

St. Luke's School Development Plan Performance Dashboard 2017.18

Ofsted judgements: Last inspection: Good – 20.09.16				
Overall Effectiveness	Effectiveness of leadership and Management	Quality of teaching, learning and Assessment	Personal development, behaviour and welfare	Outcomes for pupils
2	2	2	2	2

SIAMs judgements: Last Inspection: Outstanding – 01.12.17				
Overall Effectiveness	Christian Distinctiveness	Collective Worship	Religious Education	Leadership and Management
1	1	1	1	1

Quality of teaching, learning and assessment:			
Inadequate provision	Requires Improvement	Good provision	Outstanding provision
0	0	8	7
0%	0%	53%	47%

Key priorities arising from the data and self-evaluation:
<p>Raising attainment:</p> <ul style="list-style-type: none"> Keep provision under review and seek to increase the impact had on the progress and outcomes for the lowest achieving children in Y1 and 2 who tend to be eligible for PP, on the SEN Register and often White British. Refine the teaching of phonics to increase the proportion of children achieving the phonics check in Year 1. Improve teacher's assessment of pupils with SEN so that the school's tracking of impact and progress is more robust. Through the provision for reading, seek to improve the understanding of vocabulary for our EAL and WB children. Maintain focus on moving 'cusp' children to working in line with age related expectations. Improve focus on PP children – and narrowing the gaps. <p>Pupil welfare:</p> <ul style="list-style-type: none"> Build upon progress made with improving rates of attendance and punctuality. Groups to target carefully include: Pupil Premium children, White other and White British. <p>Teaching and learning:</p> <ul style="list-style-type: none"> Further develop the teaching of writing across the school, considering the teaching sequence very carefully, refining the processes of drafting vs. editing, seeking to develop children's self evaluation as well as looking to develop portfolios of progress for every child. Refine inclusive practices so that more reluctant learners are empowered to be active participants in all parts of lessons. <p>Leadership and management:</p> <ul style="list-style-type: none"> Training and coaching to development senior and middle leadership. Take steps to increase further, the level of challenge provided by governors, particularly around the curriculum and standards.

Overview of outcomes for pupils							
Early Years	2015 School	2015 National	2016 School	2016 National.	2017 School	2017 National	2018 School
% children achieving GLD	62	66	71	69	75	70.7	66 (19)

Note: 2018 LA 69.2

Phonics check outcomes:

- Year 1: 75% children achieved the expected standard, the same as in 2017; (THEP – 82%, National 81%)
- Year 2: 82% children have achieved the expected standard.

Key Stage 1	2016 ARE (GD)	2016 Nat.	2017 ARE (GD)	2017 Nat.	2018 ARE (GD) School	2018 ARE (GD) LA	2018 ARE (GD) National
Reading	79 (30)	74 (23.6)	75 (37)	76 (25.2)	77 (34)	77 (24.3)	75.4 (25.6)
Writing	70 (30)	66 (13.3)	79 (25)	68 (15.6)	70 (20)	73 (17.4)	69.9 (15.9)
Maths	72 (30)	73 (17.8)	82 (26)	75 (20.5)	77 (25)	78 (22.5)	76.1 (21.8)
Combined R,W and M		60.3 (8.9)		63.7 (11)	64 (18)	68 (12.6)	65.3 (11.7)

- Since this cohort completed Reception, EYFS, 8 children have left who were at ARE or GD and,
- 8 children have arrived: 4 working below and 4 at ARE or GD

Key Stage 2	2016 ARE School	2016 Progress School	2017 ARE (GD) School	2017 Progress and SS School	2017 National ARE (GD) SS	2017 London ARE	2017 LA ARE (GD)	2018 ARE (GD) School	2018 ARE (GD) Nat	2018 ARE (GD) LA	LA Prog
Reading	65	-0.7 (-3.2→1.8) 102	79 (25)	2.1 (-0.3→4.5) 106 Top 22%	71 (24.5) 104	74	75 (24)	89 (32) 107 +1.76	75 (28.1) 105.1	79 (29.5) 106	+1.2
Writing	77	2.2 (-0.3→4.7)	71 (14)	-0.2 (-2.5→2.1) N/A Middle 57%	76 (17.7) N/A	79	81 (20.2)	71 (29) +0.22	78 (19.9)	81 (23)	+1.4
Maths	92	3.0 (0.9→5.1) 107	75 (32)	3.7 (1.5→5.9) 108 Top 8%	75 (22.6) 104	80	81 (26.5)	79 (46) 108 +3.19	76 (23.6) 104.4	82 (30) 106	+1.9
GPS	88		64 (25)	106	77 (30.9) 106		(39.3)	86 (46) 108	78 (34.4) 106.2	83 (42.1) 108	
Combined ARE (GD)	58		61 (11)	N/A	61	66	68	71 (14)	64 (9.9)	71 (11.8)	

Note: 2018 Inner London Combined ARE was 70%

Standards and progress tracker 2017.18: All children

	KS1 APS			Age APS	EPY	Reading			EPY	Writing			EPY	Mathematics			End of Year Targets			In year progress		
	R	W	M			Autumn	Spring	Summer		Autumn	Spring	Summer		Autumn	Spring	Summer	R	W	M	R	W	M
Reception: 56	R	W	M	Age APS	13	14	15	16	13	13/14	15	16	13	13/14	15	16						
	N/A	N/A	N/A	Actual													76	76	88			
				% ARE		55 (31)		38(21)		55 (31)		45(25)		59 (33)		43(24)						
				% above		7 (4)		34(19)		7 (4)		23(13)		13 (7)		37(21)						
				(at/above)		62 (35)		71(40)		62 (35)		68(38)		72 (40)		79(44)						
Year 1: 56	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19						
	N/A	N/A	N/A	Actual		16.8	17.7	18.7		16.7	17.6	18.6		17.0	17.8	18.8	78	78	86	1.9	1.9	1.8
				% ARE	56	46 (26)	48 (27)	48(27)	61.4	54 (30)	57 (32)	55(31)	73.7	59 (33)	63 (35)	63(35)	→	→	✓			
				% above	19	23 (13)	25 (14)	25(14)	14.0	18 (10)	18 (10)	18(10)	10.5	21 (12)	21 (12)	21(12)						
				(at/above)	75	70 (39)	73 (41)	73(41)	75.4	71 (40)	75 (42)	73(41)	84.2	80 (45)	84 (47)	84(47)						
Year 2: 57	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22						
	N/A	N/A	N/A	Actual	19.5	19.7	20.5	21.5	18.8	19.3	20.4	21.4	18.8	19.5	20.3	21.6	81	74	82	1.8	2.1	2.1
				% ARE	9 (5)	39 (22)	35 (19)	42(23)	48 (28)	44 (25)	56 (31)	51(28)	53 (31)	44 (25)	47 (26)	51(28)	→	→	→			
				% above	72 (42)	33 (19)	36 (20)	35(19)	24 (14)	14 (18)	16 (9)	20(11)	21 (12)	18 (10)	20 (11)	25(14)						
				(at/above)	81 (47)	72 (41)	71 (39)	76(42)	72 (42)	58 (33)	73 (40)	71(39)	74 (43)	61 (35)	67 (37)	76(42)						
Year 3: 51	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25						
				Actual	21.7	22.3	23.3	24.4	21.5	22.1	23.1	24.2	21.7	22.4	23.4	24.4	77	71	80	2.1	2.0	2.0
				% ARE	38 (21)	39 (22)	41 (22)	51(26)	55 (31)	41 (23)	39 (21)	39(20)	55 (31)	50 (28)	54 (29)	57(29)	✓	→	✓			
				% above	38 (21)	29 (16)	28 (15)	27(14)	23 (13)	18 (10)	20 (11)	25(13)	25 (14)	20 (11)	19 (10)	22(11)						
				(at/above)	75 (42)	68 (38)	69 (37)	78(40)	79 (44)	59 (33)	59 (32)	65(33)	80 (45)	70 (39)	72 (39)	78(40)						
Year 4: 53				Age APS	25	26	27	28	25	26	27	28	25	26	27	28						
				Actual	24.6	25.4	26.5	27.4	24.5	25.1	26.2	27.3	24.6	25.4	26.4	27.4	76	71	75	2.0	2.2	2.0
				% ARE	41 (21)	33 (18)	28 (15)	36(19)	35 (18)	28 (15)	33 (18)	34(18)	43 (22)	39 (21)	33 (18)	34(18)	✗	→	✗			
				% Above	29 (15)	30 (16)	35 (19)	26(14)	24 (12)	20 (11)	19 (10)	23(12)	25 (13)	20 (11)	24 (13)	26(14)						
				(at/above)	71 (36)	63 (34)	63 (34)	62(33)	59 (30)	48 (26)	52 (28)	57(30)	69 (35)	59 (32)	57 (31)	60(32)						
Year 5: 50				Age APS	28	29	30	31	28	29	30	31	28	29	30	31						
				Actual	27.4	28.2	29.2	30.2	27.2	27.9	28.7	29.7	27.2	27.9	28.8	29.8	80	73	78	2.0	1.8	1.9
				% ARE	27 (13)	35 (17)	36 (19)	37(19)	27 (13)	29 (14)	30 (16)	25(13)	31 (15)	27 (13)	30 (16)	27(14)	→	✗	✗			
				% Above	40 (19)	35 (17)	34 (18)	34(17)	33 (16)	35 (17)	32 (17)	36(18)	33 (16)	37 (18)	34 (18)	36(18)						
				(at/above)	67 (32)	69 (34)	70 (37)	71(36)	60 (29)	63 (31)	62 (33)	61(31)	65 (31)	63 (31)	64 (34)	63(32)						
Year 6: 28				Age APS	31	32	33	34	31	32	33	34	31	32	33	34						
				Actual	30.6	31.1	32.4	33.9	29.6	31.1	32.3	33.5	30.4	31.4	32.4	33.8	79	82	86	2.8	2.4	2.4
				% ARE	40 (10)	36 (10)	36 (10)	57(16)	36 (9)	36 (10)	36 (10)	43(12)	44 (11)	50 (14)	54 (15)	32(9)	✓	→	→			
				% Above	28 (7)	25 (7)	32 (9)	32(9)	16 (4)	29 (8)	29 (8)	29(8)	28 (7)	21 (6)	21 (6)	46(13)						
				(at/above)	68 (17)	61 (17)	68 (19)	89(25)	52 (13)	64 (18)	64 (18)	71(20)	72 (18)	71 (20)	75 (21)	79(22)						

Gap Tracker: All children

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception [APS = 16]	Age APS	12	14	15	16	12	14	15	16	12	14	15	16
	Actual APS												
	Gap												
Year 1 [APS = 19]	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS		16.8	17.7	18.7		16.7	17.6	18.6		17.0	17.8	18.8
	Gap		-0.2	-0.3	-0.3		-0.3	-0.4	-0.4		0.0	-0.2	-0.2
Year 2 [APS = 22]	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS	19.5	19.7	20.5	21.5	18.8	19.3	20.4	21.4	18.8	19.5	20.3	21.6
	Gap	0.5	-0.3	-0.5	-0.5	-0.2	-0.7	-0.6	-0.6	-0.2	-0.5	-0.7	-0.4
Year 3 [APS = 25]	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS	21.7	22.3	23.3	24.4	21.5	22.1	23.1	24.2	21.7	22.4	23.4	24.4
	Gap	-0.3	-0.7	-0.7	-0.6	-0.5	-0.9	-0.9	-0.8	-0.3	-0.6	-0.6	-0.6
Year 4 [APS = 28]	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS	24.6	25.4	26.5	27.4	24.5	25.1	26.2	27.3	24.6	25.4	26.4	27.4
	Gap	-0.4	-0.6	-0.5	-0.6	-0.5	-0.9	-0.8	-0.7	-0.4	-0.6	-0.6	-0.6
Year 5 [APS = 31]	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS	27.4	28.2	29.2	30.2	27.2	27.9	28.7	29.7	27.2	27.9	28.8	29.8
	Gap	-0.6	-0.8	-0.8	-0.8	-0.8	-1.1	-1.3	-1.3	-0.8	-1.1	-1.2	-1.2
Year 6 [APS = 34]	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS	30.6	31.1	32.4	33.9	29.6	31.1	32.3	33.5	30.4	31.4	32.4	33.8
	Gap	-0.4	-0.9	-0.6	-0.1	-1.4	-0.9	-0.7	-0.5	-0.6	-0.6	-0.6	-0.2

Standards and progress tracker 2017.18: Boys

	KS1 APS			EPY	Reading			EPY	Writing			EPY	Mathematics			
	R	W	M		Age APS	Autumn	Spring		Summer	Autumn	Spring		Summer	Autumn	Spring	Summer
Reception : 27	R	W	M	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
				Actual												
	N/A	N/A	N/A			37 (10)				37 (10)				48 (13)		
						7 (2)				7 (2)				11 (3)		
			(at/above)Gain		44 (12)				44 (12)				59 (16)			
Year 1: 30 = 54%	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
				Actual		16.7	17.7	18.7		16.6	17.6	18.6		16.9	17.9	18.9
	N/A	N/A	N/A	@ ARE		41 (12)	52 (15)	50(15)		48 (14)	55 (16)	53(16)		55 (16)	66 (19)	63(19)
				Above		21 (6)	21 (6)	23(7)		17 (5)	17 (5)	17(5)		21 (6)	21 (6)	23(7)
			(at/above)Gain		62 (18)	72 (21)	73(22)		66 (19)	72 (21)	70(21)		76 (22)	86 (25)	87(26)	
Year 2: 21 = 38%	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
				Actual	19.3	19.9	20.5	21.5	18.6	19.2	20.2	21.3	18.7	19.6	20.6	21.7
	N/A	N/A	N/A	@ ARE	5 (1)	36 (8)	19 (4)	43(9)	32 (7)	32 (7)	24 (5)	24(5)	27 (6)	23 (5)	29 (6)	33(7)
				Above	77 (17)	41 (9)	48 (10)	38(8)	32 (7)	23 (5)	33 (7)	38(8)	36 (8)	36 (8)	43 (9)	48(10)
			(at/above)Gain	82 (18)	77 (17)	67 (14)	81(7)	64 (14)	55 (12)	57 (12)	62(13)	64 (14)	59 (13)	71 (15)	81(17)	
Year 3: 26 = 51%	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
				Actual	21.5	22.0	22.9	24.1	21.3	21.7	22.7	23.7	21.7	22.2	23.1	24.2
				@ ARE	45 (13)	40 (12)	45 (13)	59(16)	55 (16)	33 (11)	34 (10)	44(12)	59 (17)	53 (16)	55 (16)	59(16)
				Above	24 (7)	17 (5)	14 (4)	15(4)	17 (5)	10 (3)	10 (3)	11(3)	21 (6)	13 (4)	14 (4)	15(4)
			(at/above)Gain	69 (20)	57 (17)	59 (17)	74(20)	72 (21)	43 (13)	45 (13)	56(15)	79 (23)	67 (20)	69 (20)	74(20)	
Year 4: 33 = 62%				Age APS	25	26	27	28	25	26	27	28	25	26	27	28
				Actual	24.5	25.2	26.2	27.1	24.3	25.0	26.0	27.0	24.5	25.4	26.3	27.3
				@ ARE	41 (13)	36 (12)	24 (8)	30(10)	31 (10)	30 (10)	33 (11)	27(9)	50 (16)	45 (15)	33 (11)	30(10)
				Above	25 (8)	24 (8)	33 (11)	24(8)	22 (7)	15 (5)	15 (5)	21(7)	19 (6)	15 (5)	21 (7)	24(8)
			(at/above)Gain	66 (21)	61 (20)	58 (19)	55(18)	53 (17)	45 (15)	48 (16)	48(16)	69 (22)	61 (20)	55 (18)	55(18)	
Year 5: 25 = 50%				Age APS	28	29	30	31	28	29	30	31	28	29	30	31
				Actual	26.8	27.4	28.7	29.4	26.4	26.8	27.9	28.6	26.6	27.1	28.2	29.0
				@ ARE	28 (7)	33 (8)	38 (10)	36(9)	24 (6)	25 (6)	31 (8)	28(7)	28 (7)	25 (6)	27 (7)	20(5)
				Above	20 (5)	21 (5)	23 (6)	20(5)	16 (4)	25 (6)	23 (6)	24(6)	24 (6)	33 (8)	31 (8)	32(8)
			(at/above)Gain	48 (12)	54 (13)	62 (16)	56(14)	40 (10)	50 (12)	54 (14)	52(13)	52 (13)	58 (14)	58 (15)	52(13)	
Year 6: 13 = 46%				Age APS	31	32	33	34	31	32	33	34	31	32	33	34
				Actual	29.8	30.7	32.1	33.6	29.0	30.5	31.7	33.1	29.6	31.1	32.0	33.6
				@ARE	23 (3)	23 (3)	23 (3)	69(9)	23 (3)	23 (3)	23 (3)	38(5)	31 (4)	38 (5)	38 (5)	15(2)
				Above	15 (2)	15 (2)	23 (3)	15(2)	8 (1)	15 (2)	15 (2)	15(2)	23 (3)	23 (3)	23 (3)	54(7)
			(at/above)Gain	38 (5)	38 (5)	46 (6)	85(11)	31 (4)	38 (5)	38 (5)	54(7)	54 (7)	62 (8)	62 (8)	69(9)	

Gap Tracker: Boys

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception [APS = 16]	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	Actual APS												
	Gap												
Year 1 [APS = 19]	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS		16.7	17.7	18.7		16.6	17.6	18.6		16.9	17.9	18.9
	Gap		-0.3	-0.3	-0.3		-0.4	-0.4	-0.4		-0.1	-0.1	-0.1
Year 2 [APS = 22]	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS	19.3	19.9	20.5	21.5	18.6	19.2	20.2	21.3	18.7	19.6	20.6	21.7
	Gap	0.3	-0.1	-0.5	-0.5	-0.4	-0.8	-0.8	-0.7	-0.3	-0.4	-0.4	-0.3
Year 3 [APS = 25]	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS	21.5	22.0	22.9	24.1	21.3	21.7	22.7	23.7	21.7	22.2	23.1	24.2
	Gap	-0.5	-1.0	-1.1	-0.9	-0.7	-1.3	-1.3	-1.3	-0.3	-0.8	-0.9	-0.8
Year 4 [APS = 28]	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS	24.5	25.2	26.2	27.1	24.3	25.0	26.0	27.0	24.5	25.4	26.3	27.3
	Gap	-0.5	-0.8	-0.8	-0.9	-0.7	-1.0	-1.0	-1.0	-0.5	-0.6	-0.7	-0.7
Year 5 [APS = 31]	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS	26.8	27.4	28.7	29.4	26.4	26.8	27.9	28.6	26.6	27.1	28.2	29.0
	Gap	-1.2	-1.6	-1.3	-1.6	-1.6	-1.2	-2.1	-2.4	-1.4	-1.9	-1.8	-2.0
Year 6 [APS = 34]	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS	29.8	30.7	32.1	33.6	29.0	30.5	31.7	33.1	29.6	31.1	32.0	33.6
	Gap	-1.2	-1.3	-0.9	-0.4	-2.0	-1.5	-1.3	-0.9	-1.4	-0.9	-1.0	-0.4

Standards and progress tracker 2017.18: Pupil Premium

	KS1 APS			EPY	Reading			EPY	Writing			EPY	Mathematics			
					Autumn	Spring	Summer		Autumn	Spring	Summer		Autumn	Spring	Summer	
Reception :	R	W	M	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	N/A	N/A	N/A	Actual												
				(at/above)Gain												
Year 1: 12 = 21%	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	N/A	N/A	N/A	Actual		16.4	17.4	18.4		16.3	17.1	18.3		16.6	17.3	18.3
				@ ARE		42 (5)	58 (7)	58(7)		67 (8)	75 (9)	67(8)		58 (7)	67 (8)	67.8
				Above		17 (2)	17 (2)	17(2)		0 (0)	0 (0)	0(0)		8 (1)	8 (1)	8(1)
			(at/above)		58 (7)	75 (9)	75(9)		67 (8)	75 (9)	67(8)		67 (8)	75 (9)	75(9)	
Year 2: 27 = 49%	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	N/A	N/A	N/A	Actual	18.9	19.3	20.0	21.1	18.2	18.8	20.0	20.9	18.3	18.9	19.7	21.0
				@ ARE	8 (2)	52 (14)	37 (10)	48(13)	31 (8)	26 (6)	56 (15)	52(14)	42 (11)	33 (9)	48 (13)	52(14)
				Above	62 (16)	15 (4)	22 (6)	19(5)	15 (4)	7 (2)	7 (2)	7(2)	12 (3)	4 (1)	4 (1)	15(4)
			(at/above)	69 (18)	67 (18)	59 (16)	67(18)	46 (12)	33 (9)	63 (17)	59(16)	54 (14)	37 (10)	52 (14)	67(18)	
Year 3: 13 = 25%	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
				Actual	20.9	22.1	23.0	24.2	20.6	21.7	22.7	23.8	20.9	21.9	22.9	23.8
				@ ARE	40 (6)	47 (7)	50 (7)	77(10)	67 (10)	47 (7)	50 (7)	62(8)	47 (7)	47 (7)	50 (7)	46(6)
				Above	13 (2)	13 (2)	7 (1)	8(1)	0 (0)	0 (0)	7 (2)	0(0)	7 (1)	7 (1)	7 (1)	8(1)
			(at/above)	53 (8)	60 (9)	57 (8)	85(11)	67 (10)	47 (7)	63 (17)	62(8)	53 (8)	53 (8)	57 (8)	54(7)	
Year 4: 18 = 34%				Age APS	25	26	27	28	25	26	27	28	25	26	27	28
				Actual	24.5	25.3	26.4	27.3	24.4	25.1	26.1	27.2	24.7	25.5	26.5	27.4
				@ ARE	47 (9)	42 (8)	32 (6)	39(7)	42 (8)	26 (5)	37 (7)	39(7)	53 (10)	42 (8)	32 (6)	33(6)
				Above	21 (4)	21 (4)	25 (5)	17(3)	16 (3)	16 (3)	11 (2)	11(2)	16 (3)	16 (3)	21 (4)	22(4)
			(at/above)	68 (13)	63 (12)	58 (11)	56(10)	58 (11)	42 (8)	47 (9)	50(9)	68 (13)	58 (11)	53 (10)	56(10)	
Year 5: 22 = 44%				Age APS	28	29	30	31	28	29	30	31	28	29	30	31
				Actual	27.4	28.1	29.3	30.2	26.9	27.5	28.4	28.5	26.8	27.7	28.7	29.6
				@ ARE	32 (7)	45 (10)	45 (10)	45(10)	36 (8)	32 (7)	32 (7)	27(6)	41 (9)	41 (9)	45 (10)	41(9)
				Above	27 (6)	18 (4)	23 (5)	18(4)	14 (3)	23 (5)	23 (5)	23(5)	9 (2)	18 (4)	18 (4)	14(3)
			(at/above)	59 (13)	64 (14)	68 (15)	64(14)	50 (11)	55 (12)	55 (12)	50(11)	50 (11)	59 (13)	64 (14)	55(12)	
Year 6: 12 = 43%				Age APS	31	32	33	34	31	32	33	34	31	32	33	34
				Actual	29.8	29.8	30.9	33.1	29.1	29.8	30.9	32.3	29.1	30.3	31.1	32.8
				@ ARE	30 (3)	25 (3)	25 (3)	58(7)	20 (2)	33 (4)	33 (4)	33(4)	40 (4)	42 (5)	50 (6)	33(4)
				Above	10 (1)	8 (1)	8 (1)	17(2)	10 (1)	8 (1)	8 (1)	8(1)	0 (0)	0 (0)	0 (0)	25(3)
			(at/above)	40 (4)	33 (4)	33 (4)	75(9)	30 (3)	42 (5)	42 (5)	42(5)	40 (4)	42 (5)	50 (6)	58(7)	

Gap Tracker: Pupil Premium

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception [APS = 16]	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	Actual APS												
	Gap												
Year 1 [APS = 19]	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS		16.4	17.4	18.4		16.3	17.1	18.3		16.6	17.3	18.3
	Gap		-0.6	-0.6	-0.6		-0.7	-0.9	-0.7		-0.4	-0.7	-0.7
Year 2 [APS = 22]	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS	18.9	19.3	20.0	21.1	18.2	18.8	20.0	20.9	18.3	18.9	19.7	21.0
	Gap	-0.1	-0.7	-1.0	-0.9	-0.8	-1.2	-1.0	-0.1	-0.7	-1.1	-1.3	-1.0
Year 3 [APS = 25]	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS	20.9	22.1	23.0	24.2	20.6	21.7	22.7	23.8	20.9	21.9	22.9	23.8
	Gap	-1.1	-0.9	-1.0	-0.8	-1.4	-1.3	-1.3	-1.2	-1.1	-1.1	-1.1	-1.2
Year 4 [APS = 28]	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS	24.5	25.3	26.4	27.3	24.4	25.1	26.1	27.2	24.7	25.5	26.5	27.4
	Gap	-0.5	-0.7	-0.6	-0.7	-0.6	-0.9	-0.9	-0.8	-0.3	-0.5	-0.5	-0.6
Year 5 [APS = 31]	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS	27.4	28.1	29.3	30.2	26.9	27.5	28.4	28.5	26.8	27.7	28.7	29.6
	Gap	-0.6	-0.9	-0.7	-0.8	-1.1	-1.5	-1.6	-1.5	-1.2	-1.3	-1.3	-1.4
Year 6 [APS = 34]	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS	29.8	29.8	30.9	33.1	29.1	29.8	30.9	32.3	29.1	30.3	31.1	32.8
	Gap	-1.2	-2.2	-2.1	-0.9	-1.9	-2.2	-2.1	-1.7	-1.9	-1.7	-1.9	-1.2

Standards and progress tracker 2017.18: White British

	KS1 APS			Age APS	EPY	Reading			EPY	Writing			EPY	Mathematics		
	R	W	M			Autumn	Spring	Summer		Autumn	Spring	Summer		Autumn	Spring	Summer
Reception : 10 = 18%	R	W	M	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	N/A	N/A	N/A	Actual												
				@ ARE		80 (8)				80 (8)				80 (8)		
				Above		10 (1)				10 (1)				10 (1)		
			(at/above)		90 (9)				90 (9)				90 (9)			
Year 1: 16 = 28%	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	N/A	N/A	N/A	Actual		16.6	17.5	18.4		16.4	17.4	18.4		16.8	17.6	18.6
				@ ARE		61 (11)	65 (11)	69(11)		61 (11)	71 (12)	75(12)		67 (12)	71 (12)	69(11)
				Above		11 (2)	12 (2)	6(1)		6 (1)	6 (1)	0(0)		11 (2)	12 (2)	13(2)
			(at/above)		72 (13)	76 (13)	75(12)		67 (12)	76 (13)	75(12)		78 (14)	82 (14)	81(13)	
Year 2: 16 = 29%	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	N/A	N/A	N/A	Actual	18.8	19.6	20.3	21.4	18.1	18.9	19.9	20.9	18.3	19.3	20.2	21.3
				@ ARE	13 (2)	31 (5)	31 (5)	50(8)	40 (6)	31 (5)	56 (9)	56(9)	47 (7)	31 (5)	50 (8)	63(10)
				Above	53 (8)	31 (5)	31 (5)	25(4)	7 (1)	6 (1)	0 (0)	0(0)	7 (1)	13 (2)	13 (2)	6(1)
			(at/above)	67 (10)	63 (10)	63 (10)	75(12)	47 (7)	38 (6)	56 (9)	56(9)	53 (8)	44 (7)	63 (10)	69(11)	
Year 3: 7 = 13%	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
				Actual	21.3	22.4	23.6	24.9	21.3	21.6	22.7	23.9	21.8	22.3	23.3	24.7
				@ ARE	36 (5)	57 (4)	57 (4)	57(4)	57 (8)	67 (4)	43 (3)	43(3)	50 (7)	83 (5)	29 (2)	57(4)
				Above	21 (3)	17 (1)	14 (1)	14(1)	14 (2)	0 (0)	0 (0)	0(0)	29 (4)	17 (2)	14 (1)	14(1)
			(at/above)	57 (8)	73 (5)	71 (5)	71(5)	71 (10)	67 (4)	43 (3)	43(3)	79 (11)	100 (7)	43 (3)	71(5)	
Year 4: 9 = 17%				Age APS	25	26	27	28	25	26	27	28	25	26	27	28
				Actual	24.2	25.3	26.3	27.3	24.1	25.1	26.3	27.3	24.2	25.2	26.3	27.4
				@ ARE	29 (5)	22 (2)	11 (1)	33(3)	24 (4)	11 (1)	22 (2)	22(2)	38 (6)	33 (3)	33 (3)	33(7)
				Above	24 (4)	22 (2)	33 (3)	22(2)	18 (3)	22 (2)	22 (2)	22(2)	18 (3)	22 (2)	22 (2)	22(2)
			(at/above)	53 (9)	44 (4)	44 (4)	56(5)	42 (7)	33 (3)	44 (4)	44(4)	56 (9)	56 (5)	55 (5)	56(5)	
Year 5: 18 = 36%				Age APS	28	29	30	31	28	29	30	31	28	29	30	31
				Actual	26.3	28.6	29.8	29.5	25.5	28.0	28.5	28.3	25.4	26.7	28.0	28.7
				@ ARE	25 (4)	28 (5)	33 (6)	33(6)	25 (4)	17 (3)	17 (3)	6(1)	38 (6)	33 (6)	39 (7)	33(6)
				Above	38 (6)	33 (6)	33 (6)	28(5)	25 (4)	33 (6)	33 (6)	33(6)	13 (2)	22 (4)	22 (4)	17(3)
			(at/above)	63 (10)	61 (11)	66 (12)	61(11)	50 (8)	50 (9)	50 (9)	39(7)	51 (8)	56 (10)	61 (11)	50(9)	
Year 6: 7 = 25%				Age APS	31	32	33	34	31	32	33	34	31	32	33	34
				Actual	29.6	30.3	31.3	33.4	29.2	30.1	31.3	32.6	29.0	30.1	31.1	32.6
				@ ARE	40 (2)	29 (2)	29 (2)	57(4)	40 (2)	43 (3)	43 (3)	43(3)	40 (2)	43 (3)	57 (4)	57(4)
				Above	20 (1)	29 (2)	29 (2)	29(2)	0 (0)	14 (1)	14 (1)	14(1)	0 (0)	0 (0)	0 (0)	0(0)
			(at/above)	60 (3)	57 (4)	57 (4)	86(6)	40 (2)	57 (4)	57 (4)	57(4)	40 (0)	43 (3)	57 (4)	57(4)	

Gap Tracker: White British

		Reading				Writing				Mathematics			
		EPY	26.0 -2.0	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception [APS = 16]	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	Actual APS												
	Gap												
Year 1 [APS = 19]	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS		16.6	17.5	18.4		16.4	17.4	18.4		16.8	17.6	18.6
	Gap		-0.4	-0.5	-0.6		-0.6	-0.6	-0.6		-0.3	-0.4	-0.4
Year 2 [APS = 22]	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS	18.8	19.6	20.3	21.4	18.1	18.9	19.9	20.9	18.3	19.3	20.2	21.3
	Gap	-0.2	-0.4	-0.7	-0.6	-0.9	-1.1	-1.1	-1.1	-0.7	-0.7	-0.8	-0.7
Year 3 [APS = 25]	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS	21.3	22.4	23.6	24.9	21.3	21.6	22.7	23.9	21.8	22.3	23.3	24.8
	Gap	-0.7	-0.6	-0.4	-0.1	-0.7	-1.4	-1.3	-1.1	-0.2	-0.7	-0.7	-0.2
Year 4 [APS = 28]	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS	24.2	25.3	26.3	27.3	24.1	25.1	26.3	27.3	24.2	25.2	26.3	27.4
	Gap	-0.8	-0.7	-0.7	-0.7	-0.9	-0.9	-0.7	-0.7	-0.8	-0.8	-0.7	-0.6
Year 5 [APS = 31]	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS	26.3	28.6	29.8	29.5	25.5	28.0	28.5	28.3	25.4	26.7	28.0	28.7
	Gap	-0.7	-0.5	-0.2	-1.5	-2.5	-1.0	-1.5	-2.7	-2.6	-2.3	-2.0	-2.3
Year 6 [APS = 34]	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS	29.6	30.3	31.3	33.4	29.2	30.1	31.3	32.6	29.0	30.1	31.1	32.6
	Gap	-1.4	-1.7	-1.7	-0.6	-1.8	-1.9	-1.7	-1.4	-2.0	-1.9	-1.9	-1.4

School Development Plan:

The following four objectives are all designed to impact upon the achievement of pupils in the school. We will measure our success against the achievement of priorities as listed on the front page and the following success criteria as well as further measures of success identified specifically for each objective:

- Attainment is high and significantly above national and local figures in reading, writing and maths for at age related expectations and for greater depth, with clear evidence that one phase has improved upon the previous phase except in the case of high mobility.
The key exception is writing at KS2 for age related expectations which is below national figures. Greater depth for writing at KS2 is high. Combined outcomes for reading, writing and mathematics at age related expectations and at greater depth are considerably above national outcomes and above the floor target for the first year. Attainment at KS1 looks to be above national particularly for greater depth. EYFS is below national for age related expectations yet high for greater depth. A more detailed analysis of the cohort will be provided for the next Curriculum Committee meeting.
- Progress of disadvantaged pupils and those with special educational needs is above average. (need ASP)
- Progress of boys and White British pupils is above average. (need ASP)
- The proportions of pupils making and exceeding expected progress in English (Reading and Writing) and in mathematics are significantly above national figures. (need ASP although we anticipate being significantly above national in reading and mathematics at KS2)

Objective 1	Success Criteria				
Improve outcomes for pupils	As above and Teachers make good progress towards achieving their Performance Management targets for outcomes.				
Actions	Lead	Timescale	Resources/CPD	Evaluation to date	
Improve assessment by: <ul style="list-style-type: none"> Implement the use of standardised tests twice a year (NFER) to enhance sharing of data with other local schools. Publishing through the M&E schedule, an Assessment Calendar. Improve the assessment of children's levels of fluency to inform next steps in provision to acquire Standard English. Adopt efficient assessment approaches for the foundation subjects, including R.E. and MFL. Develop the use of B Squared to improve the tracking of progress in learning for children who are working significantly below age related expectations. Make effective use of analysis programme provided by the LA to analyse performance, identify weaknesses and then improve provision. Developing our capacity to assess and plan for the needs of new arrivals to lessen the impact of mobility on the learning progression of other children in classes. 	Rebecca Abrahams Rachel Harvey Amelia Sheppard Synthia Ahmed Adriana Tallevi Keller Alison McLucas	Throughout the year	£1500	Work will continue into next year. Enhanced by literacy project including YARC assessment of reading in Y5 Working closely with LDBS adviser to refine approaches to assessment for R.E.	
Improve use of data through: <ul style="list-style-type: none"> Improve use of Fischer Family Trust (FFT) Develop the use of O Track to further improve formative and summative tracking to inform school improvement. Refine tracking to include those children working 1 point below ARE and Venn Diagrams of children on track to achieve the combined R, W and M outcome at each assessment point. Consider more effective ways to plan provision for the PP children and measure the impact achieved. Make effective use of borough 'forecast' spread sheets to anticipate likely levels of progress for KS2 given standardised scores. Consider how to make use of NFER data from year 5 Banding tests more effectively. 	Rebecca Abrahams Adriana Tallevi Keller	Throughout the year	£95 for attendance at FFT training £445 for FFT £1,500 for O track	Work will continue into next year. Work enhanced through partnership work with Mary Jones and IoD schools. Hope to analyse impact of focus on cusp children once end of year data input onto the system – see Curriculum Committee in September.	
Work in partnership with 'Achievement for All' to accelerate the progress of the lowest achieving children in the school with a focus on the following elements: <ul style="list-style-type: none"> Enhanced tracking of the lowest achieving children in each year group. Implementing Class Portraits. Coaching of leaders in respect of their impact on outcomes for the lowest achieving children. Audit of school attendance and arising plan of action. Use of Structured Conversations with targeted parents. 	Rebecca Abrahams	Throughout the year	£3k	We have not put the required level of leadership behind this for this year but this is set to change with Jess Tough championing it from September. Class profiles will be further developed next year, and the AfA pupils will be refined. Structured conversations with parents have been piloted and will become more embedded next year.	
Formulate and implement a strategy for narrowing the gaps for boys, White British and disadvantaged children that includes the support from our partnership with Kick London.	Senior Leadership team	Autumn term planning		Ref. SSAT Peer Review feedback	
Empower learners to be increasingly independent by: <ul style="list-style-type: none"> Analysing impact of self scaffolded Success Criteria. Developing greater consistency in use of pupils' peer and self-evaluation and feedback. Developing the use of software to motivate learners to seek to achieve more for example: Accelerated Reader 	Cristina King Nimesha Nagahawatte	Spring term	See costs for reading	This will extend further into next year. Peer review highlighted the benefits of improved talk partner work as well as 'no hands up'.	
Develop the culture of 'all children can do it' by continuing to reflect on 'Growth Mind set' work including: Use of praise	Everyone!	Throughout the year		Ongoing	
Continue to engage with moderation activity, internal and external, to ensure that our judgements regarding the standard of work produced and the progress being made are honest and accurately pitched: (Deanery and IoD networks)	Cristina King Rachel Harvey Nimesha Nagahawatte	From January	Staff meeting time allocated	Ongoing and improved within school to include agreement of end of year outcomes prior to transition.	

Objective 2 Develop teaching and learning	Success Criteria				
<ul style="list-style-type: none"> Pupils read widely and often, with fluency and comprehension appropriate to their age. Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. 					
Actions	Lead	Timescale	Resources/ CPD	Evaluation	
Improve provision for writing: <ul style="list-style-type: none"> Seek to create an additional leadership post to focus on the development of writing across the school. Take time as a staff to unpick the process of writing, learning from the evidence and drawing upon guidance provided from research by EEF. Reflect on 3 weekly planning cycle to ensure that children have opportunities to develop their writing through drafting, sharing and evaluating before editing and publishing. Review literacy planning to ensure systematic teaching of spelling, punctuation and grammar is happening across the school. Ensure that provision for handwriting encourages children to adopt a consistent cursive handwriting style as soon as they are able to. Increase expectations regarding the complexity of sentence structure in children's writing extending use of Alan Peats sentences. Engage with Grammar for Writing research led by Exeter university. Ensure the wider curriculum provides a purpose for writing that motivates children. 	To be appointed	Throughout the year	Borough SAL for Julia Weston's support: £4000 Regular staff meeting time	Considerable progress has been made this year although further work to describe and embed work will be necessary into next year. Leader for Writing is in post and mentoring for her is in place, with the LA.	
Refine provision for Reading: <ul style="list-style-type: none"> Ensure all children are read to every day. Review 'Take one book approach' texts and their position in the year. Develop approaches to target setting perhaps on a termly basis. Develop staff's use of Benchmarking for assessment and tracking. Refine implementation of Daily Supported Reading: Years Reception and 1 and Destination Reader: Years 2 –6. Increase monitoring of DSR and DR, ensuring weekly meeting for DSR and movement of children and adults between groups. Refine use of Jolly Phonics in Nursery and Reception and develop use of 'Letters and Sounds' in Year 1. Keep under review role of teacher with 1:1 reading. Increase effectiveness of reading journals as a communication tool to improve pupils' progress in reading. Implement Accelerated Reader across KS2. 	Rachel Harvey	Throughout the year	Accelerated Reader: £4989	Outcomes in reading are impressive this year, particularly for reading at greater depth (KS1) and both ARE and GD at KS2 providing the evidence that what we are doing, is working. Areas to further develop next year include: <ul style="list-style-type: none"> Impact of phonics; Disseminating impact of Hertfordshire Reading Project for Y5 this year, into Y6 next year; Consistency of Accelerated Reader across all classes in KS2. 	
Refine the provision for Maths: <ul style="list-style-type: none"> Continue implementation of PA Maths 1 – 6. Ensure that pupils are regularly applying knowledge and understanding to reasoning and problem solving and that they are engaging in higher order tasks and thinking. Streamline maths assessment to increase effectiveness. Adopt and develop use of a 'motivator' to engage children in developing and maintaining sharp recall of facts/tables/knowledge etc. 	Cristina King	Throughout the year	2 staff meetings	Outcomes in maths remain strong, with significantly more children than nationally, attaining greater depth at KS2. Requirement next year to ensure children are well prepared for the new times tables assessment in Year 4.	
Further improve provision for R.E. <ul style="list-style-type: none"> Subject leader to strengthen subject knowledge by undertaking 'Teach R.E.' course with Culham St Gabriel's Trust. Enhance teachers' knowledge and confidence to deliver the R.E. curriculum. And take on new processes for assessment. Enrich the curriculum with planned visits to other places of worship. Through development of the curriculum strengthen the children's capacity to reflect on faith in their own lives, to draw comparisons with other faiths and to be able to articulate how their learning is progressing. 	Amelia Sheppard	Throughout the year	1 staff meeting	An outstanding judgement in the December SIAMs inspection was a huge achievement but there is no room for complacency. There is much to do, particularly in relation to increasing staff subject knowledge, enabling more children to achieve greater depth and further developing assessment next year. Ref. LDBS Advisor visit: 23/04/18	
Wider curriculum: <ul style="list-style-type: none"> Revisit statutory content to ensure coherent and effective progression. Incorporate PSHCE, MFL and ICT into the wider curriculum map to enable links to be exploited across subjects. Consider evidence of progress and outcomes for all subjects. Seek to incorporate work related learning into each year group to provide purpose for writing, to build aspiration and to fuel resilience and motivation to succeed. Seek to ensure that pupils experience high quality enrichment from varied educational visits and visitors. 	Synthia Ahmed Alison McLucas Adriana Tallevi Keller	Throughout the year	Within Phase meeting time or out of class – covered internally	Enrichment has been significantly enhanced this year – see governor reports, although we could still invite more visitors in. Leadership of 'subjects' reviewed for next year, to enable greater focus on evidence of progress and outcomes for all wider curriculum subjects.	
Use Peer Review to sharpen practice of all teachers to ensure all learners are challenged appropriately in all lessons: this will include sharing how to open up a classroom culture, more mixed ability work, use of questioning, and enabling progress for the lowest achieving children in all lessons.	SLT and PL	Spring and Summer terms	Check THEP membership c. £1500 for SSAT	We have not managed this in school this year and will look to develop further, next year, building upon experience of the SSAT approach with in school teams.	
Develop the provision of Science and ICT through: <ul style="list-style-type: none"> Incorporating Science CPD into the staff meeting calendar; Developing tracking and assessment in ICT; Improving resourcing to enable better curriculum delivery. 	Nimesha Nagahawatte Synthia Ahmed	Throughout the year	2 staff meetings	Strides have been made in developing assessment of ICT although this will continue to be developed next year. Significant investment planned for 2018.19 financial year to include upgrading school Wifi	
Increase impact of teaching assistants by: <ul style="list-style-type: none"> Implementing a new model for staff deployment. Improving use of intervention for literacy and maths achievement as well as pastoral support. Removing practice that is not good. 	Charlotte Barrington Rachel Harvey	Starting from the Autumn term		Certainly more interventions have happened this year, for literacy. Also, some TAs have benefitted from specialist training enabling them to deliver other interventions e.g. for ELSA. Maths	

				needs to be a focus next year, and resources have been purchased.
Develop teacher training arm of the school so that we grow our own teachers	Nimesha Nagahawatte	Throughout the year	Provides income rather than cost	This needs to be reviewed for next year. We have been disappointed with the calibre of student from Goldsmiths this year, jeopardising pupils' progress in learning.

Objective 3		Success Criteria			
Develop distinctive ethos and pupils' well being		<ul style="list-style-type: none"> Safeguarding is outstanding Attendance is at least 96.0% School is judged to be outstanding in the next SIAMs inspection 			
Actions	Who	By when	Resources/CPD	Evaluation	
<p>Take action to improve Attendance and Punctuality to include:</p> <ul style="list-style-type: none"> Engage with learning through the AfA programme. Improve the use of data to include better tracking of and intervention with cusp families (92 – 95% children). Consider the use of class targets. Monitor data carefully considering the risks for example: FGM and radicalisation. Seek to implement rewards for improvements in attendance as well as 100% attendance. Develop tracking of, and intervention with, persistently absent families including ensuring that they have a record of all meetings with clear targets for improvement. Review what is communicated through the newsletter to parents each week to motivate greater improvements. Develop role of governors to convey strong message re need for improvement. Strengthen partnership with Education and Welfare Advisor and greater accountability. Implementation LA policy regarding leave rigorously. Use a letter for families that are frequently late to school. Look for opportunities to publicise the importance of attendance – make use of other events where the turnout is good to get positive message across. 	Christine Collins and Rebecca Abrahams	Throughout the year	SLA to borough £6100 £3000 - AFA	A comparison with borough data for the year to date up to end of 1 st half of the Spring term demonstrated that St. Luke's att. is 96.2% and the borough average was at 95.8%. A check of the attendance data two weeks before the end of the school year was that; Reception to Year 6 was at: 95.5% Years 1 – 6 was at: 95.8% Both of these figures are significantly better than our end of year data for previous years indicating that the work done on attendance this year has had a significant and positive impact.	
<p>Refine provision for safeguarding:</p> <ul style="list-style-type: none"> Provide regular training updates for staff through their Phase/team meetings. Securing annual audit of provision and review against LDBS check list. Develop role of link governor. Establish procedures for responding to allegations of child on child abuse. Establish policy and procedures for the retention of records (pupils and staff). Keep under review the careful recording of incidences of illness and injury. 	Rebecca Abrahams Rachel Harvey	Throughout the year	2 days of LDBS SLA for audit (£1200)	Annual audit from Stephen Fischer demonstrates that safeguarding continues to be effective. Certainly arrangements for First Aid have been significantly enhanced this year. Policy and procedures to be updated for 2018.19 in line with new KCSIIE from September 2018.	
<p>On Line safety: Provide ongoing training and support to ensure that all staff and pupils are equipped with up to date knowledge and understanding of how to keep themselves and others safe on line.</p>	Nimesha Nagahawatte	Throughout the year	SLA re ICT – Selda £3,645	This is ongoing. Our biggest concern for our children is on line gaming. An On line safety group will be established in the new school year and this will include parent representatives.	
<p>Further develop the distinctive Christian character and principle values for the school through:</p> <ul style="list-style-type: none"> Appointing a Leader of Learning for Enrichment who will seek to embed the school's values in all aspects of the school and notably – out of school hours learning and residential school journeys. Deepening understanding for all of the school's motto and mission and its impact on everyone's contribution to the school. Creating a prayer room. Developing a shared interpretation of spirituality that is understood by the school community. Strengthening our partnership with Christ Church as well as other local churches. Implement with care, the school's Collective Worship Policy to ensure exciting, varied and contemplative time on a daily basis. 	Rebecca Abrahams	Throughout the year	TLR 2a	Our outstanding judgement from our SIAMs Inspection in December indicates our impact in this feature of our school. But with the implementation of the new SIAMs Framework from September 2018, and heightened and different expectations, further work will need to be done between now and the next inspection in 4 years time. Ref. Letter from JV visit in June 2018. We will create a new strand to the SDP going forward to focus on SIAMs only.	
<p>Review and develop the provision for SRE:</p> <ul style="list-style-type: none"> Establish an SRE policy and ensure consistent implementation through the curriculum. Ensure the curriculum empowers children to deal with peer pressure when it threatens their personal safety or well-being. 	Amelia Sheppard	Throughout the year	No additional cost beyond staffing	We have published our revised policy. A series of workshops were held for parents. Recognising the limited SRE to date in year groups other than Year 6, many year groups in KS2 this year, started with the curriculum from the previous year. Overall this seems to have gone well. The curriculum will be reviewed for next summer 2019.	
<p>Develop use of positive behaviour management strategies and use of restorative justice practices. Reflect upon record keeping so that it is clear, where action has been taken, what the impact is.</p>	Rachel Harvey Synthia Ahmed Adriana Tallevi Keller	Throughout the year	No additional cost beyond staffing	Planned INSET for 3 rd September 2018 and follow through days to embed during the year. Focus likely to be on lunch times.	

Continue to develop Pupil Voice and Responsibility so that pupils feel listened to and that their views are acted upon: Roles will include: School Council, Digital Leaders, peer readers, Lunchtime Ambassadors.	Richard Griffiths	Throughout the year	Staffing	Definitely a work in progress with School Travel Ambassadors also now in post to consider, particularly, parking outside of school.
Develop the site so that it provides greater opportunities to develop children's wellbeing as well as have enhanced curriculum through the opportunities that outside provision offers to include: Forest school	Harriet Pickering	Throughout the year	£2000 budget	Considerable progress has been made to develop out Forest School 'Secret Garden' area. Plans for playground marking and improvements in place for the summer holidays.
Develop the lunch time provision and achieve Healthy Schools Gold Award.	Margaret and SLT	From September		In progress, although Gold achieved for the Daily Mile!
Develop a Travel Plan to address parking and to reduce emissions around the school site.	Richard Griffiths	Summer term		In progress, hence School Travel Ambassadors.

Objective 4	Success Criteria			
Ensure all leaders take decisive action to improve the quality of provision	<ul style="list-style-type: none"> Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly. The proportion of 'highly effective teaching' is increasing in response to the support and ethos created by leaders. Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. 			
Actions	Lead	Timescale	Resources/CPD	Evaluation
Develop training and coaching strategy for middle and senior leadership to include: <ul style="list-style-type: none"> NPQSL and NPQML with Teaching School Alliance Coaching conversations through the Achievement for all programme. Attending training for effective moderation of standards in literacy and mathematics provided by the borough within the IoD network. Requesting and engaging with Early Years moderation with the borough. Attending and taking an active role in IoD Middle Leader network meetings. 	Rebecca Abrahams	Starting from the Autumn term	£1400 p.p. 1 moderation training session 3 network meetings a year	NN and CK attended Prep. For Senior leadership programme with the LDBS instead of NPQSL due to availability. Both AdS and AmS were regarded very highly by the LA following their moderation training and qualification. EYs moderation was a positive experience for the school, with effective practice valued and recognised. IoD middle leader training has been attended by two members of staff from our school.
Develop a teaching profile that triangulates all pieces of evidence regarding the quality of teaching and learning and then informs CPD and impacts upon pupil outcomes.	Rebecca Abrahams	Autumn and Spring terms	No additional cost beyond staffing	A work in progress.
Ensure that high quality mentoring and support is given to our NQT so that she has the best possible chance of making outstanding progress throughout her NQT year and all borough deadlines and requirements are met in a timely fashion.	Rachel Harvey	Throughout the year	No additional cost beyond staffing	She has had a very successful year.
Benchmark our performance against other schools and learn from others through engagement with Peer Review in a triad with Sir John Cass and St. John's Primary Schools using the SSAT Framework.	Rebecca Abrahams	Autumn term for training and then throughout the year	Training session in September	This has been done, with a very favourable SSAT Peer Review Report as circulated to governors.
Secure external moderation of all self-evaluation judgements by working in partnership with Sarah Bailey, NLE, who will provide the equivalent of SIP visits across the year to scrutinise judgements and evidence: Visit 1: Outcomes for pupils Visit 2: Teaching, learning and assessment Visit 3: Leadership and management	Rebecca Abrahams	Throughout the year	£1,500	This work has been less successful and will be reviewed for next year. Essentially, the work took a different direction which has been useful but going forward Peer Review is probably sufficient.
Implement planned intervention in the core subjects in all year groups to accelerate progress and close gaps between current and expected outcomes for reading, writing and maths as well as to ensure that children progress to achieve in line with prior achievement at all levels of ability across the school.	Rachel Harvey Charlotte Barrington	Throughout the year	2 staff meetings for SEN in particular Speech and Language	Literacy – yes, maths to be developed next year.
Increase profile of school with parents and community through improved use of: <ul style="list-style-type: none"> Social media, website, anomaly screen, filming key events Parent curriculum related workshops Termly surveys of views to inform developments The Press to communicate 'Good News' School Fairs and open days More extra-curricular clubs before and after school 	Nimesha Nagahawatte	Throughout the year	No additional cost beyond staffing	Survey re communication and annual survey implemented. Ongoing development of twitter, website and anomaly screen – including dedicated safeguarding page on website. Extra-curricular provision continues to be enhanced. Significantly enhanced attendance at school open days this year.

<p>Seek to develop governors' evaluation of the school's strengths and areas for development to enable them to take appropriate action to hold leaders to account and to enable the school to progress and achieve its ambition:</p> <ul style="list-style-type: none"> • Governors receive timely and accurate information; • Secure training focusing on moving schools to outstanding by the LBBS. 	<p>Rebecca Abrahams Mike Gleeson</p>	<p>Throughout the year</p>	<p>Training in September</p>	<p>Need to develop Link Governors visits as they have been limited this year.</p>
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