



Annual self-evaluation of performance and progress: March 2025

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1. Introduction and summary of progress

The past academic year has been another success, marked by several achievements that deserve celebration. Foremost among these is the exceptional performance of our children, whose attainment continues to surpass both national standards and the already high local averages in Kingston and Richmond. Beyond academic excellence, we have remained committed to enhancing our school environment. This year, we have made further improvements to our facilities, ensuring that both children and staff benefit from a well-equipped and effective space in which to learn and work. These enhancements demonstrate our continued commitment to creating a supportive and enriching learning environment for all our children.

However, we remain forward-thinking and ambitious for all our children, striving to ensure they make the best possible progress, regardless of their background or learning needs. Our annual self-evaluation report provides a valuable opportunity to reflect on our achievements, assess our priorities, and identify ways to further enhance St Luke's as a place where every child can thrive.

I would like to thank the parents, children, and staff who have taken the time to complete questionnaires and share their feedback. Your insights—both in highlighting what you value about St Luke's and in suggesting areas for improvement—are invaluable in shaping our ongoing development.

The review serves to summarise the school's performance and progress over the past year, primarily in relation to the priorities outlined in its companion document, the School Improvement Plan (SIP). While the SIP's overarching strategic priorities extend beyond a single year, specific actions are regularly reviewed and addressed each term to ensure they remain responsive to the school's evolving context and needs.

This report opens with an analysis of surveys completed by members of the school community, including parents, staff, and pupils. The survey questions mirror those used in OFSTED inspections, allowing for easy comparison with other schools. Following this, the report provides a summary of the progress made against last year's priorities. Finally, it highlights key findings and outlines emerging priorities for the school's future development plan.

The appendix highlights the outcomes from national tests and assessments.

Gareth Dutton
March 2025

2. Analysis of surveys

Parents' survey: As in previous years, we carried out a parent survey during the spring term. This year, we received 69 responses, and I am pleased to report that parents continue to express highly positive views about the school's work.

98.6% of respondents agreed or strongly agreed that their child is happy at school, while 100% said they would recommend St Luke's to another parent. Additionally, all respondents agreed that pupils are well-behaved. While 14.5% reported that their child had experienced bullying, the vast majority of these parents felt that the school had responded swiftly and effectively. Furthermore, 97.1% agreed that any concerns they had raised were handled appropriately.

Responses regarding teaching and learning were positive. 98.6% of parents agreed that St Luke's has high expectations for their children, and 100% felt that their child does well at the school. Additionally, 97.1% of parents believed the school supports their child's wider personal development. Among the two respondents with children who have SEND, both agreed that St Luke's provides the necessary support to help them succeed.

One area for the school to reflect on is the communication with parents regarding what their child will be learning throughout the year. 7.2% of parents disagreed with the statement about being informed on this matter. However, it is worth noting that this was not the statement with the closest percentage of positive responses to national data. That distinction went to the statement regarding the school offering a good range of subjects, where 95.7% of parents agreed compared to the national average of 93.7%.

Parents consistently highlight the school's welcoming and inclusive atmosphere as one of its greatest strengths. They frequently praise the friendliness and approachability of the teachers, alongside the supportive encouragement their children receive. Additionally, parents commend the school for its high standard of teaching, staff professionalism, and effective communication. They appreciate the school's high expectations for pupils and the diverse range of activities organised for their children. Comments were also complimentary about the children's behaviour, school environments, wider opportunities, pastoral care and the supportive community feel of the school - *'My child has had the happiest first term in reception. From the teachers to the higher years, there has been such a warm welcome.'*

In response to a question about potential improvements, the feedback was varied, with no consistent theme emerging. However, a growing number of Reception parents expressed a desire for more options for after-school curricular clubs. Additionally, several parents suggested aligning the timing of club bookings with the wraparound LookOut Club to help ease childcare pressures.

Staff survey: The survey received a strong response, with 86% of staff participating. The responses represented the full range of staff roles within the school.

Staff feedback was overwhelmingly positive. Every respondent stated that they are proud to be part of St Luke's and enjoy working at the school. Additionally, all staff agreed that children are safe, behaviour is consistently well managed, bullying is effectively addressed, and all pupils are challenged to make at least good progress.

Employee relationships also received highly positive feedback. When asked about feeling supported in their roles, 68% of staff strongly agreed, while 32% agreed. Even more respondents felt the school fosters a culture of calm and orderly conduct.

Responses regarding professional development and leadership were equally strong. Every staff member (100%) agreed that school leaders prioritise staff well-being and actively consider workload when designing and implementing policies to minimise unnecessary burdens.

In terms of our greatest strengths, staff commented on the school having high standards across different aspects of school life and the welcoming environment in which to work:

- *'High expectations of all pupils, dedicated class teachers and their support staff, caring and nurturing environment.'*
- *'High expectation for pupil's education. Staff and pupil well-being.'*
- *'I love working at St Luke's and consider myself extremely lucky to come to work where I feel safe and respected and staff well-being is taken seriously.'*
- *'The children are known to most members of staff, and children know most staff, creating a friendly and secure environment.'*
- *'The school has built a warm and welcoming environment for children, staff and visitors.'*

There were equally positive comments made relating to pupil behaviour:

- *'The pupils behave well and are respectful to others when taking part in activities outside of school and members of the public often comment on their excellent behaviour.'*
- *'Behaviour of children and welcoming staff.'*
- *'The children are the greatest asset to the school! They are proud to come to St Luke's and are engaged and want to learn. They work hard in lessons and strive to be the best version of themselves which comes from clear boundaries and consistent messages across the school.'*

Suggested improvements included placing a stronger emphasis on critical thinking and problem-solving in lessons, introducing a two-week half-term in October, and ensuring greater consistency in behaviour procedures. Staff also highlighted the need to enhance the outdoor environment, particularly the front of the school, to better support children's use and enjoyment.

Pupil's survey: Children shared their views on St Luke's through two surveys: an online survey completed by 142 children from Year 2 to Year 6 and a collective survey conducted in all classes. The results were very positive, with 97% of children saying they would recommend St Luke's to a friend moving into the area.

Additionally, 99% of children reported that they enjoy school, with every child stating that they enjoy their learning. While both responses were highly positive, a greater proportion of children selected 'All the time' when asked about enjoying their learning. This highlights the school's success in fostering an engaging and stimulating learning environment. Research shows that children learn more effectively when they are interested in a topic. Engagement enhances their ability to think critically, develop a deeper understanding, and retain new knowledge more effectively—further reinforcing the importance of making learning enjoyable at St Luke's.

The majority of children responded positively to questions about their learning experience. All children (100%) felt that their teachers help them do their best, while 97% agreed that they are given work that challenges them. Additionally, 99% felt that their teachers listen to them in lessons, and the same proportion said the school provides helpful information about their next steps.

99% of children felt that behaviour in their lessons is good, while 98% said the same about behaviour around the school. When asked about bullying, the majority of children stated that it "doesn't happen" at St Luke's. Among the small number who felt that bullying does occur, most expressed confidence that teaching staff handle it effectively.

All children (100%) stated that they feel safe at school. A secure environment is essential for children's development and academic success, as it supports their emotional well-being, encourages them to take intellectual risks, and fosters a culture of respect and belonging. Additionally, 99% of children felt the school encourages them to look after their emotional and mental health, while 98% said the school supports them in maintaining their physical health.

Children appreciate many aspects of their school, particularly its respectful and kind ethos. This positive environment helps to build strong relationships, supports academic success, and enhances emotional resilience. They also enjoy morning starters, daily collective worship, school meals, outdoor facilities, and the wide range of clubs available.

When asked for suggestions to make St Luke's even better, children shared a variety of ideas. These included having a break after each lesson, removing school uniforms, larger lunch portions, a bird-watching area, new football goals, more long skipping ropes, a dodgeball club, and even a statue of Mr Dutton.

3. Evaluation and progress against priorities

In relation to the children

Emphasis on developing the whole child:

We have enhanced our school's visitor entrance to create a more welcoming and inviting space. As the first point of contact for pupils, parents, and visitors, it sets the tone for our school community and helps reassure new families. First impressions matter, and our improved entrance now better reflects our values of kindness, inclusivity, and hospitality. It also celebrates our Christian character, featuring symbols, scripture, and a display that showcase our mission and ethos.

Promoting prayer in our church school is essential as it nurtures the spiritual development of pupils, providing them with a sense of reflection, guidance, and connection to their faith. It encourages a culture of gratitude, compassion, and respect, reinforcing the school's Christian ethos in daily life. Prayer also offers comfort and support, helping pupils to navigate challenges with a sense of hope and reassurance. We have strengthened our focus on prayer by introducing a prayer tree, providing pupils with a meaningful way to engage in reflection and spiritual expression. Children are encouraged to interact with the tree by writing their prayers and hanging them from its branches, creating a visible and ever-growing display of faith, hope, and community.

All teaching staff now lead worship across the term. This demonstrates a whole-school commitment to faith, unity, and spiritual development. When staff take an active role, it models inclusivity and ensures that worship reflects a range of perspectives and experiences, making it more meaningful for pupils. It also strengthens the sense of community, showing that faith is not just the responsibility of a few but embedded in the school's daily life. Additionally, staff involvement helps pupils see Christian values in action, fostering a culture of reflection, respect, and moral development across all areas of school life. There is more work we would like to do with continuing to enrich our worship sessions including using children to plan and evaluate worships.

Our school council continues to play a vital role in school by giving pupils a voice and encouraging active participation in their school community. Rooted in Christian values such as respect, service, and responsibility, the council teaches children the importance of leadership, democracy, and making a positive difference. Through the council, pupils contribute ideas, discuss issues, and help shape school life in a way that reflects the school's mission and ethos. Our school councillors have played a key role in decision-making, contributing to important choices such as selecting the charities we support through fundraising. They have also helped enhance various aspects of school life, including improving lunchtimes and expanding the range of clubs available to pupils. By empowering pupils to take responsibility and work collaboratively, the school council helps nurture confident, compassionate, and engaged young leaders.

Ensuring consistently high quality teaching and learning:

Staff continue to receive ongoing support to deliver Quality First Teaching (QFT), ensuring high-quality, inclusive education for every child. QFT focuses on effective teaching strategies such as adaptive teaching to meet the diverse needs of all learners. At its core, QFT promotes personalised learning experiences for all pupils. We have structured our teaching pedagogies into focused areas for each term, aligning them with learning walks and lesson observations to ensure a clear and purposeful approach to professional development.

Our commitment to QFT remains a priority, with a particular focus on Design and Technology (DT), which has been identified as an area for development. Our goal is to bring DT to the same high standard as other subjects, ensuring a consistent and enriching learning experience for all pupils. DT is important because it fosters creativity, problem-solving, and practical skills, equipping pupils with the ability to design, create, and evaluate—essential skills for the modern world. By strengthening DT, we aim to inspire innovation, critical thinking, and hands-on learning across the curriculum.

Over the past year, staff have taken a more proactive and collaborative approach in monitoring their coordinated subjects, actively observing the teaching and learning of their subject areas across the school. Through regular observations, they have provided targeted, constructive feedback to teachers, supporting the continuous improvement of practice. This enhanced approach to professional development has not only deepened staff expertise but has also ensured that teaching strategies are tailored to meet the diverse needs of all learners. As a result, we have seen significant progress, with every learner being supported in achieving their full potential, demonstrating the positive impact of this focused, reflective approach.

We have identified handwriting as a key focus for the school, recognising its importance in a pupil's overall literacy development. Handwriting is an essential skill that not only supports the improvement of fine motor skills and spelling but also enables pupils to express their thoughts clearly and legibly. It plays a crucial role in helping pupils organise their ideas, develop a personal writing style, and take pride in their work. By prioritising handwriting, we aim to ensure that pupils are confident and proficient in all aspects of written communication, laying a strong foundation for academic success across all subjects.

In relation to the children

Ensuring all pupils make good or better progress:

At the outset of this report, we highlighted our pride in the outstanding outcomes achieved by our pupils at St Luke's C.E. Primary School. Our results have placed us among the top-performing schools in the borough. Notably, 67% of our children reached the Expected Standard in reading, writing, and mathematics. This achievement surpasses the National average of 61% and is competitive with the borough averages, Kingston at 67% and Richmond at 75%. Furthermore, our pupils excelled in achieving higher standards, with 24% reaching this level. This figure is significantly higher than the averages for Kingston (13%), Richmond (17%), and Nationally (8%). These results underscore both the exceptional potential of our pupils and the high-quality education they receive at St Luke's. This combination effectively equips them for future success. It's unfortunate that our outgoing Year 6 pupils lacked baseline scores at the end of Key Stage 1 due to the impact of Covid-19, preventing the calculation of official progress results. However, our unofficial assessment reports reveal that these pupils made excellent progress throughout Key Stage 2, reflected in commendable progress scores.

Our predictions for pupil outcomes have proven to be accurate and well-founded. This accuracy reflects the careful planning and strategic foresight of our educational team at St Luke's. By setting realistic and ambitious targets, we've been able to effectively guide our pupils towards achieving their full potential, ensuring that our expectations align closely with their actual performance.

Our Pastoral Leader remains a vital and highly effective presence throughout the school. Together with the support from our Mental Health Support Team (MHST) and our Emotional Literacy Support Assistant (ELSA) provision, we are dedicated to removing barriers for our most vulnerable children. This ensures they have equitable access to their education, allowing them to engage fully alongside their peers without disadvantage.

The implementation of SENSO (a cloud-based platform to monitor digital activities) at St Luke's has significantly enhanced our ability to support pupil progress. By providing real-time monitoring, SENSO allows our staff to promptly identify and address any challenges pupils may face, ensuring timely interventions. This proactive approach has led to improved engagement, which in turn positively influence the academic progress of our pupils. Moreover, SENSO's comprehensive oversight helps in creating a safer and more supportive learning environment, further contributing to the overall development and success of our pupils.

Working to close the gap & overcome disadvantage:

At St Luke's, we pride ourselves on being an inclusive institution dedicated to excellence, equity, and the wellbeing of every pupil. We do not see disadvantage as a reason for pupils not to succeed and we strive to find approaches and teaching strategies that help remove barriers to pupils' learning. Recognising and supporting children who require additional assistance remains a top priority for us. In line with our commitment, we have implemented a new layer of support specifically tailored for learners with dyslexia and other learning difficulties, aimed at enhancing their reading and spelling capabilities. To achieve this, we have introduced the IDL (International Dyslexia Learning) programme as an intervention tool. This programme is designed to cater to the unique needs of pupils with dyslexia, providing them with targeted exercises that help increase their reading and spelling ages. By integrating this evidence-based intervention into our curriculum, we ensure that pupils facing learning challenges receive the support they need to thrive academically and personally. Our approach not only fosters a supportive and nurturing environment but also empowers our pupils to overcome barriers and achieve their full potential, reinforcing our school's mission to uphold inclusivity and educational excellence for all.

As highlighted earlier, St Luke's is committed to supporting disadvantaged pupils through a comprehensive pastoral programme. Central to this initiative is our Emotional Literacy Support Assistant (ELSA) provision, which significantly benefits pupils by addressing their emotional needs. ELSA equips pupils with effective coping strategies tailored to their individual circumstances, fostering resilience and emotional intelligence. Additionally, our Pastoral Leader serves as a vital link between the school and home. They play an instrumental role in supporting pupils and their families during challenging times, ensuring consistent and compassionate care. This holistic approach not only aids in academic achievement but also promotes overall wellbeing. The effectiveness of our pastoral care is reflected in our recent pupil survey, where an impressive 99% of pupils reported feeling encouraged by the school to look after their emotional and mental health. This feedback underscores the positive impact of our initiatives and reinforces our commitment to nurturing a supportive and inclusive learning environment for all pupils.

Another key success factor at St Luke's is the outstanding performance of our disadvantaged pupils in last year's assessments. An impressive 89% of these pupils achieved the Expected Standard or higher in Reading, Writing, and Maths combined. This achievement not only surpasses the national average for non-disadvantaged pupils, which stands at 67%, but also highlights the effectiveness of our targeted support strategies. Furthermore, 22% of our disadvantaged pupils attained the Higher Standard, significantly exceeding the national average of 10%. These remarkable outcomes demonstrate our commitment to closing the attainment gap and ensuring equitable educational opportunities for all pupils. This success is a testament to the hard work and dedication of both our pupils and staff, as well as the robust support systems we have in place. It reflects our school's ability to foster an inclusive environment where every child, regardless of background, can excel and reach their full potential.

In relation to the school culture and organisation

Continually striving to build capacity and sustainability:

At St Luke's, our commitment to enhancing the educational experience for our pupils drives us to continually explore all potential avenues for improvement. Over the past year, we conducted a thorough review to evaluate the prospective benefits of academisation. This reflective process involved engaging in meetings with schools that have already transitioned to academy status, allowing us to gain valuable insights into their experiences. Through these discussions, we carefully assessed how the shift to becoming an academy could align with our strategic goals and core values. Our aim was to understand the potential advantages this change might offer, including increased autonomy, access to additional resources, and opportunities for collaboration with other academies.

After thorough deliberation, we have chosen to continue as a maintained school. As a result, there was no necessity to extend the consultation process to additional stakeholders. This decision was driven by our belief that our current structure best supports our mission of providing a high-quality, inclusive education. Remaining as a maintained school allows us to continue fostering strong community ties and maintain the autonomy that has been instrumental in our successes thus far. We are confident that this decision will enable us to build on our achievements, uphold our commitment to excellence, and continue delivering exceptional outcomes for all our pupils. Our focus remains on ensuring that every child at St Luke's has the opportunity to thrive in a supportive and nurturing environment.

Since September, St Luke's has successfully reinstated a three-choice menu for pupil lunches, following a strategic negotiation process. This outcome allows our children to enjoy a variety of meal options, enhancing their lunchtime experience. As many parents are aware, earlier in the autumn and spring terms, we encountered issues with school lunch bookings, where parents were unable to secure meals unless they made a payment. Caterlink has acknowledged these challenges and is implementing necessary changes to prevent recurrence in the future. In a positive development, Mr. Dutton has been appointed as the Primary Schools representative for Kingston school meals. His role involves attending meetings to voice shared concerns and propose solutions to further enhance the quality of school lunches. This representation ensures that our school's needs and expectations are effectively communicated and addressed.

In anticipation of the upcoming legislation concerning dry recycling and food waste, St Luke's has proactively updated our waste collection contract and invested in new bins. This ensures our full compliance with the new requirements. This proactive approach is beneficial because it not only aligns us with legal standards but also reinforces our commitment to environmental sustainability. By implementing these changes early, we are fostering a culture of responsibility and awareness among pupils and staff, encouraging eco-friendly practices and contributing positively to the community's environmental efforts.

School clubs at St Luke's are undeniably one of the most effective ways for children to acquire new skills and form friendships, all within a secure and nurturing environment. These clubs offer both academic and social benefits, encouraging children to excel across a diverse array of subjects and activities. Our clubs are designed as creative sessions that provide fun and engaging ways for children to learn, play, and develop new skills. They offer pupils the chance to gain enriching experiences that spark curiosity and foster personal growth. Over the past year, we have successfully expanded our club provision, introducing a variety of new and exciting opportunities for our pupils to enjoy. Despite these advancements, we recognise that there is still work to be done. Our goal is to further enhance our offerings, particularly by providing more opportunities tailored to our youngest pupils. We are committed to continually improving and diversifying our extracurricular activities to ensure every child at St Luke's has access to experiences that inspire and support their development.

Building a culture of teamwork and collective accountability:

At St Luke's, we foster cross-age collaboration by mixing classes when possible. World Book Day is a perfect example, offering pupils from different year groups the chance to engage in enriching literary activities together. This approach not only enhances their reading experience but also encourages social interaction and learning across ages. Older pupils mentor younger ones by sharing favorite books and reading aloud, while younger pupils gain from their peers' guidance and enthusiasm. These activities create a vibrant and inclusive atmosphere, celebrating reading and reinforcing our commitment to a strong, united learning community.

Our teaching staff have undertaken a comprehensive review of the subject resources available on our school website, recognising its significance as a key resource for parents. Subject leaders have revitalised their subject visions and crafted new ones to reflect our evolving educational goals. In addition, they have identified Key Contexts for each subject, which serve as the foundational ideas and principles essential for student learning. These key concepts are crucial in shaping a child's understanding and ensuring a coherent progression as they advance through the curriculum. To further support this structured learning journey, we have meticulously mapped out the skills associated with each subject, ensuring they align with these key concepts. This strategic approach not only enhances the clarity and accessibility of our curriculum but also reinforces our commitment to delivering a high-quality, progressive education for all our pupils.

Ensuring high levels of staff satisfaction and job fulfilment:

At St Luke's, we wholeheartedly acknowledge that our staff are our most valuable asset and resource. We strive to ensure that every member of our team feels valued and integral to our community. Our nurturing and purposeful learning environment supports and encourages personal and professional development. We understand that fostering good staff wellbeing is crucial for creating a mentally healthy school, retaining and motivating staff, and enhancing both pupil wellbeing and academic achievement. To this end, we actively monitor staff satisfaction and promote a healthy work-life balance. Our commitment to staff wellbeing is reflected in the overwhelmingly positive feedback from our staff survey, where employees express contentment with their roles and pride in being part of the school community. In our ongoing dedication to staff wellbeing, we have expanded the range of wellbeing resources available. This includes offering free fortnightly yoga sessions, which many staff members participate in and report positive experiences.

Through our dedicated efforts, we are committed to nurturing a supportive and fulfilling work environment where staff can thrive and significantly contribute to the success of St Luke's CofE Primary School. Over the past year, we've made substantial investments in our school's infrastructure, completing several key projects that enhance both functionality and comfort. One notable upgrade is the re-organisation of our offices and the establishment of a dedicated PPA (Planning, Preparation, and Assessment) room. Providing staff with a spacious PPA room is beneficial as it offers a conducive environment for collaborative planning and reflection, ultimately allowing teachers to feel more prepared and confident in delivering their lessons. Additionally, we've made significant improvements to our front entrance, as well as the pupil and staff toilets, and paving areas. These enhancements have not only improved the aesthetic appeal of our premises but also contributed to a more welcoming and efficient environment for both pupils and staff. The successful completion of these projects has already made a noticeable difference in the daily experiences of our school community.

Looking ahead, the school has exciting plans to further enhance our facilities, which will likely boost staff satisfaction even more. A key initiative includes the gradual replacement of our classroom touchscreen machines. Upgrading these devices is crucial as it ensures our teachers have access to the latest technology, enabling them to deliver engaging and interactive lessons that meet the needs of our digital-native pupils.

We are thrilled to be part of the North Kingston and Richmond Schools Partnership (NKRSP), a collaborative initiative aimed at driving continuous improvement and sharing best practices among local schools. This partnership provides a significant opportunity to focus on key areas of school improvement through shared learning and mutual support. One highlight of the NKRSP is the moderation of assessments across schools, enhancing consistency and reliability in student evaluations. Additionally, we are committed to expanding the partnership's scope by facilitating observational opportunities for teachers, allowing them to gain insights into diverse teaching methods and classroom management techniques. Our involvement in the NKRSP reflects our dedication to educational excellence and our belief in collaboration as a means to elevate teaching and learning standards across the region. We anticipate that this partnership will positively impact our school community and beyond.

Strengthening partnerships both within and across schools:

St Luke's remains steadfast in its efforts to build and nurture strong partnerships with parents, a commitment clearly reflected in the positive feedback from our recent parent survey. These partnerships are essential to our school's community spirit and contribute significantly to pupil success. However, we recognise that there is always room for improvement. Some parents have expressed a desire for enhanced communication between the school and home. In response to this valuable feedback, we have taken proactive steps to address these concerns by developing a new school website. Our revamped website boasts improved functionality and user-friendly navigation, making it easier for parents to access important information and updates. Key features include a more intuitive layout, streamlined access to school calendars, newsletters and resources. Additionally, the platform offers seamless translation capabilities, allowing content to be easily converted into multiple languages. This significantly improves communication with families who have English as an Additional Language (EAL), fostering greater inclusivity and understanding within our school community. By strengthening our communication channels, we aim to foster an even more connected school community, ensuring that parents feel informed, engaged, and valued as partners in their children's education. We are committed to continuously evaluating and enhancing our communication strategies to meet the evolving needs of our families.

While we have made significant strides, there is still room for improvement, particularly in response to feedback from our parent survey. One area identified for enhancement is the timing of our communications, such as the release of club information and After School Club offerings. To better support our families, we aim to publish this information simultaneously before the start of each term. By aligning these communications, parents will have the opportunity to coordinate their bookings more efficiently, minimising the risk of redundant reservations. We are hopeful that implementing this change will provide a more seamless experience for our school community, and we are committed to making this improvement as we move forward.

4. Summary, conclusions and new priorities

St Luke's has enjoyed another highly successful year, not only strengthening strong academic performance across all subjects and year groups but also sustaining an exceptionally broad range of high-quality opportunities for all children—encompassing sports, the arts, humanities, and computing.

There is much to celebrate, yet we remain ambitious. A truly effective school never stands still; we continuously seek ways to improve, recognising that our achievements stem from dedication, attention to detail, and an unwavering commitment to providing the best opportunities and outcomes for every pupil.

After a thorough review of last year's performance and a broad evaluation of our outcomes, provision, leadership, and management, we have identified a focused set of priorities that we believe will have the greatest impact in the year ahead. While our curriculum breadth is a significant strength, we are committed to refining and enhancing it even further to ensure the very best for our pupils.

This year, we will continue to prioritise writing improvement at St Luke's. Although our results in writing last year were impressive, we aim to elevate them further to match the high standards achieved in maths and reading. While the absence of progress scores is challenging, we remain committed to enhancing our writing instruction. Our focus will be on implementing more effective teaching strategies to ensure all pupils benefit from a robust and engaging writing curriculum.

The summary evaluation highlights the need for further improvement in the teaching and learning of Design and Technology (DT) across the school. While teaching is consistently strong across all subjects, it is important to ensure that DT reaches the same high standards.

We are keen to review both the content and functionality of our school website to ensure it remains accessible and informative. With statutory requirements continually evolving and expanding, it is essential to keep our website up to date and fully compliant. Our new website offers enhanced features, which we hope will improve navigation and make it a more valuable resource for parents.

The key priorities below will be fully incorporated in the new School Improvement Plan and then translated into more detailed subject leader's action plans that are shared with colleagues and governors.

1. Maintain and build upon the school's **strong academic** and **pastoral achievements**;
2. Improve **curriculum** overview **materials** to better **inform** and **support parents**;
3. Improve the **teaching** and **learning** of **Design** and **Technology** across the school;
4. Support and embed **high-quality writing** and **handwriting** across all subjects;
5. Improve outcomes for **disadvantaged** children by providing **targeted support**;
6. Enhance **communication** and **functionality** to better serve parents, staff, and pupils;
7. Increase **opportunities** for **Reception** pupils in both internal and external **clubs**;
8. Prioritise the **replacement** of **touchscreen machines** and further develop key learning **environments**;
9. **Subject** specific priorities.

5. Appendix – school performance data

Including data from St Luke's 2017-2024; national results; Richmond and Kingston results for comparison.

End of Key Stage 2 Tests and Teacher Assessment

RWM is the combined percentage for Reading, Writing and Maths where the standard was achieved in all subjects.

GPS stands for Grammar, Spelling and Punctuation (sometimes known as SPaG). TA stands for Teacher Assessment. Results in 2017 and 2022 also had a PAN of 60 pupils.

Key Stage 2	Measure	RBK	RBR	National	St Luke's 2017	St Luke's 2019	St Luke's 2022	St Luke's 2023	St Luke's 2024
	RWM Expected Standard	67%	75%	61%	78%	90%	82%	87%	76%
	RWM High Standard	13%	17%	8%	10%	23%	22%	33%	24%
	Reading Expected Standard	80%	86%	74%	90%	93%	90%	93%	90%
	Reading High Standard	37%	43%	28%	54%	53%	43%	77%	54%
	Reading Average Scaled Score	107	108	105	109.7	108.4	108.5	112.5	109.3
	Writing Expected Standard (TA)	75%	82%	72%	81%	90%	82%	93%	80%
	Writing Greater Depth (TA)	18%	25%	13%	10%	37%	27%	33%	29%
	GPS Expected Standard	79%	85%	72%	95%	97%	92%	97%	90%
	GPS High Standard	45%	52%	32%	47%	73%	67%	80%	59%
	GPS Average Scaled Score	108	109	105	109.7	112.1	112.3	113.0	110.4
	Maths Expected Standard	80%	86%	73%	90%	93%	93%	93%	86%
	Maths High Standard	36%	40%	24%	36%	47%	57%	70%	44%
	Maths Average Scaled Score	107	108	104	107.3	108.3	109.5	111.7	108.3

Year 4 Multiplication Tables Check

Year 4 MTC	Measure	St Luke's 2019	St Luke's 2022	St Luke's 2023	St Luke's 2024
	Mean average score	22.9	20.2	21.6	22.0
	% full marks	41%	25%	40%	45%
	% 80%	80%	63%	77%	76%

Year 1 Phonics

Year 1 Phonics	Measure	RBK	RBR	National	St Luke's 2017, 2018, 2019, 2022, 2023	St Luke's 2024
	Y1 Expected Standard	80%	88%	81%	83%, 90%, 90%, 97%, 97%	93%

Early Years Foundation Stage Profile (Reception)

Reception EYFSP	Measure	RBK	RBR	National	St Luke's 2017, 2018, 2019, 2022, 2023	St Luke's 2024
	Good Level of Development (GLD)	70%	77%	68%	87%, 84%, 90%, 83%, 83%	80%