

St Lukes Primary school



Summary of School Improvement

2025/26





Section A:

Summary of School Improvement Priorities 2025/26

What is the improvement priority?	Why is this a priority?	What will success look like?
<p>1</p> <p>Further improve quality of teaching and learning, which in turn improves school outcomes – particularly focus on PP/SEND pupils (Ofsted Priority 1/3)</p>	<p>School data currently still below national levels (despite improvements in end of KS2 data in 2025) School below national in Y1 PSC School below national in Y4 MTC School at National (just) in KS2 RWM Quality of T and L needs improving further to improve school outcomes.</p>	<ul style="list-style-type: none"> • Ensure all teaching is always good or better. Accountability for all staff. • For Key Stage 2, our targets are: <ul style="list-style-type: none"> · Combined attainment: 61–64% · Reading: 73–77% (Greater Depth: 32–36%) · Writing: 68–72% (Greater Depth: 13–16%) · Maths: 73–77% (Greater Depth: 31–34%) • Other key data measures for 25-26 are: <ul style="list-style-type: none"> · GLD: 72–75%, aligning with the DfE’s ambition of 75% by the end of the parliamentary term. · Phonics (Year 1): 78–81%, building on the improved provision through ELS. · MTC (Year 4): APS target of 21.4–22.4, with 40–44% of pupils expected to achieve full marks. • Key subject leaders to update, monitor and review the curriculum in core subjects. • Lesson observations/book looks/staff PDMs a key part of monitoring/improving both teaching and outcomes. • Expectations shared at start of year. Teachers to hold higher expectations and engage ALL children in all lessons. • Assessment and feedback in the moment in all lessons - boost progress and have an immediate impact. • TA support structured and monitored. TAs work across year groups not in classes. • TA INSET provided weekly by experienced SENDCO. • Classroom environments - interesting and engaging throughout the year. Ordinarily available provision clear and accessible in all classrooms. • Funding to be spent on pushing reading. Quality reading books available in every room. Reading a priority for all teachers. • Best practise in other schools has been observed and acted upon. • Middle leadership to be explicit with responsibilities and hold meetings regularly with team. Middle leaders to hold accountability to other staff members. • Appraisal effective for all staff. • Close links needed between SLT, phase leaders and class teachers. • Focus on providing high quality CPD for all staff - teaching and learning in staff meetings - back to basics. Follow up with coaching and monitoring of staff.

			<ul style="list-style-type: none"> Teacher accountability - ensuring understanding of ALL subject areas they are covering, do the leaders have the knowledge to be leading the subject? Provide training and support, where required.
2	To embed the new school values and to further improve behaviour management across the school (Ofsted Priority 4)	<ul style="list-style-type: none"> New V and V established – Summer 2025 in collaboration with pupils, staff and families. Further improvements required with behaviour management policy and training for all staff 	<ul style="list-style-type: none"> Embed new values. In 1st half term a big push from SLT in all worships. Staff present in hallways, transitions, end of playtimes etc to ensure these key times are successfully managed for all. Behaviour management further improves. Staff confidence improved in managing behaviour Poor behaviour identified and children supported effectively Rewards and sanctions looked at – runs consistently across the school
3	To embed ELS phonics and implement ELS spelling across the school (Ofsted Priority 1)	<ul style="list-style-type: none"> New Phonics scheme purchased New spelling scheme purchased 	<ul style="list-style-type: none"> Staff training is effective Outcomes improve in both phonics/spelling Resources purchased to support successful implementation Monitoring positive – key next steps identified. Staff act upon these to further develop their practise Lesson observations/book looks/staff meetings a key part of monitoring/improving implementation of new schemes Staff confidence in teaching phonics/spelling much higher now Families able to support with phonics/spelling learning at home
4	Implement and refine the quality of foundation subject provision (planning/teaching and subject leadership) – initial focus on RE/History (Ofsted priority 1 and 2)	<ul style="list-style-type: none"> Foundation subject planning requires improvement Subject leaders need upskilling in being effective in their roles 	<ul style="list-style-type: none"> Ensure all teaching is always good or better when foundation subjects are being taught Planning for all foundation subjects is effective and supports the teaching of 'good or better' lessons Subject leaders supported/trained/enabled to update, monitor and review the curriculum in their subjects. Lesson observations/book looks/staff meetings a key part of monitoring/improving both teaching and outcomes in all foundation subjects. Expectations shared at start of year. Teachers to hold higher expectations and engage ALL children in all lessons. Assessment and feedback in the moment in all lessons - boost progress and have an immediate impact. TA support structured and monitored. TAs work across year groups not classes. Classroom environments - interesting and engaging throughout the year. Ordinarily available provision clear and accessible in all classrooms. Middle leaders to hold accountability to other staff members. Close links needed between SLT and subject leaders Focus on providing high quality CPD for all staff. Follow up with individualised support, coaching and monitoring of staff.

		<ul style="list-style-type: none"> Teacher accountability - ensuring understanding of ALL subject areas they are covering, do the leaders have the knowledge to be leading the subject? Provide training and support, where required.
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Section B: Detail of School Improvement Priorities

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

Priority 1: Further improve quality of teaching and learning, which in turn improves school outcomes – particularly focus on PP/SEND pupils (Ofsted Priority 1/3)		
Person responsible for overall implementation: AP/AV/RD	Person(s) responsible for measuring the impact: MG/SLT/SW (Phonics)/AV (English)/RD (Maths)	Funding allocated to this priority: TBC
	Milestones: Describe what this will look like at the end of the autumn term	Actions: These are the things that are needed to make that happen
Autumn	<ul style="list-style-type: none"> Observations/books show improved T and L in all year groups. Curriculum focus on implementation positive and impactful Discussions show staff confidence in T and L improved Greater number of 'good or better' lessons across the school Books of a good quality in all year groups Marking/feedback more consistent and is supporting children's key next steps External feedback on the school is 'positive' Targeted CPD is having an impact on all staff 	<ul style="list-style-type: none"> ELS Phonics takes place every day. High quality teaching a priority in all classrooms CPD/INSET days/staff meetings target key teacher development SLT/Middle leaders support year teams in PPA English/Maths leads have action plans in place and are effectively supporting class teachers with day to day maths and English planning, teaching and assessment Assessment shows progress children are making in all year groups. Pupil progress meetings identify strengths and also key areas for further development (year group/class/groups/individuals) Effective and well planned interventions a key part of all year groups. Marking policy is being applied consistently across the school. Staff aware of accountability Key subject leaders have developed curriculum/pedagogy and hence quality of T and L improves.
Spring	<ul style="list-style-type: none"> Observations/books show continued improvements in T and L in all year groups. Curriculum focus on implementation and impact continues to improve quality of learning Discussions show staff confidence further improved Greater number of 'good or better' lessons across the school (again) Books of a good quality in all year groups. Marking/feedback consistent and is supporting children's key next steps in all classes External feedback on the school remains 'positive' Data shows children are on track to improve school outcomes at all key data points. 	<ul style="list-style-type: none"> High quality Phonics teaching takes place every day. TAs successfully lead interventions for targeted children. High quality teaching found in all classrooms every day CPD/INSET days/staff meetings target key teacher development SLT/Middle leaders support year teams in PPA Phase leaders are role models of good practice for others to follow. They understand and lead teaching and learning as well as assessment in their phase. English/Maths leads have improved teaching and outcomes in Maths and English across the school. Assessment shows progress children are making in all year groups. Effective and well planned interventions a key part of all year groups

Summer	Milestones: Describe what this will look like at the end of the summer term	Actions: These are the things that are needed to make that happen
	<ul style="list-style-type: none"> Curriculum has improved implementation and impact in all subject areas Staff self confidence improved with regards T and L Leaders effective at monitoring and holding others to account Teaching 'good or better' in all classes in all lessons Behaviour and expectations further improved. All stakeholders working effectively to further develop the school. School has improved outcomes in Phonics (Y1), Phonics (Y2), MTC (Y4) and end of KS2 External feedback on the school good and school is in a positive place to start the 25-26 academic year. 	<ul style="list-style-type: none"> All end of year assessments have been successfully delivered Children are aware of their strengths and key next steps in their learning. High quality Phonics teaching takes place every day. TAs successfully lead interventions for targeted children. High quality teaching found in all classrooms every day Staff meetings support teacher development SLT/Middle leaders support year teams in PPA Phase leaders are role models of good practice for others to follow. They understand and lead teaching and learning as well as assessment in their phase. English/Maths leads have improved teaching and outcomes in Maths and English across the school. Assessment shows progress children are making in all year groups. Effective and well planned interventions a key part of all year groups.

Priority 2: To embed the new school values and to further improve behaviour management across the school (Ofsted Priority 4)

Person responsible for overall implementation: MG/SMat	Person(s) responsible for measuring the impact: MG/SMat	Funding allocated to this priority: TBC
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Autumn	Milestones: Describe what this will look like at the end of the autumn term	Actions: These are the things that are needed to make that happen
	<ul style="list-style-type: none"> All stakeholders have brought into new values Behaviour in school has improved All staff are better equipped to deal with challenging behaviours Communication with families further improved 	<ul style="list-style-type: none"> Worship foci on new values Behaviour policy reviewed and updated. Then shared with all stakeholders Values shared effectively with all stakeholders Behaviour training is effective Values always modelled by staff Staff present in hallways, transitions, playtimes to assist these key transition times. Further improve communication with families.
Spring	Milestones: Describe what this will look like at the end of the spring term	Actions: These are the things that are needed to make that happen
	<ul style="list-style-type: none"> All stakeholders have brought into new values Data shows improved behaviour (Track Its/Suspensions etc) All staff are better equipped to deal with challenging behaviours Lunch/break times positive for all children and are well managed by all staff Values always modelled by staff 	<ul style="list-style-type: none"> Worship foci on new values Staff more confident – staff survey backs this up Provide further bespoke training/support to those who need it Staff present in hallways, transitions, playtimes to assist these key transition times. Community culture of respect established across the school Break/lunch time plans adapted to meet the needs of the children
S	Milestones: Describe what this will look like at the end of the summer term	Actions: These are the things that are needed to make that happen

<ul style="list-style-type: none"> • All stakeholders have brought into new values • Data shows continued improved behaviour (Track Its/Suspensions etc) • All staff are better equipped to deal with challenging behaviours • Lunch/break times positive for all children and are well managed by all staff • Behaviour incidents greatly reduced across the year • Values always modelled by staff 	<ul style="list-style-type: none"> • Worship foci on new values • All stakeholders working together to further develop the school. • Update behaviour/anti bullying policy again to match the schools needs now. • Provide further bespoke training/support to those who need it • Staff present in hallways, transitions, playtimes to assist these key transition times. • Community culture of respect continued across the school
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Priority 3: To embed ELS phonics and implement ELS spelling across the school (Ofsted Priority 1)		
Person responsible for overall implementation: SW/AV	Person(s) responsible for measuring the impact: MG/SW	Funding allocated to this priority: TBC
Autumn	<p>Milestones: Describe what this will look like at the end of the autumn term</p> <ul style="list-style-type: none"> • ELS phonics and spelling teaching has started well. Groups reviewed and updated on a half termly basis. • Data shows children are on track to improve school outcomes at all key data points. 	<p>Actions: These are the things that are needed to make that happen</p> <ul style="list-style-type: none"> • Phonics takes place every day. • High quality teaching a priority in all classrooms • Staff meetings support teacher development of phonics/spelling • SLT/Middle leaders support year teams in PPA • English lead/Phonics lead have action plan in place and is effectively supporting class teachers with day to day phonics/spelling teaching • Assessment shows progress children are making in all year groups. • Pupil progress meetings identify strengths and also key areas for further development (year group/class/groups/individuals) • Effective and well planned interventions a key part of all year groups. • Marking policy in place and is being applied consistently across the school.
Spring	<p>Milestones: Describe what this will look like at the end of the spring term</p> <ul style="list-style-type: none"> • Funding sourced through local English hub • CLP visits have supported the delivery of phonics/spelling. • Data shows children are on track to improve school outcomes at all key data points. 	<p>Actions: These are the things that are needed to make that happen</p> <ul style="list-style-type: none"> • High quality Phonics/spelling teaching takes place every day. TAs successfully lead interventions for targeted children. • High quality teaching found in all classrooms • Staff meetings support teacher development • SLT/Middle leaders support year teams in PPA • Phase leaders are role models of good practice for others to follow. They understand and lead teaching and learning as well as assessment in their phase. • English/Phonics leads have improved teaching and outcomes in Phonics and Spelling across the school. • Assessment shows progress children are making in all year groups. • Effective and well planned interventions a key part of all year groups
S	<p>Milestones: Describe what this will look like at the end of the summer term</p>	<p>Actions: These are the things that are needed to make that happen</p>

<ul style="list-style-type: none"> • <i>ELS phonics and spelling ready to be used effectively in all year groups again in Sept 26</i> • <i>School has improved outcomes in Phonics (Y1), Phonics (Y2) and end of KS2 GPS/Writing and Reading</i> 	<ul style="list-style-type: none"> • All end of year assessments have been successfully delivered • Children are aware of their strengths and key next steps in their learning. • Phonics/spelling teaching takes place every day. • High quality teaching a priority in all classrooms • Staff meetings support teacher development • SLT/Middle leaders support year teams in PPA • Subject leaders are role models of good practice for others to follow. They understand and lead teaching and learning as well as assessment in their subjects across the school • Subject leads have improved teaching and outcomes in Phonics and spelling across the school. • Assessment shows progress children are making in all year groups. • Effective and well planned interventions a key part of all year groups.
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Priority 4: Implement and refine the quality of foundation subject provision (planning/teaching and subject leadership) – initial focus on RE/History (Ofsted priority 1 and 2)		
Person responsible for overall implementation: Subject leaders	Person(s) responsible for measuring the impact: AP	Funding allocated to this priority: TBC
Autumn	<p>Milestones: Describe what this will look like at the end of the autumn term</p> <ul style="list-style-type: none"> • Observations/books show improved learning in key foundation subjects in all year groups. • <i>Curriculum focus on implementation and impact in identified subjects has begun well.</i> • <i>Discussions show staff confidence improved</i> • <i>Greater number of ‘good or better’ lessons across the school in foundation subject lessons</i> • <i>Books of a good or better quality in all year groups</i> • <i>Marking/feedback in foundation subjects more consistent and is supporting children’s key next steps</i> • <i>External feedback on the schools teaching and learning in foundation subjects is ‘positive’</i> 	<p>Actions: These are the things that are needed to make that happen</p> <ul style="list-style-type: none"> • Planning completed and is improved – ways in and differentiation a key part of all plans • High quality teaching a priority in all classrooms • Staff PDMs support teacher development – identified subjects • SLT/Middle leaders support year teams in PPA • Subject leads have action plans in place and are effectively supporting class teachers with day to day planning, teaching and assessment in their subjects • Improved assessment practises in foundation subjects shows progress children are making in all year groups. • Marking policy is being applied consistently across the school. • Staff aware of accountability in all lessons • Subject leaders have developed curriculum/pedagogy in their subjects.
	Spring	<p>Milestones: Describe what this will look like at the end of the spring term</p> <ul style="list-style-type: none"> • Observations/books show continued improvements in foundation subjects in all year groups. • <i>Curriculum focus on implementation and impact continues to improve quality of learning</i> • <i>Discussions show staff confidence further improved</i> • <i>Greater number of ‘good or better’ lessons across the school (again)</i> • <i>Foundation subject books of a good quality in all year groups.</i>

	<ul style="list-style-type: none"> • Marking/feedback in foundation subjects more consistent and is supporting children's key next steps • External feedback on the schools teaching and learning in foundation subjects remains 'positive' 	<ul style="list-style-type: none"> • Staff aware of accountability in all lessons • Foundation subject assessment shows progress children are making in all year groups
Summer	<p>Milestones: Describe what this will look like at the end of the summer term</p> <ul style="list-style-type: none"> • Curriculum has improved implementation and impact in all subject areas • Staff self-confidence improved with regards T and L of identified foundation subjects • Subject leaders effective at monitoring and holding others to account • Teaching 'good or better' in all classes in all foundation subjects • Foundation subject books of a good quality in all year groups. • Behaviour and expectations further improved due to high quality planning and lessons that meet the needs of all pupils • All stakeholders working effectively to further develop the school. • School has improved outcomes# • External feedback on the school good and school is in a positive place to start the 26-27 academic year. 	<p>Actions: These are the things that are needed to make that happen</p> <ul style="list-style-type: none"> • All end of year foundation subject assessments have been successfully completed • High quality teaching found in all classrooms every day for all foundation subjects • Planning of a 'good or better' quality in all foundation subjects • Staff PDMs support teacher development in key foundation subjects • Subject leads have further improved teaching and outcomes in their subjects across the school. • SLT/Middle leaders support year teams in PPA • Subject leaders are role models of good practice for others to follow. They understand and lead teaching and learning as well as assessment in their phase. • Foundation subject assessment shows progress children are making in all year groups