

St Luke's School Development Plan

2018 - 2021



February 2018 Update



At St Luke's we aim to create a community where learning is fun, wellbeing is nurtured and parents are welcomed and encouraged to support their child's learning. We will do this by:

Valuing every child equally, knowing their strengths and weaknesses and recognising that all children are different and can achieve.	Encouraging children to value and respect themselves and others.	Valuing the viewpoint of all stakeholders and promoting strong partnership and shared vision with all members of the school community.
Having high expectations of all members of the school.	Ensuring that every day, every pupil enjoys success in their learning.	Recognising and celebrating all achievements – teaching for living, not just attainment.
Encouraging a safe, secure and happy environment for learning.	Encouraging a safe, secure and happy environment for learning.	Using every minute of every day to promote a love of learning.

Our Core Values are:



Senior Leadership Team

HT: Adam Turner	DHT / SENDCO Kath Hepworth	Senior Teacher/EYFS & KS1 Lead / SENDCO: Amber Cauvain	Community Lead/KS2 Lead: Melissa Bateman
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Support Team

Secretary: Jayne Hamon	Caretaker: Tony Clark
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Middle Leadership Team

Eco-Schools Outside Learning (SA2) Tom Oxenham	Ethos (SA1) Harriet Simon	Continuous Provision (SA1) Lucy Scott
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NQTs

Sarah Dunn (Yr2)	Connor Harris (Yr3)
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Subject Leaders Team

English SLT	Maths Tom Oxenham	Science SLT	Computing Lucy Scott
Art & Design Kath Hepworth	History Amber Cauvain	Geography Melissa Bateman	Music SLT
Languages Rachel Surcouf	PSHE Julie Loxton	PE Harriet Simon	RE SLT

Teaching Assistant - Grade 6

Linda Mundy	Terrie Wilton (1 st Aid lead)
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**Teaching Assistants – SEN support
Key Stage 1**

Chantelle Le Couter	Nadine Renehan
Kasia Dsworek	Judy Hodgeson

Teaching Assistants – SEN support Key Stage 2

Jackie Le Fondre	Zee Adamson	Zoe Jury
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Lunchtime Supervisors

Maureen Norris	Lynn Philips
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Cleaners

Iolanda De Sousa	Carolynn Connor
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2018 Targets

Achievement:

- Children (majority) to make at least expected progress with many making accelerated progress thus closing gaps.
- All groups of children to make Good or better progress (Inc. JPP) to enable gaps to close.
- Children's attainment in reading, writing and maths in Key Stage 1 and Key stage 2 to be in line with Jersey averages.
- Children's outcomes to be maximised upon through the development of subject leaders capacity through the school.

Behaviour, personal development and welfare

- Children say that all forms of bullying are being dealt with effectively resulting in an overall reduction of instances of bullying behaviour.
- Jersey Pupil Premium (JPP) pupil's learning and outcomes are impacted upon due to JPP being fully embedded in all aspects of the school

Impact of teaching

- Children receive incisive feedback and use this feedback effectively; with teachers building upon the school's teaching and learning policy.

Effective Leadership

- Children feel safe because Safeguarding, Data Protection and Health & Safety procedures are effective and St Luke's is fully compliant with States of Jersey and Department of Education policy/guidelines.
- Children are able to confidently talk about the school Core Values which reflect the schools high expectations and are promoted in all aspects of school life.
- Children know that their voice is highly valued with staff trained to encourage open discussion with pupils.
- Children's experience and outcomes in all lessons are raised because leaders have an accurate and comprehensive understanding of the quality and effectiveness of teaching in their subject throughout the school.

2019 Targets

Achievement

- Jersey Premium/EAL/SEN children's progress is close to other pupils with the same starting points and/or there is strong evidence that any gaps are being closed.
- Pupils are making and exceeding expected progress in English and mathematics (in line with UK).
- Pupils' attainment is in line with UK; or shows consistent improvement over time.

Behaviour, personal development and welfare

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

Impact of teaching

- Any teaching assistants are deployed highly effectively and contribute strongly to pupils' outstanding progress.

Effective Leadership

- Leaders are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in the progress of pupils who receive the Jersey premium. Their rate of progress is improving well, including in English and mathematics.
- Teaching is consistently strong across the school or, where it is not, it is improving rapidly.

2020 Targets

Achievement

- Pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- Between key stages, the proportions of pupils in different groups making and exceeding expected progress in English and mathematics is well above those for England.

Behaviour, personal development and welfare

- Pupils understand how their education equips them with the behaviours and attitudes necessary for success.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

Impact of teaching

- Teachers use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

Effective Leadership

- Leaders focus on consistently improving achievement for all pupils.
- The school's actions have secured substantial improvement in progress for Jersey premium pupils. Progress for these pupils is at least in line with that for other pupils.
- Teaching is highly effective across the school.
- Teachers feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- Pupils' spiritual, moral, social and cultural development are at the heart of the school's work. Its curricular provision encourages pupils to with tolerance and understanding in and our modern multicultural society

2021 Targets

Achievement

- Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The attainment of almost all groups of pupils shows a strong and consistent trend of improvement.
- The progress across the curriculum of pupils in receipt of the Jersey Premium, pupils with disabilities and those with special educational needs matches, or is rapidly improving towards, that of other pupils with the same starting points.

Behaviour, personal development and welfare

- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
- Provision for any pupils with the most complex special educational needs is outstanding in the way it promotes personal development, welfare and wellbeing.

Impact of teaching

- Teachers introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Pupils make outstanding progress in lessons and over time.

2017 – 2018 Targets

Achievement Objectives: PROGRESS

- Children (majority) to make at least expected progress with many making accelerated progress thus closing gaps.
- All groups of children to make Good or better progress (Inc. JPP) to enable gaps to close.

Success Criteria:

- Groups of children speak confidently about their learning and know what they need to do to move forward.

Action	Lead	Timescale	Cost	Monitoring/Progress	Evaluation
Good or better teaching and learning to be the expected standard throughout the school.	AT KH AC MB	Subject Leaders = on Subject Leader Days HT = Termly (Unless there are areas requiring a support plan) NQT mentors = termly	Subject Leader day/s = £46 per hour release Learning Walk = 1 day £46 per hour Pupil Progress = 1 hour Subject leader meeting = 2 hours with Julia L (£46 per hour)	<i>NQTs are required to be working towards meeting the Teachers Standards by the Summer Term and are therefore outside the "normal" monitoring and review quality assurance.</i> Lesson observations: Termly – during scheduled observation weeks. Observations relating to specific CPD or subject specific may be carried out at other times as agreed. Conducted by HT/DHT/SLT/External consultant and reviewers as required	Regular lesson observations, work scrutiny, planning scrutiny and pupil conferencing from SLT and subject leaders, will allow good practice to be shared and support to be targeted immediately to ensure that children's attainment is not affected. Subject Leader files contain all required quality assurance documents.
Strategic deployment and monitoring of resources, staff and interventions will have direct impact on progress outcomes for specific groups.	AT KH Subject Leaders	Half termly Pupil Progress meetings Termly Subject Leader report for Headteacher Termly/Half termly Subject Leader Day Jersey Premium meetings SENDco meetings ILP meetings RON meetings	Subject Leader day/s = £46 per hour release Learning Walk = 1 day £46 per hour Pupil Progress = 1 hour	Learning walks: Termly conducted by HT/DHT/Subject Leaders Planning monitoring: Half termly conducted by Key Stage Leaders (weekly planning) Subject Leaders (medium term planning) Book Monitoring: Half termly conducted by SLT	All staff have received MITA training (28 th Sept) to ensure effective restructuring and allocation of Teaching Assistants and ELSA's.
Pupil Progress meetings compare attainment groups to National / Island averages and target /	HT DHT Teachers	Half termly PP meetings	£46 per hour to release staff / staff hours (if outside of teaching time)	Pupil Conferences (Book Bingo): Weekly conducted by HT/DHT Pupil Progress Meetings: Termly	

revisit specific children tracking through the year.				<p>conducted by HT/DHT All staff provided with format to complete prior to the meeting analysing all groups. Section 4- 6 of the format to be completed in the meeting. SENDCO to also attend the meeting to ensure SEN list/deployment of resources is adapted to meet current need.</p> <p>Internal Moderation Meeting: Termly conducted by Cluster colleagues or internally with Key Stage Leaders.</p>	
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Achievement Objectives: ATTAINMENT

- Children’s attainment in reading, writing and maths in Key Stage 1 and Key stage 2 to be in line with Jersey averages.
- Children’s outcomes to be maximised upon through the development of subject leaders capacity through the school.

Success Criteria:

- Develop a common view of what Outstanding teaching & learning looks like.
- Children’s experience and outcomes in all lessons are raised because leaders have an accurate and comprehensive understanding of the quality and effectiveness of teaching in their subject throughout the school.

Action	Lead	Timescale	Cost	Monitoring/Progress	Evaluation
Establish Subject Leaders role to quality assure the impact of their subject on the children and gather attainment information in all subject areas.	HT DHT Subject Leaders	School priority 1 areas = half termly, School Priority 2 areas = termly	<p>Julia Lydford = £46 per hour: consultation with HT, Subject Leadership meeting, Learning walk x 3</p> <p>Subject leader meetings x4</p> <p>Staff release for learning walk - £46 per hour = 1 day each x 6</p>	<p>“Subject Leader Day” and a systematic leadership file, including checklist, templates and termly report to be completed.</p> <ul style="list-style-type: none"> • Learning Walks • Lesson Observations • Book looks • Planning scrutiny 	<p>Subject leaders to report termly outcomes for their subjects and quality assure evidence to support teacher assessment.</p> <p>Termly Subject leader report , which includes data for specific groups (inc JPP) to be provided with targeted support for classes that are not making 3 point progress. Report may be verbal – HT will record conversations n these instances.</p>

Work with Tri-school to provide opportunities for Maths cluster work (including monitoring, evaluating and moderating assessments) to raise staff confidence, share good practice which impacts on the children's outcomes.	HT Maths Subject Leader All staff	Mastery INSET – September Subject leader release day Maths staff meeting – October Maths staff meeting- November Maths staff meeting – Feb Mastery INSET – May Maths UK consultant visit – May Maths Staff meeting – May	INSET - £500 x2 Subject leader release day - £46 per hour Staff meetings x5 Consultant visit - £300	HT/DHT to monitor through learning walks/lesson observation Subject lead to monitor via leadership day/sessions Maths UK consultant feedback to HT	
Action	Lead	Timescale	Cost	Monitoring/Progress	Evaluation
Increase Tri-school moderation to full Eastern Cluster. Moderation to ensure all data submitted to DoE is validated and accurate.	HT DHT Core Subject Lead	Writing – 23 rd November 2017 Reading – 25 th January 2018 Writing afternoon (yr6 only) – 17 th May 2018 (pm) Maths - 22 nd May 2018	Staff meetings x3 Pm session = £46 per hour	Year groups to be hosted in each Cluster school led by Moderators/high experienced staff - HT's in each Cluster to monitor (feedback to occur in Eastern Cluster HT meetings). All evidence to be copied by hosting HT and shared to all Cluster schools. Evidence to be shared amongst staff/used as benchmarking tool (stored in staffroom)	Dates may vary depending on agreement with Cluster

Behaviour, personal development and welfare Objectives:

- Children say that all forms of bullying are being dealt with effectively resulting in an overall reduction of instances of bullying behaviour.

Success Criteria:

- Children speak about feeling safe.

Action	Lead	Timescale	Cost	Monitoring/Progress	Evaluation
All stakeholders are fully immersed in the Anti-Bullying ethos that is embedded in all aspects of school life.	HT DHT SLT	Monthly monitoring of Anti-Bullying log/first Aid log. Half termly assemblies focussing on Anti-Bullying	Staff meeting x2 led by Education Psychologist Release for DHT to attend training - £46 per hour 6x assemblies	Monthly monitoring of Anti-Bullying log/first Aid log. Regular communication with all stakeholders: in Newsletters, Facebook, Website, staff meetings, CPD, Assemblies, RRS, Sch council.	Log to link to First Aid and behaviour logs to enable patterns to be investigated. DHT to join Island Working Party to liaise with other agencies and provide CPD to staff.

- Jersey Pupil Premium (JPP) pupil's learning and outcomes are impacted upon due to JPP being fully embedded in all aspects of the school.

Success Criteria:

- Children speak confidently about their learning.

Action	Lead	Timescale	Cost	Monitoring/Progress	Evaluation
Weekly meeting with children to discuss their learning and look through their books	HT DHT	Weekly	X39 meetings with children (Book Bingo)	Evidence collated by HT and debriefed in SLT. Feedback to staff on key issues or raised concerns.	All children to take part in Book Bingo meetings through the year.
All staff to be aware of who is a JPP recipient in their class, group or club and these children's learning to be fully explored in pupil progress meetings.	HT DHT All staff	Subject Leadership days: School priority 1 areas = half termly School Priority 2 areas = termly Pupil Progress meetings = half termly	Subject Leadership Days (£46 per hour) Pupil Progress meetings –6 hours teacher non-directed time per person. <i>If actioned during school day = £46 per hour.</i>	Names of JPP to be distributed to each class teacher, added to the tracking system and highlighted in each subject leaders file. JPP attending wrap around care, involvement in competitions and events to be analysed and tracked by subject leaders – information fed back to HT via termly subject leader report.	Jersey Pupil Premium funding used to increase leadership capacity across the school to secure accountability for disadvantaged pupils. JPP to be standing item on all meetings. JPP funding to be strategically deployed and reported.

Impact of teaching Objective:

- Children’s dispositions, attitudes towards learning and their outcomes are strengthened through receiving incisive, effective, feedback; with teachers building upon the school’s teaching and learning policy.

Success Criteria:

- Children demonstrate resilience in their learning when faced with challenge and are able to use a range of problem solving strategies, with increased confidence, which impacts on their progress and attainment.

Action	Lead	Timescale	Cost	Monitoring/Progress	Evaluation
Regular training and updates available via subject leaders; subject specific interpretations of Assessment for Learning and Growth Mindset to be adapted and fed into the marking and feedback section of the Teaching & Learning Policy, displays and assemblies.	HT DHT Subject Leaders	Termly learning walk/lesson observation. Weekly book bingo work scrutiny. Half termly SLT book scrutiny	Subject Leader release = £46 per hour Staff meeting x2 Subject Leader meeting/work with External Advisor (£46 per hour for Advisor + £46 per hour teacher release)	Learning Walks Lesson Observations Subject Leaders Day/Sessions	All staff to be using Brain, Buddy & Boss feedback approaches in their teaching and interactions with children.

Effective Leadership Objective:

Success Criteria:

- Children feel safe because Safeguarding, Data Protection and Health & Safety procedures are effective and St Luke's is fully compliant with States of Jersey and Department of Education policy/guidelines.

Action	Lead	Timescale	Cost	Monitoring/Progress	Evaluation
New Caretaker to be fully trained in duties and responsibilities as laid out in the H&S policies.	HT Caretaker	Online training monitored half termly by HT. First Aid/Child Protection/Mini-bus training to be provided. H&S review to take place February 2018.	£8 per online training x 10. £50 Mini-Bus lessons/test £? First Aid training	Online training modules monitored by HT. Certificates provided for H&S file as courses completed by Caretaker.	Separate H&S audit/actions produced by Education H&S department.
To ensure all staff are trained in Safeguarding, Child Protection and Health & Safety; combined with updated, robust systems and procedures to ensure that Safeguarding, Child Protection and Health & Safety are effective.	HT DHT Caretaker	INSET - September Half termly check – updated policies emailed out and staff sign on receipt/reading. Department training (as & when courses are available) Staff meetings	INSET session Printing costs	All staff provided with Staff Handbook with H&S section with clear guidelines. Time allocated to high profile in INSET (Sept & May)	Information provided to staff also on staffroom H&S noticeboard. Evidence collated in HT H&S file.

- Children are able to confidently talk about the school Core Values which reflect the schools high expectations and are promoted in all aspects of school life.
- Children know that their voice is highly valued with staff trained to encourage open discussion with pupils.

Action	Lead	Timescale	Cost	Monitoring/Progress	Evaluation
Evidence of Core Values demonstrated around school.	HT DHT All Staff	INSET – September Consultation – October Launch – November High profiling – Learning Walk: Subject Leaders Feb/March Learning Walk: SLT Summer term	INSET meeting Learning Walk – teacher release = £46 per hour (1 day each)	Learning walk feedback provided to HT on the day.	Consultation between children, parents and staff to measure impact of existing Core Values, gain consensus on any key areas not currently covered and redesign if necessary.