and (GD) in all cohorts has increased from entry to the Key Stage and the previous NC year, so that the proportion of pupils in each cohort at expected and greater depth meets milestones
- All identified 'underperforming groups' from Summer 2023 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
EYFS: To plan for and ensure Mathematical coverage, building on prior knowledge, showing clear progression and challenge in Early Years	Create Long Term Plan 2023-24 for EYFS Mathematics	EP LCr SW: Aut 1	Subject Management time: EP to meet with EYFS staff to discuss progress, provision of maths in EYFS (Autumn 1 2023)	<ul style="list-style-type: none"> • A detailed overview of Maths in 'EYFS to Primary' leading to improved links/ progression in place and understood and followed by all staff. • A stronger focus of deeper understanding in maths and development of good number sense across EYFS • Sufficient evidence collated to make judgements in Early Years Maths for all children (Summer 2024) • Children experience 'playful learning' which impacts on their number skills and vocabulary. • Percentage of children achieving EXS in July 24 (=to or > 70% in Number and Numerical Patterns) 	What does maths in Early Years look like? What changes have been implemented and why? Are staff utilising opportunities effectively to move children's knowledge and learning forward?
	Create Medium Term Plan 2023-24 for Nursery and Reception Mathematics	EP SW AS / LCr VB JS Aut 1			
	Provide Maths 'hooks' to engage pupils in meaningful and playful learning	EP LCr SW JS	Maths Team subject monitoring: Planning trawl, Learning Walk, Staff voice, Termly data		
	Promote key vocabulary and sentence stems for Mathematics in EYFS	LCr VB SW JS VB	Wb 6th November 2023; revisit Spring term 2024; Summer term 2024		
	Plan opportunities for Numberblocks to compliment Maths lessons in EYFS	LCr VB SW JS VB			
Year 1: To build on Early Years good practice in Maths Subject Knowledge and Pedagogy to ensure effective transition into Year 1	Review transition from Rec to Y1: consult with LCr regarding strengths and areas for development, building on good practice in Maths subject knowledge and pedagogy	EP LCr LW JR EB Summer 2 2023 / Aut 1 2023	Subject Management time: EP to meet with EYFS & Y1 staff to discuss transition from Rec to Y1	Increase in percentage of Y1 children working at Y1 expectations compared to 2022-23: <ul style="list-style-type: none"> • 58% at Expected • 27% at Just below expected • 15% well below expected Maintain or increase percentage of Y1 children working at Y1 expectations in comparison to Reception data (July 2023) => 70%	Is there a significant difference of teaching children in mixed ability groups, in comparison to previous years where children taught maths in ability groups? Has the transition from Early Years to Year 1 being smooth and effective? Any key messages moving forward?
	Create Medium Term Plan 2023-24 for Year 1 Mathematics	EP LW JR EB	Subject Management time: EP to meet with Y1 staff to discuss progress, provision of maths in Year 1 following changes implemented		
	Review teaching of maths in Year 1: <ul style="list-style-type: none"> • 3 x mixed ability groups during Autumn Term 2023 • Plan Maths lessons building on good practice in Maths subject knowledge and pedagogy • Support from Maths Team in planning, delivering and assessing Year 1 Maths 	LW JR EB - Aut 1 EP LW JR EB EP VB AM	Maths Team subject monitoring: Planning trawl, Learning Walk, Work scrutiny, Staff voice, Termly data: Wb 9th October 2023; revisit Spring term 24; Summer term 2024		
Year 2: To create and use assessments that inform next steps and provide comparable data for Age Related Expectations for Year 2 children	Create Midline Mathematics Assessments (papers and Assessment grids) for Year 2 Age Related Expectations—Arithmetic and Reasoning	EP AM (Autumn 2) in prep for February 2024	Maths Team to analyse assessment data: <ul style="list-style-type: none"> • February 2024>monitor how areas for development are being addressed in Spring and Summer Term. • Maths monitoring: wb 2nd March 2024 • Summer Term 2024 > identifying progress made from midline to end line assessments, as well as further areas for development. 	Increase in percentage of Y2 children working at Y2 expectations compared to 2022-23: <ul style="list-style-type: none"> • 3% at above expected • 67% at Expected • 22% at Just below expected • 8% well below expected Maintain or increase percentage of Y2 children working at: <ul style="list-style-type: none"> • Y2 AREs in comparison to Reception data (July 2022) => 58% at Expected + in Numbers / Numerical patterns • 72% expected; 3% GDS (KS1 2023) 	What do the new assessments show? What is the data showing? Areas of strength / area for development? How does our data compare with the LA?
	Year 2 pupils> complete midline Maths assessments Feb2024 (along with Y1-Y5)	AM LCo KA Feb 2024			
	Create End line Mathematics Assessments (papers and Assessment grids) for Year 2 Age Related Expectations—Arithmetic and Reasoning	EP AM (Spring 2) in prep for June 2024			
	Year 2 pupils to complete End line Maths assessments June 2024 (along with Y1-Y5)	AM LCo KA June 2024			

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
KS1 & 2: To develop staff and children's knowledge and skills for Additive relationships	<p>Staff meeting and subsequent CPD to introduce focus and strategies relating to:</p> <ul style="list-style-type: none"> Promoting 121 Vital Addition Facts (colour coded) Adding 0; Adding 1; Adding 2; Number bonds to 10; Adding 10; Doubles; Near doubles; Bridging/compensating Promoting Fact Families (including moving position of equals sign): $10+5=15$, $5+10=15$, $15=10+5$, $15=5+10$, $15-10=5$, $15-5=10$, $5=15-10$, $10=15-5$ Promoting Bar models (part, part, whole strategies) demonstrating relationships between addition and subtraction Make effective use of the probe test programme (+ and—facts) Promoting the use of 1 Minute Maths app (+) Promoting addition facts using 'adjusting': If I know . . . Then I know . . . 	Maths Team leading Staff CPD: 27.09.23	<p>Maths Team Monitoring: Monitoring cycle (Spring 1st half – Monitoring and support for Years 3,4,5)</p> <p>Y5: wb15th Jan 24 Y3: wb 22nd Jan 24 Y4: wb 29th Jan 24</p> <p>Follow up as necessary related to monitoring</p>	<p>Planning and children's work evidences foci and strategies introduced in CPD Pupil interviews/tasks undertaken to ascertain effectiveness of Additive Relationship focus</p> <p>Mathematics leader has an accurate picture of strengths and areas for development across the school which is used to inform CPD and resources resulting in increasingly targeted support.</p>	<p>Are the strategies introduced to staff being used effectively and regularly in lessons? Do the children's maths books show evidence of children's knowledge and skills for Additive relationships? What proportion of mathematics teaching is at least good?</p> <p>Does your subject monitoring evidence that both staff and children are developing their oracy skills in maths lessons? Are there plenty of opportunities planned for developing talk in maths?</p>
Whole School Focus: To further develop oracy in Maths lessons	<p>Maths team to remind staff via CPD/Maths Team Channel Updates relating to developing oracy in maths lessons, i.e.</p> <ul style="list-style-type: none"> Embedding Talk Expectations (see Talk Expectations doc) Embedding Word Aware strategies, such as the Frayer Model To embed Stem Sentences— Learning From Talk: Call and Response; Expressing a Key Concept; Generalising a Key Concept; Structuring Ideas and Explanations Embedding the use of Sentence Stems—Learning To Talk: Breaking it down; Proving and Reasoning; Reflecting Providing plenty of opportunities for Mathematical talk: Questioning; Explorative Tasks; Collaborative Tasks 	<p>Maths Team leading Staff CPD: 27.09.23</p> <p>Reminders ongoing throughout 2023/24 (2 year target)</p>	<p>Maths Team Monitoring:</p> <p>EYFS: Aut 2 2023 Y1: Aut 1 2023 Y2: Aut 2 2023 Y3: wb 22nd Jan 24 Y4: wb 29th Jan 24 Y5: wb15th Jan 24 Y6: Aut 2 2023</p> <p>Follow up as necessary related to monitoring areas of strength / areas for development</p>	<p>Age appropriate oracy strategies are being utilized effectively - evidenced in planning, books and observations Lesson observations indicate the staff and children are confident in demonstrating oracy skills Mathematics leader has an accurate picture of strengths and areas for development across the school which is used to inform CPD and resources resulting in increasingly targeted support.</p>	<p>Are there any common aspects for subject knowledge development and what were these? What impact has this support/ CPD had on teaching and learning? What are the planned next steps?</p>
CPD: To ensure all teaching staff are up to date and using recent evidence proven strategies to develop subject knowledge, pedagogy and assessment	<p>Termly Staff Meeting—Maths Focus (plus frequent slots during staff meetings/via Teams to share good practice)</p> <p>Support Staff Meetings—Maths Focus (in line with action plan priorities) / Audit staff subject knowledge and skill set. Use it to inform CPD</p> <p>Karen Wilding Online CPD for EYS staff</p> <p>Maths leader to attend termly LA Network Meetings and Termly Steering Group</p> <p>LA Maths CPD: End of Key Stage Assessment training Y2 (07.06.24) and Y6 (31.01.24)); Year 4 exemplification(11.06.24); Year 4 Multiplication Check'; Year group moderation sessions</p> <p>Shaw Maths Hub - Specialist Knowledge for Teaching Mathematics</p>	<p>Staff meeting 27.09.23;</p> <p>Support staff Audit—Autumn term 2023</p> <p>EYFS staff £365.00</p> <p>EP: 14.11.23; 13.03.24; 19.06.23</p> <p>Y2 KA AM LCo Y6 EP LD SH Y4 CB CW HC Moderation—Staff across school</p> <p>HC: 21.11.23; 23.1.24; 5.3.24</p>	<p>Maths team to complete analysis of audit</p> <p>Maths lead to monitor through:</p> <ul style="list-style-type: none"> CPD programme Planning scrutiny lesson observations book scrutiny <p>Maths team to Identify timetabled opportunities for the mathematics team to coach and mentor teachers/support staff</p> <p>Moderation reports Moderation collections of work kept in maths moderation profile Pupil progress meetings</p>	<p>Survey of staff indicates an increase in confidence in the teaching of strategies introduced / revisited this academic year. Children's Voice shows increase in enthusiasm for mathematics. The Mathematics leader has an accurate picture of strengths and areas for development across the school which is used to inform CPD and resources resulting in increasingly targeted support. Termly assessment milestones are at least met.</p>	<p>What impact has the support for teachers had on the number of pupils on track to achieve the expected standard and greater depth at the end of KS?</p>

End of Year Success Criteria:

- Progress from baseline indicates that all prior attainment groups made good progress in Science.
- In-school Assessments (2023-24) 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
To continue to work towards achieving 'Space Quality Mark' SEQM	1. Science Lead to collate and submit evidence for 'Space Quality Mark' - SEQM - send a first copy for SEQM to evaluate. 2. Remind staff of available Space resources to ensure that these are still being used effectively	All staff Science Team Budget for resources Deadline: End of October 2023	Science Team / English Team to collect samples / photographs / evidence for SEQM—report to Governors (Curriculum Committee of progress)	<ul style="list-style-type: none"> • Children will have more knowledge of space. • SEQM achieved • To develop S&L / questioning skills to broaden their knowledge of Space, as active readers. • To extend scientific vocabulary. 	<p>What evidence is required for S E Q M submission?</p> <p>Has this been achieved?</p>
To ensure that Science lessons focus on a specific working scientifically skill/ disciplinary knowledge statement	1. SH to participate in the 'Wolverhampton Working Scientifically Development Network' 2. Science Team to produce pre-made 'Working Scientifically Can I? statements' for staff to implement in Science lessons 3. Introduce the Working Scientifically Can I? statements to staff, emphasizing the need to evidence working scientifically skills	27.11.2023 2 x 1/2 days (Feb 24) SH: Management time Staff meeting Autumn 23/Spring 24	<ul style="list-style-type: none"> • Feedback following attendance at Network • Science team monitoring: Learning walks / evidence collected of feedback on skills. • Pupil voice to see if the pupils have more knowledge of relevant skills. • Science Team > analysis of assessments 	<ul style="list-style-type: none"> • Children will be aware of each WS skill. • Children will be able to self assess against the WS targets. • Children's knowledge of the skills involved in all aspects of science developed • Progression of working scientifically skills across year groups 	<p>Impact of SH being part of the Science Network? Are children able to work scientifically? Are they able to ask and investigate?</p>
To embed the use of 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 (Linked to spellings).	1. Science Team to distribute adapted precision teaching booklets for each year group's topics. 2. SH to remind staff to promote Science Vocabulary in lessons using Word Aware and re-capping words from the previous year in order that learning is continuous and that a bank of knowledge is built, rather than stand alone vocabulary. 3. Monitoring: Science team to gather regular updates, re. effectiveness of Precision teaching?	SH: Management time > precision teaching booklets; SNB Word Aware	<ul style="list-style-type: none"> • Science Team Monitoring: Learning walks / evidence collected of accomplishment using specific vocabulary; informal discussion and planning / book trawls to assess use of relevant vocabulary; pupil voice / interviews. • Learning walks should highlight vocabulary that is being taught currently and show progression. 	<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>How are children identified with regards to precision teaching?</p> <p>During Governors Learning Walks, is there evidence of children and staff using science vocabulary?</p>
To continue to introduce Scientists that are culturally and locationally relevant into Topics within the curriculum.	1. Add relevant scientists into the vocabulary progression as appropriate. A Scientist Just Like Me 2. Resourced Topics with books relevant to these scientists. 3. To create links between science and future aspirations within lessons. Staff to make links within lessons.	Science Team to add in relevant scientists. Subject/Area team meeting Science Budget: £250.00	<ul style="list-style-type: none"> • Science Team / SH: monitoring and evaluation cycle (Planning / book trawl, Pupil voice) • Reports to Curriculum Committee > summary of progress made 	<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>Are children aware of famous Scientists?</p> <p>Do they know which careers/ jobs are linked to Science?</p>

Subject/Area: Creative Arts	2023-24 Priority: To ensure that there are effective teaching strategies and resources being used in the Creative Arts subjects to allow all pupils, to apply and improve key skills and make progress across the Creative Arts subjects.
------------------------------------	--

End of Year Success Criteria:	
<ul style="list-style-type: none"> • All staff have good knowledge of the subjects they teach, presenting subject matter clearly, promoting discussion and checking children's understanding, identifying misconceptions and providing, clear, direct and effective feedback. • Children's work across the curriculum is consistently of a high quality. • Our curriculum is successfully designed and developed to be ambitious whilst also meeting the needs of our SEND children. • To promote and foster a love of the Creative Arts subjects and understand its value. 	

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
ART and DESIGN: To create an Art & Design progressive map to incorporate both knowledge (what) and skills (how) for each stage of learning.	<ol style="list-style-type: none"> 1. Research and consider the categories of knowledge and identify those that are core (most important) and how this is broken down. 2. Identify the statements on the Learner Profiles that relate to knowledge and those that relate to skills. 3. Develop 'Knowledge Organisers' to offer guidance and support the teaching and learning of art. 4. Carry out a staff audit to ascertain levels of confidence, subject knowledge and qualifications in Art and Design. 	Creative Arts Team On-going All staff Autumn 2	Creative Arts Team : Monitoring (Learning walks and planning)	<ul style="list-style-type: none"> • Learner Profiles annotated according to knowledge &/or skills. • 'Knowledge Organisers' are created/available and shared on Creative Arts Teams or OneNote for KS1 & KS2. • Key knowledge/information is taught in art lessons. • Record of staff confidence and qualifications in Art and Design created and used as a signpost for support and advice. 	What is the standard of Art & Design across the school? Are Governors able to see a progression of skills?
ART and DESIGN: To use their sketchbooks as a means of recording, investigating and experimenting with materials, images and ideas.	<ol style="list-style-type: none"> 1. To introduce drawing books in reception and key stage one. 2. To collate year group sketch and drawing book 'front sheets' and check they link to key vocabulary and learner profile objectives. 3. To provide guidance of the aims and purpose of sketchbooks in Key Stage 2 incorporating the exploration of the elements of art. 4. To develop resources including CPD opportunities to support staff in delivering the 'drawing' element of Art and Design. 	Class Teachers & Creative Arts Team Autumn Term 2023 On-going	Creative Arts team Work sampling	<ul style="list-style-type: none"> • Key vocabulary is evident in sketch/drawing books. • Sketchbooks are used in art lessons as a means of exploring their ideas and practising skills. • Pupils are confident to annotate their work with appropriate vocabulary. • Class teachers have their own sketchbook to use in lessons and provide a working model of a WAGOLL. • Class teachers use verbal feedback and modelling (using their own sketchbook) to move learning on. 	What is the reasoning behind drawing books?
DESIGN & TECHNOLOGY: To identify cross-curricular links with the Computing curriculum.	<ol style="list-style-type: none"> 1. To identify relevant computer software and applications to support the teaching and learning of DT. 2. To apply and consolidate skills taught in Computing lessons to DT lessons and product design. 3. To identify cross-curricular links between DT and the Computing curriculum. 	Subject Team & Luke Skywalker STEM Networks Spring Term 2024	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. 	Which DT skills are being taught through the use of computing skills?
MUSIC: To develop musical instrument knowledge.	<ol style="list-style-type: none"> 1. To identify musical instrument needs and purchase new instruments. 2. To identify how Charanga supports instrument knowledge. 3. Class teachers to include evidence of pupils' instrument knowledge in Learning Journeys or with ICT applications. 4. Carry out a staff audit to ascertain levels of confidence, subject knowledge and qualifications in Music. 	Class teachers Autumn 2 Creative Arts Team On-going Autumn 2	Creative Arts Team Pupil interviews/task, work sampling, lesson pop-ins.	<ul style="list-style-type: none"> • Instruments to be sorted, labelled and audited. • Instruments in poor condition to be replaced. • Insufficient number of instruments to be audited and additional instruments to be purchased. • Creative Team to identify location of instrument references on Charanga and provide CPD to all staff Instrument naming, sorting and classifying learning opportunities evident within books across all years 1-6. • Pupils' instrument knowledge is evident in learning journeys or verbally in lessons. • Record of staff confidence and qualifications in Art and Design created and used as a signpost for support and advice. 	How often are the musical instruments used? What are the findings from the staff audit? Next steps?

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
<p>MUSIC: To provide opportunities for pupils to perform for a purpose/audience.</p>	<ol style="list-style-type: none"> 1. Class teachers to timetable one WAGOLL 'performance' from their charanga units to record and upload on their year group OneNote Page. 2. Termly performances from the pupils taking brass lessons. 3. Include both singing and playing in 'School Performances/Assemblies' through the year. 4. School choir to regularly perform in Worship and participate in community events. 5. Provide opportunities for pupils to experience live musical performances. 	<p>Creative Arts team to keep/plan diary of events</p> <p>Wolverhampton Music School SLA: £3500.00</p> <p>Music Networks</p> <p>Wolverhampton Music School</p>	<p>JLT and SLT record on meeting minutes and evaluate and feedback to Creative Arts Team</p> <p>MUSIC MARK</p>	<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. • Each unit will have a WAGOLL video uploaded to Year group One note. • Performances to take place for Christmas, Easter and End of Year service Percussion instruments and pitched instruments to be used to accompany performances during performances and assemblies. • School choir to perform and teach new songs to school during the Key phase 'Sing and Praise' Sessions • Community events such as Diversity, Singing in the Rain and other appropriate community events to be supported by our school choir. • Live performances provided by the Music School Service to be booked and attended. • Opportunities for children to reflect upon the live music experienced on Theatre trips (inc Pantomime) to be provided- including 	<p>Do children enjoy performing? Are performances shared with the rest of the school and parents/carers?</p> <p>What is the impact of the Music tuition from the Wolverhampton Music School?</p>

Subject/Area: Humanities and Foreign Languages	2023-2024 Priority: To promote an awareness of the environment on a global and local level .
---	---

End of Year Success Criteria:

- Establishment of pupil 'Planet Protectors' group within school.
- Eco group to promote awareness of looking after our school and locality.
- Litter picking to improve school grounds.
- Gardening groups to plant vegetables and pollenating flowers.
- Children to use ICT to promote awareness across school.
- Regular meetings with pupils to identify areas to improve the school environment.
- Display to highlight environmental issues.
- Link to texts in English raising awareness of a variety of issues including, plastic pollution, sustainability and deforestation.
- Policy updates to include knowledges.
- Staff updated on importance of key concepts and critical thinking throughout the curriculum.

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
To set up a 'Planet Protector' group of pupils to improve the locality of the school.	Pupils selected from each year group to become 'Planet Protectors'	HC to oversee 'Planet Protectors'	CW and Humanities Team to review key aspects of the roles of the Planet protectors and the impact on the whole school.	Working group of pupils will work around school on various projects to improve our local environment and raise the profile of protecting our planet across school.	What is 'Planet Protectors'? What is the purpose of creating this group?
	Planet protectors to litter pick, make posters, planting to promote care for the environment in our locality.	CW to source and purchase litter picking from Humanities budget			
To raise awareness of global and local environmental issues through curriculum teaching,	Review Topic plans to include opportunities for environmental links.	CW / HC to find opportunities for links in long Term plan	CW to monitor effectiveness of resources through monitoring programme including work scrutiny and pupil interviews.	Children will be able to discuss local and global issues using the correct vocabulary and be confident to ask and answer questions about what we can do to help at a variety of levels.	What environmental links have been included in the reviewed topic plans?
	Supplement Topics with resources to support teaching of global environmental issues.	HC / CW to share resources with staff through staff meeting (Spring 2024).			
To ensure substantive knowledge and disciplinary knowledge in History and Geography are evident in our learners.	Review policies to include knowledges and highlight the importance of key concepts running through the curriculum making links wherever possible to develop critical thinkers.	CW policy updates. CW to include an update to staff through staff meetings (Spring 2024)	AG and Governors to approve Policies.	Children will be able to make links across time and space and use the vocabulary of similarity and difference and comparison when talking about places and periods of time.	What evidence is available to show that there is a progression of substantive and disciplinary knowledge in History and Geography?
	Key concepts highlighted in Knowledge and Language organiser.	CW to update KLLP to include key concepts.	Humanities monitoring of Children's Learning journeys		
To review the long term plan for FL taking into account teacher subject knowledge.	To review and adapt the Twinkl scheme of work for St. Lukes' updating the Long Term and Medium Term Plan.	CW to review long and Medium Term Plan alongside Twinkl resources.	Humanities team to monitor effectiveness of old and new planning through professional review meetings with staff teaching French.	Staff can access resources and planning to support their subject knowledge and teach French more confidently.	What is the Twinkl scheme of work? How has this been adapted to suit our children?

Subject/Area: Computing	2022-23 Priority: <ul style="list-style-type: none"> To ensure that computing assessment and quality of evidence is consistent across school To survey and act upon Online Safety Issues - involving families and the wider community To maximize use of technology used in school through appropriate CPD and maintenance
--------------------------------	--

End of Year Success Criteria: <ul style="list-style-type: none"> Staff have made use of a range of assessment tools for computing and there is consistent evidence of skills (not just outcomes) being taught. Pupils have reported their experiences online and staff have adapted Online Safety sessions to meet needs. Increased parental engagement (reporting of issues, attendance of workshops). Staff are confident to make use of hardware and software provided by the school and there is a positive impact on pupil learning and staff workload.
--

Objective (Impact)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
To ensure that computing assessment and quality of evidence is consistent across school	<ul style="list-style-type: none"> Computing team to work closely with staff on completing long term plan. Staff trained on how to store evidence of pupil work on Teams (Cohort Evidence folders and Teams Posts). Good examples shared. 	Computing Team Autumn 1: Completed 22.9.23 Computing Team: Teams post to be shared Autumn 1.	Computing Team - Subject Monitoring: <ul style="list-style-type: none"> Aut 1– Act on actions from end of 2022 -23 Aut 2– KS2b Monitoring Spring 1- KS2a Monitoring Spring 2- KS1 Monitoring Sum 1– Whole school monitoring (gaps) Sum 2– End of year conversations and subject feedback 	<ul style="list-style-type: none"> Staff have made use of a range of assessment tools for computing and there is consistent evidence of skills (not just outcomes) being taught. Computing Assessments completed and uploaded to Teams 	What does computing assessment and evidence look like? Key messages from monitoring?
To survey and act upon Online Safety Issues - involving families and the wider community	<ul style="list-style-type: none"> Online Safety Survey completed in KS2 at start of year. 'Headlines' shared with staff. Parent workshops to be delivered termly by Online Behaviours. Safer Internet Day / Writing Week 2024 	LS to create & share online safety survey by end of Autumn 1 Online Behaviours Int Level (+HSB) £2430.00; Parent workshops scheduled: 18.9.23; 22.01.24; 22.04.24 All staff—06.02.24: Writing weeks to take place around this date	Computing Team to monitor and share results of survey: Y5 , Y6 completed 22.9.23 Results Number of parents in attendance at sessions recorded. 18.9.23– 28 Parents / families in attendance English subject monitoring / computing—ensure writing week os on English LTP	<ul style="list-style-type: none"> Pupils have reported their experiences online and staff have adapted Evaluations from parents/carers so that Online Safety sessions are adapted to meet needs. Increased parental engagement (reporting of issues, attendance of workshops). 	What are the headlines from the Online safety survey? What is the impact of the Online Safety Parent workshops?
To maximize use of technology used in school through appropriate CPD and maintenance	<ul style="list-style-type: none"> Ensure that all staff are familiar with reporting procedures to keep equipment working (ticket system)—training and 'roles and responsibilities' distributed. New iPads are distributed across the school and appropriate CPD is put in place to ensure staff are using. Staff training of subscribed sites to ensure use. 	Reminder posted on Teams Aut 1, display updated in PPA room roles and responsibilities iPads x 48 plus 3 trolleys £17000.00 Autumn 1: eServices ICT Support: £13353.00 Ongoing: Engagedu (Plat Package): £5895.00 LS Staff Meeting 20.9.23 ICT Budget	Computing Team to monitor tickets submitted and ensure that all staff are following procedures LS & AG monitor quality of eServices support / SLA Computing team to analyse audit of staff skills so that iPads are used efficiently, regularly and effectively	<ul style="list-style-type: none"> Staff are following the correct procedures, i.e. submitting tickets to eServices, requesting support Staff are confident to make use of hardware and software provided by the school A positive impact on pupil learning and staff workload. 	Is the support from eServices effective and timely? How are the new iPads being utilised across school? Are they being used effectively? How are they impacting on pupil learning and outcomes, and staff workload?

Subject/Area: PE & School Sport

2023—2024 Priorities

- **PE: To ensure that a sequenced curriculum is in place across the school**
- **School Sport: To offer our children a variety of afterschool clubs, visitors and experiences.**
- **Physical Activity: To develop the quality of play-leaders and use of resources**

End of Year Success Criteria:

- PE curriculum that shows sequencing and progression across the school.
- Promote a love of sport across the school; involvement in national campaigns to get children engaged/living a healthy lifestyle: Monster kick-about, Fitness days– School run—Termly challenges.
- 5 Year groups swimming, with current Year 6 achieving more than 45% 25m+ (This takes into account 22/23 pop-up pool sessions + 7 weeks school swim).
- Build relationships with parents around school sport.

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
PE: To ensure a sequenced curriculum of PE is in place.	<ul style="list-style-type: none"> ● Encourage staff to have an awareness of the vocabulary that supports each unit of work. ● Increase subject knowledge of curriculum; Staff to have an awareness of the order vocabulary, knowledge and skills are to be taught. ● Making the most of our subscription with 'Get Set for PE': using the 'Awesome stuff' i.e. progression maps, vocabulary pyramids and other resources for after-school clubs, wet lunch times and in class pe lessons. ● Building staff confidence to deliver high-quality PE lessons. 	JA: CPD 04.10.23 JA: Management time Get Set for PE: £594.00	PE & Sports Team: Monitoring (Learning walks and planning) Spring term 2024	<ul style="list-style-type: none"> ● Common language used across each year group. ● Strong Subject knowledge ● Flexible lessons (addressing gaps and misconceptions) ● Display / access to vocabulary pyramids in hall. ● Display / access to progression ladders across each discipline. ● Enroll staff on relevant CPD to improve practice. 	Does the planning and lessons demonstrate progression of skills across the school? What is the feedback about 'Get Set for PE?' Value for money?
PE and Sport: To promote a love of PE and sport across the school.	<ul style="list-style-type: none"> ● Within the sequenced curriculum, add in NEW PE lessons for children to transfer skills: Yoga, Golf and Dodgeball. ● Share success in PE lessons ● Ask children to share an image/video of the sports they do outside of school. ● C&P—share all competitions, festivals and other sporting events with the whole school. ● Communicate with SGO and PASS team to offer children a broad, balanced and inclusive curriculum. ● Join in with national initiatives to foster a love of sport For example: Monster kick about (Sport Direct). 	PE Team JA IS SG KL RG JC AG PE prizes (Termly) £250.00 PE/Sporting Star Award PE & Sports board and news in newsletter	PE & Sports Team: Monitoring (Learning walks and planning) Spring term 2024 Newsletter & Sports Board regularly updated to showcase events etc	<ul style="list-style-type: none"> ● Pupil evaluation of new PE lessons. ● 1 child per class, each term: sporting star! ● Display in school showing a love for sport, sport engagement and home-sport hobbies/skills. ● Enter a variety of WASPS events ● Prepare for WASPS events through after-school clubs. ● Publish national initiatives success i.e. walk to school. 	Pupil voice: what are their thoughts about PE and Sports at St Luke's? What competitions and events are the children participating in?
School Sport: To offer a wider variety of afterschool clubs.	<ul style="list-style-type: none"> ● Engage with outside agencies to offer quality afterschool clubs i.e., S4S, Soccer 2000, Wolverhampton Wanderers Foundation and independent dance schools. ● Survey: What do children/staff/parents want organised for afterschool clubs? ● Invite parents to support or run afterschool clubs (survey interest and willingness/ skills). 	AG JA + Support staff Sports Premium: Soc 2000: 5007.00 Act Fut: 2016.00 Misha: 600.00 Small charge for children		<ul style="list-style-type: none"> ● Increased uptake in afterschool sporting clubs. ● NEW clubs offered initiated by students and parents. ● Parents in school, supporting clubs. 	What clubs and activities are on offer? DO they promote active healthy lifestyles? What is the uptake?
Playtime provision: Continue with developing the implementation of play-leaders.	<ul style="list-style-type: none"> ● Book 10 Year 5 children on the play-leaders course. ● IS to organise play equipment bag. ● IS to meet with playleaders once every half term to share resources from training and resources from 'Get set for PE'. ● Award play leaders with certificates from 'Get set for PE'. 	JA IS Connected Partnership & PASS £4735.00		<ul style="list-style-type: none"> ● Play-leaders being active daily ● Play-leaders evaluations of new activities ● Once established, share with parents to encourage their child to join in at lunch time on their days. 	How do play leaders promote active play? What was the impact of the Playleader CPD?

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Healthy Lifestyle: To promote a healthy lifestyle within and out of school.	<ul style="list-style-type: none"> Offer family fit sessions after school. Liaise with PSHE team to review healthy eating policy Re: Lunch boxes and snacks and share Warburtons health lunch box challenge (in and out of school). Offer a 'let's cook' club, discussing the benefits of a well balanced diet. Invite school cook to show children how to prepare a meal. (Y3-6) and complete tour of the school kitchen : food hygiene (Y3-6) Monitor the use of active maths/ active literacy and other active lessons within school hours. Termly reminder for staff. Participate in Walk to School Week—Termly school challenge i.e. skipathon, Race for life, burpies challenge etc Sign up for Bikeability and Balance lessons for EYFS; encouraging children to ride a bike outside school. 	JA KL RG Active Futures (£35 x hr) Let's cook ingredients + staff hour x 2 weekly. Local Authority Schemes	PE & PSHE leaders to work with lunchtime staff re. Healthy Lunches JA & GF to liaise with School Cook (in consultation with LA Catering team) PE Monitoring > learning walks, lesson planning PE team to monitor uptake > analyse statistics. Feedback from parents/carers	<ul style="list-style-type: none"> S4S—family fitness sessions after school. Healthy lunch box awards (dojo's) given if a child has two or more fruit/veg items in lunch box and eats them (Train lunch box spotters—Year 4/5—to award children). Learning walk of non-pe lesson (Active maths, English..). Evidence of 'let's cook shared on social media: encouraging a 'balanced diet'. 	Are there issues around Healthy Eating? How many children are classed as 'unhealthy'? What percentage of children are meeting the daily requirements for being active?
CPD: To share CPD opportunities with staff to ensure high quality lessons / subject knowledge underpins the PE scheme.	<ul style="list-style-type: none"> Communicate with SGO and PASS team to see what is on offer / request CPD that staff require. Create a staff Microsoft form to indicate CPD needs. Audit staff confidence in teaching each subject. 	JA: Microsoft Form Connected Partnership & PASS £4735.00	Staff feedback from CPD completed > provide opps to disseminate with others	<ul style="list-style-type: none"> CPD identified through learning walks, professional conversation and staff voice. CPD actioned Staff confidence improved. 	What are the CPD needs? And what is the impact of CPD?
To re-introduce swimming from Y2-Y6 (as last few years has only been Year 4 to 6 attending)	<ul style="list-style-type: none"> Provide swimming lessons for Year 2-6. Follow the 'Swim England' Scheme of work and awards. Ensure teachers have secure subject knowledge and are confident in the teaching of swimming. Ensure staff are delivering 'dry swim' lessons alongside pool lessons. Whole school focus assembly: Water safety lesson in response to the local tragedies last year. (KS2 to provide). 	Colton Hills Swimming Pool Transport to CH: £145 x 37 = 5365.00 (parents subsidise this with a voluntary contribution)	PE & Sports team to analyse swimming data, working with Colton Hills Swimming teachers Sports Premium Annual Statement > swimming stafs	<ul style="list-style-type: none"> Y2—Y6 Distance records recorded. Y6 achieving 45% + for 25m+ Y2-Y5 achieving at least one swim award per child (after initial baseline). Dry swim lessons / water safety lessons provided. Sharing of water safety with parent workshop/ invite to assemble. 	What are the key messages from baseline swimming data? What progress is made during the year group swimming sessions?
To re-enter gymnastics competition Level 1.	<ul style="list-style-type: none"> Provide a gymnastic club afterschool. Staff to develop understanding and confidence in delivering gymnastics for competition level. CPD for teaching of gymnastics. 	SGI S Cost: New horse/ Gym equipment (Sports premium > enhance school sports).	Feedback following competition > more events entered	<ul style="list-style-type: none"> Entered into gymnastics competition (WASPS) - Level 1 Gymnastics afterschool club 	As a school, were we able to enter more events in the Gymnastics comp?
To continue at Gold level school games mark 2023-24	<ul style="list-style-type: none"> Continue with the provision for Girls football to be offered. Familiarize PE team with SGM criteria (Published October 23) Invincibles programme to be delivered to children lacking confidence in PE as an intervention. Introduce a timetable where Y6 children (at first to trial), support the cooks in the kitchen (supervised once a week for a term). Participate in walk to school week (promote from the month before as parents may need to make alternative arrangements). Enter a variety of WASPS competitions, festivals and unified events. 	JA KL RG IS JC Connected Partnership & PASS £4735.00 Transport costs: £1500.00	JA to work with SGO and PASS Team re. Schools Games Mark JA to liaise with Wayne Clark r.e. (ConnectEd Partnership) Girls Football Sports Premium Annual Statement > Competitions, festivals and events attended	<ul style="list-style-type: none"> Relationship built with school cook Girls football festival entered Schools Games Mark—Gold Walk to school week recorded results 	What is the progress towards achieving the Schools Games Mark? What are the next steps?

End of Year Success Criteria:

- KAPOW PSHE & RSE used for weekly timetabled lessons
- Project Evolve units delivered each half term (Link with E-learning Team)
- All policies updated to reflect the schemes being used.
- Positive pupil voice feedback in HRBS 2024
- Collaboration with PE Team to revisit and renew whole school Healthy Schools offer

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
New subject LTP ready for September 2023	Create new LTP for PSHE/RSE/Digital Safety/Wellbeing	A Smith J Robinson Sept 2023 - Teams	Subject Team, SLT, Link and Foundation Governors	<ul style="list-style-type: none"> • New hyperlinked LTP created • LTP shared with all staff in time for start of new school year 	<p>What does the new LTP look like?</p> <p>What is the feedback from staff, children and parents regarding PSHE?</p>
6 x Half-term reviews of delivery of LTP.– Staff voice/Pupil voice/Parent voice (Year group per half term)	Create feedback form for Staff, pupil, parents to complete each half term with ARE linked questions/mirror HRBS questions to gain feedback of new approach, areas for development and monitor impact of teaching.	A Smith J Robinson	Subject Team, SLT, Link and Foundation Governors	<ul style="list-style-type: none"> • 6 reviews completed, analysed and impact reported. • Impact of provision analysed • Areas for development 24/25 identified 	<p>Have all policies been reviewed and adapted to reflect our school vision and spiritual development?</p>
Check, and update all subject linked policies to ensure that they are reflect spirituality an school vision whilst reflecting statutory changes so that all adults and puils are able to flourish,	Check all policies required for review and match to school vision, LTP provision and statutory requirements	T e a m & Stakeholders Autumn/Spring	Curriculum & S t a n d a r d s Committee	<ul style="list-style-type: none"> • Review and ensure policies reflect school vision and spiritual development. • Policies complies with statutory requirements and the contextual needs of stakeholders • Where required, policies are consulted on and presented to Curriculum and Standards committee for adoption • Agreed policies and curriculum documents are uploaded to website 	<p>Have all policies been reviewed and adapted to reflect our school vision and spiritual development?</p>
	Final policies prepared for adoption by Curriculum & Standards Committee	Spring Term			
	Statutory Policies and information for parents is on the website	Team Autumn/Spring	C o m p l i a n c e Governor		
Use data of HRBS 2022 to inform teaching and prepare to take part in HRBS 2024	Review HRBS 2022 and local Public Health Data. Make links with LTP so that teaching can target areas for development/action—contextual focus.	A Smith J Robinson PE Team E-Learning Tea Spring	Subject Team, SLT, Link and Foundation Governors	<ul style="list-style-type: none"> • Use HRBS 2022 to contextualise PSHE/SRE/ Digital Safety curriculum offer. • Areas for development in HRBS 22 improved in HRBS 24 	<p>What did the HRBS data show? What are the key areas we need to focus upon as a school?</p>
3 stage Healthy School plan devised and implemented	AS/JA to audit/ self assessment tool for School Health Check. Create immediate actions/23-24 actions/24-25 actions	PSHE/PE Teams £250+ VAT	Subject Teams, SLT, Link and Foundation Governors	<ul style="list-style-type: none"> • Immediate actions identified and implemented • 2023/24 actions completed • Achieve Healthy Schools Status 	

Notes:

- Pupil Voice: JLT started 09 22; Training pupils to speak about PSHE topics
- HRBS: Contextualisation for our school; Pupil profile
- Mental Well-being: Mental Health Week
- Health: Flu Vaccines/Inhalent— Flu Fighters scheme is now Bug Busters inc Hand washing etc; Smoking & Vaping
- Physical Activity: Opportunities; Healthy Eating; Obesity
- Other: Oral Health—Summer Term; SEND—differentiation & Expectations

Subject/Area: SPECIAL NEEDS **2023-24 Priority: To ensure our SEND provision is inclusive for all pupils and their needs resulting in all SEND children making progress from their starting points.**

- End of Year Success Criteria:**
- Children on the SEND make good progress from their starting points.
 - SEND Pupils supported in the class room and specific interventions are in place to support relevant areas of need for all SEND pupils when appropriate.
 - CPD for staff ensures they are confident to deliver an inclusive curriculum.
 - Increased parent/carer involvement in supporting their children at home.
 - Improved attendance for pupils with SEND as compared to Non-SEND.

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To develop Speech, Language and Communication Needs (SLCN) Provision and work effectively with the Speech and Language Therapy (SALT) Team.	<ol style="list-style-type: none"> 1. To deliver WELLCOMM training to all EYFS staff. 2. To assess all Early Years pupils using WELLCOMM Pack and enter data on excel proforma. 3. To plan and deliver interventions for individual children in Early Years 4. To address 'red areas' in whole class teaching in EYFS 	<p>V Bryan > EYFS staff Autumn 1 Autumn 1 EYFS staff</p> <p>Class teachers & Support Staff: On-going</p>	<ul style="list-style-type: none"> • Feedback gathered from EYFS staff following training • SENCOs/EYFS Lead to analyse data and monitor interventions / teaching 	<ul style="list-style-type: none"> • Training delivered and EYFS staff using the WELLCOMM materials. • All Early Years pupils assessed and data uploaded. • Interventions are planned and delivered through the year. • Red areas are planned and included in short term planning. 	<p>What does WELLCOMM training include? What is the impact of this?</p> <p>What interventions are being used in Early Years?</p> <p>How effective is the support from SALT?</p>
	<ol style="list-style-type: none"> 1. To review main areas of need for SPLD and SLCN SEND pupils. 2. To liaise with SALT professionals regarding targets, support, referrals and reviews. 3. To develop a bank of resources to support SALT interventions. 	<p>SENCOs: Autumn Term Class Teachers: On-going SENCOs: Ongoing</p>	<ul style="list-style-type: none"> • SENCOs > report to SEND Governor • SEND statistics included in HT report to Governors • SENCOs to monitor interventions 	<ul style="list-style-type: none"> • School Census reflects the appropriate area of need for identified pupils. • Overview updated regularly, request for reviews completed within recommended time scale and pupils receive regular support. • SALT resources (both electronic and hard copies) are used to support pupils with SALT. 	
To ensure SEND Pupils (Lower 20%) make progress in Early Reading.	<ol style="list-style-type: none"> 1. NH to update staff re. reading interventions, resources (rapid reading, lexia, fluency, precision teaching) 2. NH to explain 1:1 Reading Toolkit for each year group set up with phonic resources to support the lowest of readers in each cohort inc creating WAGOLL videos of a 1:1 reading session for sounds/KS1 book/KS2 book 3. SENCOs to liaise with class teachers to ascertain who, when, where and how pupils are being supported. 4. Staff to identify pupils not making progress and implement other strategies. 5. SENCOs to ensure pupils have access to Phonic Heroes, LEXIA sessions, RAPID Reading scheme as an evidence based intervention. 6. SENCOs to organise an informal coffee afternoon to provide SEND parents/carers with the skills to support their child with reading at home. 7. SENCOs to observe sessions of Tas/Reading Volunteers reading with SEND pupils in school. 8. To use Precision Teaching as a strategy for teaching common exception words 	<p>Staff Meeting : NH on 6.9.23; Support Staff Meeting: NH 15.9.23 John Bosco English Hub support Reading Budget: Reading records; Prizes for reading champions; reading ambassadors badges; Set up 1:1 reading toolkit; whole class sets of texts: £3000 Lexia: 80 licenses purchased for 3 years Lexia renewal (1.9.22 - 28.2.26) cost of £5,158.22 Management time (NH)</p>	<ul style="list-style-type: none"> • SENCOs to monitor home reading records. • NH to feedback to SENCOs. • Feedback from parents/carers via evaluation form. • SENCOs to feedback to SLT • SENCOs to monitor intervention paperwork and provision map. 	<ul style="list-style-type: none"> • Class teachers record lowest 20% of pupils in 1:1 reading folder. • Consistent approach across the school for 1:1 reading, i.e. all staff/volunteers are confident to deliver 1:1 reading sessions • The lowest 20% readers in each cohort supported to 'keep up, not catch up' • Range of effective reading interventions used across the school • Increased Reading results (see EOY Success Criteria) • Insight used to monitor progress and support planned and delivered. • LEXIA and Phonic Hero reports show regular use and pupils make progress. • Parents/carers attending session support their child at home and record in home reading record book on a regular basis. • Staff use the reading guidance documents and a range of strategies in reading sessions. • Precision teaching and Rapid Reading is used as an intervention to support reading. 	<p>What is the impact of introducing reading records? Has this made a difference? Has the % of children reading increased? What evidence is available for the lowest 20% of readers in each cohort? Any progress made? Impact of support from John Bosco English Hub? What did the audit show?</p>

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To improve the attendance of pupils with SEND.	<ol style="list-style-type: none"> To review the class review sheet, the IEP format and TAC meeting agenda to incorporate attendance/late figures to be discussed with Parents/Carers. To liaise with the School Attendance Officer, Home School Link and Education Welfare Officer to discuss cases and identify actions. To support identified Parent/Carers with HSCLO and/or EHA. To meet with Parent/Carers to discuss their child's routine and identify areas in need of support. 	<ul style="list-style-type: none"> • SENCOs: AUTUMN 1 • H Garcha (weekly) • Attendance Support Bronze Package (2023-24) £3000 50hrs per year (fortnightly) • R Samuels (HSL) • H Garcha / A Grennan / A Smith (weekly / termly) 	<ul style="list-style-type: none"> • SENCOs to monitor attendance & feedback to Phase Leaders. • HG to monitor attendance (weekly) and identify 'at-risk' children • Contact with parents/carers via HG / LA B&A Officer / HSCLO / SENCOs • Early Help Assessments / TAC meetings 	<ul style="list-style-type: none"> • Attendance figures are added to appropriate paperwork. • Attendance for SEND improved in line with or above the National average > see milestones • Attendance tracking system is monitored and analysed > HG, SENCOs & LA B&A Officer to discuss concerns / issues re. attendance & punctuality • HSCLO home visits to parents/carers identified 	How does the attendance of SEND children compare with previous years? What are the main reasons given for absences? How does attendance of SEND compare with other groups?
To use Insight effectively to monitor the progress and attainment of SEND pupils.	<ol style="list-style-type: none"> To input 'SEND small steps of progress' or 'sub-levels of AREs' on to Insight every term, in-line with data drop, for all SEND pupils WTS or BLW. For Early Years to use the 'Development Matters' to identify the age band a child is working within if BLW. To use the small steps of progress to set new outcomes during the Annual Review process and for IEP targets. To develop a monitoring system using Insight data to report on SEND progress and attainment. 	<p>Class teachers: End of terms</p> <p>Class teachers: End of terms</p> <p>Class Teachers/SENCOs: Termly</p> <p>K Aldridge: Assessment Coordinator & SENCOs: On-going</p>	<ul style="list-style-type: none"> • SENCOs to monitor data input for SEND children > liaise with Phase leaders • SENCOs/EYFS Lead to monitor data input • SENCOs to monitor IEPs and SEND paperwork—feedback to staff 	<ul style="list-style-type: none"> • 'SEND small steps of progress' inputted termly on to Insight. • SEND pupils in Early Years assessed against development matters criteria and recorded on class overviews. • Small steps of progress used as targets. Report created on Insight. • SEND progress and attainment monitored. 	<p>Is Insight being used effectively to track progress of SEND children?</p> <p>What is data analysis showing regarding progress of SEND children?</p>
To develop the knowledge and understanding of Teaching Assistants in supporting SEND pupils.	<ol style="list-style-type: none"> To plan and deliver a range of regular CPD sessions for Tas/Teachers supporting Higher Needs pupils. To use the adaptive teaching principles in daily practice and interventions. A range of strategies/resources are used daily to support learning and reflect pupil interests including the 'model and retreat' strategy. Support staff to attend and contribute to SEND review and planning meetings with year group. Support staff to meet with class teachers after a TAC meeting to discuss minutes and actions. To complete SEND intervention paperwork and populate Provision Map in-line with APDR cycle/ Graduated Approach. 	<p>Subject Leaders & SENCOs Ongoing</p> <p>CN3 Networks > Outreach (Nov 2023)</p> <p>All staff: Ongoing</p> <p>All staff: Ongoing</p> <p>Support staff: Termly</p> <p>Class teachers & Support Staff: as appropriate</p> <p>All staff: Ongoing</p> <p>See Key Events for Staff for Dates</p> <p>EP: 12 days - £6480</p> <p>Spec Teacher: 6 days £3006</p>	<p>Subject leader & SENCO observations > Subject leader meetings to plan support staff CPD</p> <p>SEND Monitoring</p> <p>Feedback from staff following SEND meetings</p> <p>SENCOs: Staff Voice</p> <p>SENCOs to monitor paperwork—report to SEND Governor</p> <p>HT report to Governors—SEND aspect</p>	<ul style="list-style-type: none"> • Relevant CPD delivered. • Short term planning identifies strategies. • Observations confirm strategies are used to support learning. • A range of strategies and resources are used and link to pupils interests. • Support staff attend 'blue week' planning meetings. • Meeting timetabled following TAC meeting. • Provision map and paperwork completed in line with APDR cycle. 	<p>What CPD is being offered for supporting Higher needs children? Impact of CPD? What strategies are being used? Impact of support staff attending and contributing review and planning meetings? Is SEND paperwork being completed effectively?</p>

Priority 2: Behaviour & Attitudes (2023-2024)

- 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

- Consistent approach to rewards and discipline across the school, i.e. 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
- 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.
- Relationships among children and staff reflect a positive and respectful culture (identified as a significant strength; Ofsted March 2019)
- All create a positive environment in which bullying is not tolerated and any incidents are dealt with quickly and effectively so that pupils are safe and they continue to feel safe
- Attendance continues to remain above the national average and decrease in number of persistent latecomers

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
<p>To continue to positively promote the well-being of all our St Luke's community through:</p> <ul style="list-style-type: none"> • Reviewing approach to rewards and discipline and implementing a consistent behaviour management system across the school (relating to 'When the Adults Change') • Increasing understanding of children with more complex needs 	<ol style="list-style-type: none"> Research and Familiarise: AG to complete research of Paul Dix 'When the Adults Change' to understand its principles and methodologies. Gather relevant materials, books, and resources and produce INSET materials. Training: AG to deliver for all staff Resources: Develop resources/Review rules Parental Involvement: Communicate with parents/carers to keep them informed about changes to Behaviour Systems Monitoring: SLT to monitor children's behavior; gather feedback from staff > adapt procedures. 	<p>Summer 2023</p> <p>04.09.2023</p> <p>AS: B&D policy Rules posters Newsletter</p> <p>Half-termly</p>	<p>Phase Leaders to monitor phases use of newly introduced B&D policies and procedures—consistent approach across the school?</p> <p>Phase Leaders to monitor Behaviour Log & use of Reflection Zones re. issues at lunchtime / playground.</p> <p>Report to Gobs via HT report > % of chn receiving additional support; Behaviour data</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. • Staff using appropriate strategies to de-escalate behaviour • Increased staff awareness and understanding of the increasing complex needs of some of our children and how to deal with these effectively 	<p>What are the principles behind 'When the Adults Change'? Impact of the CPD? Change in staff / children's attitudes?</p> <p>Are children using the reflection zones effectively?</p> <p>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?</p> <p>What kinds of complex needs are our children coming to school with?</p>
	<ol style="list-style-type: none"> Following CN3 Networks, leaders to liaise with SNEYS & Outreach to organise CPD for staff in CN3—SEND SENCO & Asst SENCO to meet with EP, Specialist Teacher & Outreach team, re. identifying appropriate CPD and support EP & Outreach staff to deliver CPD 	<p>07.11.23: CN Joint staff meeting EP: 12 days - £6480 Spec T: 6 days £3006 Spring 2024</p>	<p>CN3 Leaders / staff feedback > next steps identified</p> <p>Feedback from staff following CPD > next steps identified, what other support required. SEND monitoring</p>		
<p>To maintain high profile of successful attendance and punctuality</p>	<ol style="list-style-type: none"> Reemphasise importance of attendance with all stakeholders Monitor & Scrutinise attendance data (at a school level) to identify trends, communicate with parents/carers to address any issues, intervene when appropriate Work with LA Attendance Support to implement early intervention; i.e. identify and address external factors affecting attendance to prevent persistent absenteeism Continue to promote and celebrate good attendance > utilising website / Social Media / newsletter 	<p>SLT</p> <p>H Garcha (weekly)</p> <p>Attendance Support Bronze Package (2023-24) £3000 50hrs per year (fortnightly)</p> <p>R Samuels (HSL)</p> <p>H Garcha / A Grennan / A Smith (weekly / termly)</p>	<p>HG to monitor attendance (week 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> <p>H Garcha to inform eServices: attendance AS: attendance certs</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>

**Priority 3: Personal Development
(2023-2024)**

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>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) through:</p> <ul style="list-style-type: none"> • embedding of PSHE sessions within the weekly timetable • Ensuring curriculum offer is relevant to our children, maximising the use of our outdoor facilities and grounds • Strengthening and diversifying a range of extra-curricular activities (linked to School Games Mark) 	<p>1. Research and Familiarise: AS/JR to attend PSHE Networks and share findings/next steps with staff. Training: AG to deliver for all staff</p> <p>2. Resources: Gather relevant materials, books, and resources and produce PSHE Overview/MTP</p> <p>3. Monitoring: PSHE Team to monitor PSHE lessons; gather feedback from staff and children</p>	<p>Summer 2023 Beginning Autumn 2023 LA resources PSHE Association: KAPOW Project Evolve: Safety and Security Online SWGfL</p>	<p>PSHE Team to monitor through Planning scrutiny; learning walk; children's work; pupil voice Computing Lead to liaise with PSHE lead re. Online Safety Evidence for 360 Mark</p>	<ul style="list-style-type: none"> • Pupils' personal development continues to be deemed as a strength of our school • PSHE weekly sessions in place and resources being utilised effectively • 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. 	<p>What is the feedback from the staff & children regarding PSHE lessons? Is there an impact? Is our curriculum still appropriate and relevant for our children? Are the visits and visitors adding additionality to the curriculum? Are the experiences purposeful and have an impact? During Governor Learning Walks, is there evidence of the outdoor space and facilities being used effectively? Are extra-curricular activities well attended? Are the clubs run by outside agencies value for money?</p>
	<p>1. Curriculum: Continually review curriculum to ensure that it is appropriate / relevant for our school community</p> <p>2. Visits & Visitors: Continue to maintain a range of visits, visitors and experiences in place across the school for children to experience and develop beyond academic skills</p> <p>3. Outdoor Space & facilities: All year groups to review curriculum and identify opportunities for utilising the outside areas more</p>	<p>Subject/Area teams Subject Leads meetings/networks: Gold Bundle £1000</p> <p>Year group staff Transport costs Parent Contributions / PPPG</p> <p>Budget to develop outside spaces Forest School areas; MUGA (links with CWC & Bob Jones)</p>	<p>SLT > Curriculum provision > report to Curriculum Committee (Termly basis)</p> <p>Children's evaluations; subject leaders to monitor visits, visitors and experiences related to their specific subject areas - impact?</p> <p>SLT to monitor through planning scrutiny, year groups use of outdoor spaces and resources</p>		
	<p>Sports Leader/HT to produce an extra-curricular offer (a mixture of clubs and activities led by staff/outside agencies)</p> <p>Autumn term: 02.10. - 24.11.23 (7 weeks) Spring term: 29.01.-22.03.24 (7 weeks) Summer term: 29.04.28.06.24 (8 weeks)</p>	<p>Sports Premium Funding: £19618.00 Soccer 2000 Active Future Dance Specialist</p>	<p>PE lead to monitor attendance at after-school clubs / monitor quality of provision. Share different clubs with parents/carers via newsletter Evaluations: P/C; Children</p>		

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
<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) through:</p> <ul style="list-style-type: none"> Continuing to focus on staff well-being Reviewing the role of our HSLO 	<ol style="list-style-type: none"> Wellbeing committee continues to meet regularly and organise events, audit staff well-being. Staff environment to be reviewed and revamped Well-being board to be continued and treats Repeat staff well-being evaluation (Spring 2024) 	<p>Well-Being Committee (half-termly meetings)</p> <p>L Waltho (Lead of WB Committee)</p> <p>Well-Being Committee budget</p> <p>Microsoft Form</p>	<p>Staff Well-Being Committee to audit and monitor staff well-being across the school. Report regularly to all staff and Governors.</p> <p>End of Year Staff Evaluations</p> <p>GF to monitor staff absence rates</p>	<ul style="list-style-type: none"> High-quality pastoral support for all children and staff is provided, promoting the importance of mental health and well-being for all Staff absence due to work related stress & issues remains at a low level HSLO support is effective and is having impact on the children being supported, parenting skills, collaboration with Adult Education Wolverhampton Safeguarding and support programme in place and reviewed each term to address current needs; Vulnerable families are supported and provision put in place, in conjunction with other agencies where appropriate 	<p>What is the impact of the staff well-being committee? How can Governors support the well-being of staff? What are the issues affecting staff well-being?</p> <p>How has the role of the HSCL Officer changed? Are there an increasing number of children and families in need of support? What are the issues children and parents are facing? What are the barriers?</p>
	<ol style="list-style-type: none"> Review role of HSLO—what is the purpose? Who needs the support? Create timetable for HSLO which incorporates working with targeted children, safeguarding, offering support for parents/carers; Little Rainbows Adult Education Courses for Parents/carers Review timetable and adapt if necessary Identify training needs and complete training related to role. 	<p>A Grennan R Samuels Staff Appraisal Timetable C P D W V E S / W o l v e r h a m p t o n S a f e g u a r d i n g B o a r d, G r a i s e l e y S t r e n g t h e n i n g F a m i l i e s H u b</p> <p>SF Link Worker</p>	<p>Regular meetings: AG/AS/RS re. caseload / staff and pupil well-being</p> <p>Safeguarding Termly meetings with LA Safeguarding Officer (K Jones)</p> <p>Analysis of children RS working with and supporting, i.e. next steps, other agencies</p> <p>Feedback from SF Link worker re. referrals submitted / Early Help Assessments completed</p>		

Priority 4: Leadership & Management (2023-2024)

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

- 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
<p>To strengthen teaching and learning strategies through:</p> <ul style="list-style-type: none"> • Fostering a culture of continuous improvement • Providing opportunities for all staff to collaborate and engage in peer observation to promote effective teaching techniques. 	<ul style="list-style-type: none"> • All staff to complete an audit of their practice, knowledge and skills • Staff members with their Line Managers to analyse audits completed to identify area(s) of development • SLT to put together a plan of action for staff to observe good practice either within school or visit other settings • SLT to organize opportunities for staff to collaborate / engage in peer observation / visit other settings • Following collaboration / visiting other settings, staff to complete review—reflect on what they have seen, share with Line Manager and identify next steps/ any CPD required 	<p>Autumn 1 Staff Appraisal process</p> <p>Aut 2 2023 - Summer 1 2024</p> <p>Cover to release staff</p> <p>SLT meetings</p> <p>CPD plan 2024/25</p>	<p>Staff Appraisal process Autumn term 1 Line Managers / SLT SLT to analyse staff audits and identify opportunities for staff to collaborate / observe others Peer Observations: Autumn term 2 2023 to Summer term 1 2024 Evaluation & Feedback shared with SLT & Governors > next steps shared with Subject Leaders</p>	<ul style="list-style-type: none"> • Effective professional development in place which supports, develops, and sustains high quality teaching. • Improved T&L strategies from staff observing others (Cognitive Theory) • Observing teachers/support staff able to build on their current knowledge base by learning new strategies and applications for pedagogy, and then adapting them within the framework of their own teaching methods and teaching styles. • Observee teachers/support staff able to share and demonstrate their expertise within the context of their classrooms, and gain valuable feedback and ideas. • Reflective practice promoted. • More good-outstanding practice is evident • Data improvements 	<p>What kinds of aspects have staff identified as areas for development? Are there any key aspects across the school, in a particular phase / subject?</p> <p>How have staff found the process of collaborating and engaging in peer observation?</p> <p>Has the process had an impact on staff? What reflections have they shared?</p> <p>What are the next steps?</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>Leaders to attend LA School Improvement Workshops & City Directors Briefings</p>	<p>HT/DHT: 21.09.23; 16.11.23; 14.03.24; 11.07.24</p>	<p>Leaders to disseminate information with all staff, identify actions and next steps</p>	<ul style="list-style-type: none"> • Leaders up-to-date with current information / research > implemented in school • Leaders disseminate information to relevant staff > complete any actions identified 	<p>How has the LA support impacted on Leaders and in turn, teaching & learning and Pupil outcomes?</p>
	<p>SLT to meet with SIA on a termly basis > School Improvement Issues</p>	<p>10.10.23; 28.11.23; Spring & Summer 2024</p>	<p>SIA report shared with Governors > monitor progress made and next steps</p>	<ul style="list-style-type: none"> • Positive SIA termly meetings > actions identified, next steps planned • School remains as Category A 	<p>What are the strengths and areas for development from LA and CDA reviews?</p>
	<p>Diocesan Christian Distinctiveness Advisor regularly meets with AG (HT) and AS (DHT) CDA visit</p>	<p>CDA Visits: 21.11.23; 20.02.24; 18.06.24) £1860.00 Service Agreement</p>	<p>AG/AS/REB to regularly meet to discuss meetings & support > identify actions / next steps</p>	<ul style="list-style-type: none"> • Positive CDA termly meetings > actions identified, next steps planned • School remains as meeting SIAMS judgment 	

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
<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 	DHT / AHT to attend DAHL Networks and ConnectEd DRB Ignite Leaders briefings	DRB: 29.11.23; 27.02.24; 26.06.24 DAHL: 8.11.23; March 2024; Summer 2024 ConnectEd Partnership Cost £4735.00	AS/CB 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 Effective committees in place, i.e. (FGP / Curriculum & Standards) Governors meetings are run effectively; meetings are informative but challenging 	<p>What are the key messages for leaders from Leadership briefings, conferences, meetings, subject networks etc? Do leaders find them useful? How has leadership developed through the support from the LA, ConnectEd Partnership and Lichfield Diocese? Are Governors challenging as well as supportive? Do Governors feel well informed about the school, progress, the curriculum? What are the key messages from the LA Audit?</p> <p>What are the barriers that our Disadvantaged children face and what steps/actions are being implemented to tackle these barriers? Has the PPG Overview/Sports Premium been completed and published on School Website?</p>
	Leaders for SEND & Early Years to participate in LA Networks	SEND: 20.09.23; 29.11.23; 21.03.24; EYFS: 22.11.23; 13.03.24; 05.06.24	SIA report shared with Governors > monitor progress made and next steps		
	Subject Leaders to participate in LA Subject Leader Networks	<i>Maths: 14.11.23; 13.03.24; 19.06.24</i> <i>STEM: 18.10.23; 21.02.24;</i> <i>Eng: 01.12.23; 15.03.24; 14.06.24</i> <i>RE: 19.10.23; 07.02.24; 01.05.24</i> <i>PSHE: 11.10.23; 24.01.24; 17.04.24</i> <i>Computing: 15.11.23; 06.03.24; 26.06.24</i> <i>SLA Gold Bundle: £1000.00</i>	Subject leaders feedback to AG & Curriculum & Standards committee. Any actions required? Next steps?		
	Computing Subject Leader to meet with eServices, Squirrel Education & P Flynn (eSafety Advisor)—strategic meeting re. Online Safety, HSB, Filtering and Monitoring	Summer/Aut 2023 to plan 2023-24 programme of support: <ul style="list-style-type: none"> eServices: £13353.00 Engagedu (Plat Package): £5895.00 Online Behaviours Int Level (+HSB) £2430.00 	LS to discuss strategic plan with computing team / PSHE Lead (AS) and Finance Officer		
	Assessment> Staff to continue to be members of the LA Moderation team, and potentially extend to include further experienced members of staff. Staff across the school to participate in LA Moderation sessions throughout the year	<ul style="list-style-type: none"> KA to attend Assessment Updates: 21.11.23; 20.03.24 Complete LA & STA Moderation training sessions, successfully complete test. Assessment & Moderation SLA £1575.00 Ongoing 	AG to meet with staff identified as LA Moderators to discuss CPD > any messages for school? Moderation records completed; Subject leaders validate judgments		
	Governance committees & schedule embedded > Governors Programme for 2023-24 shared Governors Audit analysed to identify strengths and areas for development, training needs	From September 2023 S4S Governors Clerk: £2140.00 S4S Training £860.00	Governors minutes - structure and Governance agreed Governors Schedule > Governors monitoring summary and Governors Committee minutes Governor Hub > updated and accessed regularly		
<p>To ensure that the following are spent effectively:</p> <ul style="list-style-type: none"> Pupil Premium Funding Sports Premium Funding National Tutoring Programme Funding <p>(See PP documents & PE & Sports Action Plan)</p>	K Aldridge (PP Lead) to participate in LA Pupil Premium Networks and feedback to SLT/all staff	08.11.23; 08.02.24; 24.04.24	KA/AG to complete termly data analysis of Disadv Pupils across the school > produce summary report identifying strengths and areas for development	<ul style="list-style-type: none"> Appropriate Pupil Premium information displayed on school website FGP Governors analyse PP & Sports Premium expenditure on a termly basis Pupil Premium Review completed > Pupil Premium action plan in place Attendance, Attainment and Progress of PP children is in line with the rest of the school and above National average DfE Primary PE & Sport Premium planning, reporting and evaluating website tool updated and reviewed. Improved Phonics results and Improved Writing standards—increased number of children working at AREs 	
	KA to scrutinise and analyse PP data	Pupil Progress meetings (DATES)	AG report to Governors via HT report		
	J Attwood (PE Lead) and AG complete Sports Premium plan using the DfE Primary PE & Sport Premium planning, reporting and evaluating website tool.	PE Leader Networks—12.10.23; 18.01.24; Summer 2024 Support from PASS & SO—Primary Lead Part of ConnectEd Partnership: £4735.00 Sports Premium: £19618.00	JA to evaluate action plan termly, monitor budget. AG report to Governors via HT report		
Utilise termly data to identify children who would benefit from additional tuition Create tuition groups, deliver tuition and evaluate progress. Repeat each term	SLT - termly data analysis, identification of children. Pupil progress meetings School-led Tutors NTP budget: £7909.00 CENSUS Termly	SLT to complete data analysis of children receiving Tuition Completion of NTP report (termly) AG report to Governors via HT report			

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To further strengthen the partnership between school and parents/carers through workshops, Learning Together Sessions, and the use of software such as Microsoft Teams and Class Dojo.	<ol style="list-style-type: none"> 1. Learning Together Sessions planned for whole year and shared with parents/carers via Key Events 2. Subject leaders to identify and plan workshops for parents/carers > publicized via newsletter/website 3. Year groups to invite Parents/Carers to Class Dojo sites 4. Staff to use Class Teams to engage a greater number of parents/carers in their child's learning 	<p>Each term</p> <p>Subject Leaders meeting (half-termly)</p> <p>KA/LS>CPD on Class Dojo—extending to Parents/carers</p>	<p>Feedback gathered from Parents/Carers—Microsoft Form (sent following each session)</p> <p>Workshops evaluations—Subject Leaders to analyze responses and plan next steps</p> <p>Classteachers to monitor parents/carers usage of Teams & Class Dojo site</p>	<ul style="list-style-type: none"> • Parents/Carers feel more involved in their child's learning; greater understanding of the curriculum / T&L methods • Parents knowledge and understanding of subjects and curriculum is enhanced > enabling them to help & support their children • Parents/Carers are aware of what is happening in school. 	<p>Are Learning Together Sessions and workshops well attended? Do they have an impact?</p> <p>Do parents find Class Dojo and Teams easy to access? What are the engagement statistics?</p>
To ensure Safeguarding policies, procedures, CPD and record keeping are all outstanding	<ol style="list-style-type: none"> 1. AG to review Safeguarding Policy and Staff Code of Conduct using proformas shared by KJ (LA Safeguarding Officer) 2. AG/AS/RS audit Safeguarding training and identify training required 3. AG/AS/RS termly meetings with LA Safeguarding Officer > Safeguarding policies and procedures checked by 4. School Safeguarding team to deliver CPD for all staff 5. AG/AS to meet with Safeguarding Governor to ensure that school is meeting Safeguarding requirements > DHT > SCR review (termly) 6. E-Services to ensure school website is compliant 	<p>A Grennan—Aug 2023 LA SLA: £1071.00</p> <p>AG - Sept 2023</p> <p>Beginning of each term</p> <p>Safeguarding Team—Ongoing</p> <p>Termly AG - FGP</p> <p>£840 SLA with eServices</p>	<ul style="list-style-type: none"> • Share documents with LA Safeguarding Officer for comments / actions • Audit completed > actions identified; Check with LA Safeguarding Officer re. are school meeting statutory training guidelines? • AG to report to Governors via HT Safeguarding Report Evaluations from staff gathered (Microsoft Form) • SCR reviewed each term by Governors at FGP • Nominated Governor (CC) to ensure school website is compliant 	<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? What progress is being made with the Safeguarding audit action plan? Does the school website comply with statutory obligations? What Safeguarding CPD have the staff undertaken?</p>
To ensure Health & Safety policies, procedures, CPD and record keeping are all outstanding	<ol style="list-style-type: none"> 1. Review H&S policy and procedures, check all still relevant, make any changes needed or identify H&S tasks required in consultation with H&S team 2. Complete Audit of H&S training needs > Site Manager, Cleaning Team, Fire Wardens etc 3. Training identified, booked and attended 4. H&S Onenote updated with training and disseminate any information to all school staff as required 5. SLT to conduct half-termly meetings with Site Manager & H&S Consultant > Building updates, H&S issues 6. Report to Governors via HT report on a termly basis 	<p>AG, AS & DN</p> <p>AG in consultation with LA H&S team</p> <p>Training dates through WVES</p> <p>LA H&S Essentials SLA £1180.00</p> <p>LA H&S Training Package £1145.00</p>	<p>Governors & H&S Consultant to approve Health & Safety Policy > shared with all staff</p> <p>Audit completed > training needs identified and booked Evaluations from staff gathered</p> <p>What CPD would staff feel is beneficial?</p> <p>SLT to monitor staff knowledge and understanding of H&S issues</p> <p>H&S policies and procedures checked by H&S Consultant through regular meetings</p> <p>AG to report to Governors via HT H&S Report</p>	<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? What is the feedback from the external H&S Advisor? Are policies and procedures up to date?</p>

End of Year Success Criteria:

- School documents updated to reflect SIAMS 2023
- Governors leading and ensuring that distinctive Christian character of the school is central
- Relevant SIAMS update delivered for all stakeholders
- Review and update the RE LTP to reflect updates in curriculum guidance

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Explore, respond to and begin to embed changes in response to the SIAMS Framework—September 2023	<ul style="list-style-type: none"> • Meeting with CDA from Lichfield Diocese (termly meeting) • Work with CDA to audit and identify any areas for development • Governors and Staff to be updated and upskilled to understand SIAMS 2023 • Identify any training needs for Governors to understand and be prepared for SIAMS inspection 	A S/AG LD BE: CDA Visits: 21.11.23; 20.02.24; 18.06.24) £1860.00 Service Agreement AS: Staff Meeting—Spring/Summer 24 SLT & R EB; LD BE SLA	Termly meeting attended > Report produced by CDA and shared with Subject team, SLT and Governors Next steps and actions identified	<ul style="list-style-type: none"> • Meeting held, reports received and recommendations actioned 	<ul style="list-style-type: none"> • How effective is the CDA support from the Diocese? • What response should Governors be making to SIAMS 23 • What are the identified actions and next steps?
To identify and highlight where spiritual development can be found in all aspects of the curriculum	<ul style="list-style-type: none"> • CDA to provide advice and training regarding spiritual development in the curriculum • AS to share the outcome of training to subject leaders • AS to monitor the inclusion of spiritual development in updated subject and aspect policies • Spiritual development to become visible across the curriculum. 	LD BE SLA AS Subject Leader Meeting	A Grennan A Smith Foundation Governors	<ul style="list-style-type: none"> • SLT to meet with CDA • AS prepare and present guidance to subject leaders • AS to check update policies for inclusion of spiritual development • SLT/Subject leaders to begin to make spiritual development visible across the curriculum 	<ul style="list-style-type: none"> • During Learning Walks, is spiritual development becoming visible across the curriculum? • During Learning Walks, are Governors able to hear children using RE vocabulary in their learning? Is RE vocab in the classroom environment and in the children's books? What is the 'Understanding Christianity' resource? What other RE planning resources are used?
Embed revised LTP for teaching of RE through review of the intent, implementation and impact, in light of updated subject/ curriculum guidance.	<ul style="list-style-type: none"> • Embed revised LTP. • Ensure staff have resources required • Review development of vocabulary, knowledge and skills through the curriculum. 	Subject Area team	Subject Team monitoring cycle > planning; learning walks > identify next steps and support required	<ul style="list-style-type: none"> • Pupils familiar in using Key Understanding Christianity Vocabulary • Key vocabulary is identified and its usage considered in each unit assessment • Progress and development can be seen throughout the curriculum. 	
Update and provide knowledge for new governors of the distinctive Christian character of the school to inform strategic direction utilising the support from the subject leader and CDA	<ul style="list-style-type: none"> • 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 • Link/Governor to visit and report back on Collective Worship throughout the school year. • Governor update and training to know the Vision, Mission and Values of the school and how this enables all pupils and adults to flourish. 	A Grennan A Smith Clerk AS Foundation Gov C & A/ Subject Leaders SLT	Governors minutes—evidence of Governor visits, monitoring, pupil voice, parent feedback AS & Link Governor Report (verbal or written) Governors committees / meetings / visits Governors Minutes	<ul style="list-style-type: none"> • Evidence of Governors role in promoting 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 	<ul style="list-style-type: none"> • Does the school have a theologically rooted Christian Vision? • What do Governors know about their role of Governance in an Aided school? • Is it clear that Collective Worship is integral to life at St Luke's? Evidence? • What do the evaluations for Collective Worship say? What are the key messages?