



2025/26

School Maintenance Plan & School Development Plan

St Luke's C of E Primary School (Westminster)

Autumn Term 2025 to end of Summer Term 2026

We are ambitious for our pupils and aim for excellence.

In addition we aim to meet the Ofsted Outstanding criteria as much as possible in the following areas:

Quality of Education (including curriculum, quality of teaching, attainment, progress and preparation for the next stage of their education)- Please see our end of year target setting document for information about expected pupil achievement at the end of the 2025/26 academic year

Behaviour and attitudes (including learners behaviour and conduct, positive attitudes to learning, respectful relationships, feeling safe including from bullying and discrimination, attendance and punctuality)-Please see our SEF and the information below for more details

Personal development (including developing interests and talents, resilience, confidence, independence, physical and mental health, preparation for life in modern Britain, equality and fundamental British Values) -Please see our SEF and the information below for more details

Leadership and management (including clear and ambitious vision, providing high quality staff training, engagement with all stakeholders, protecting staff from bullying and harassment, effective governance, effective safeguarding)-Please see our SEF and the information below for more details

Our Partnership School Development Plan 2025/26 has been informed by our Vision Statement:

Our school offers a distinctly Christian education in an inclusive environment, welcoming children and staff of all faiths and none.

As a community, we have identified **nine core values that stem from our vision and** are woven in to the very fabric of the school. We expect all members of the school community-pupils, staff, governors, clergy- to model these. These are also closely linked to the **four foundations** of our **curriculum design**.

1. Educating for Wisdom, Knowledge and Skills (value link-excellence)
2. Educating for Hope and Aspiration (value link- determination and inspiration)
3. Educating for Community and Living Well Together (value link- compassion, integrity, friendship)
4. Educating for Dignity and Respect (value link- honesty, integrity, respect)

Determination This means resolution, resolve, willpower. **“Stand firm, and you will win life.” (Luke 21:19)**

Respect This means regard highly, value, honour. **“And as you wish that others would do to you, do so to them.” (Luke 6:31)**

Friendship This means mutual trust and support. **“Dear children, let us not love with words or speech but with actions and in truth. (1 John 3:18)**

Inspiration This means the process of being given passion and/or ideas for a task **“I can do all things through him who strengthens me.”**
(Philippians 4:13)

Excellence This means being outstanding or extremely good **“Whatever you do, work at it with all your heart as working for the Lord.”**
(Colossians 3:23-24)

Community This connects us with each other. **“We who are many, are one body in Christ.”**(Romans 12:5)

Compassion This means having a deep awareness and sympathy for another's suffering. **“When Jesus went ashore, He saw a large crowd and He felt compassion for them because they were like sheep without a shepherd; and he began to teach them many things.”** (Mark 6:34)

Honesty This means truthfulness, loyalty, fairness, sincerity. **“The Lord detests lying lips, but he delights in people who are trustworthy.”**
(Proverbs 12:2)

Integrity This means having strong moral principles e.g. honesty, decency, fairness, equality; having pure and balanced moral character. **“Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.”** (Philippians 4:8)

The distinctive nature of our approach to education can be found in our explicit Christian values, our Collective Worship, our grounded Christian ethos and in our Religious Education.

We believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.

Our vision and values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with the stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

Go, shine in the world and live as Jesus lived.

Our School vision is based upon Matthew 5:14-16

School Maintenance Plan

Professional Development Meetings to support the maintenance of the current quality of education offered to pupils

- How should I use our school Behaviour Policy to get the most effective outcome for pupils?
- How should I teach early reading and phonics in order to get the most effective outcome for pupils?
- What must I know about First Aid?+ school nurse session on asthma and anaphylaxis
- How should class teachers and support staff enable SEND pupils to access the curriculum? (including use of information strips)
- How should I teach writing in order to get the most effective outcomes for pupils?
- How should I teach maths to get the most effective outcomes for pupils?
- How should I use curriculum enrichment weeks to get the most effective outcomes for pupils?
- What does a successful Academic Review Day look like ?
- What does a successful (disco, sports day, BBQ Christmas events) look like?
- How should I teach RHSE to get the most effective outcomes for pupils?
- What do high quality pupil outcomes (in books) look like? (3x work scrutiny with all staff)
- What does high quality assessment and report writing look like?
- What does a high quality end of year handover look like? (including SEN handover)
- Gathering the views of staff (questionnaire/post its etc)
- The bottom 20% of readers make the necessary progress in reading during this academic year, meeting their challenging targets
- Pupils' fluency in maths calculation supports problem-solving
- Reading fluency in KS2 aids comprehension
- Effective Marking and feedback
- Responding PDMs

School Development Plan

Outcome 1 Attendance of all pupils is in line or better than national including persistent absence			
Educating for Hope and Aspiration (values: determination, excellence)			
Actions	Resources	Monitoring	Evaluation
<p>August HOS -Identify pupils with below 90% attendance from the academic year 2024/25</p> <p>-Sept HOS meets with parents of all these pupils to confirm expectation that attendance will improve this academic year</p> <p>-Fridays – HOS gets current attendance data including persistent absence (from 5 Sep 2025 to date of Y1 upwards) to analyse</p> <p>-Mondays, throughout the year-HOS & AHT make phone calls or meet with parents of all pupils with below 90% attendance and any pupils whose attendance is a cause for concern (below 95%) from 5 Sep 2025 to date of Y1 upwards (if no pick up they will receive a text asking them to phone the school)</p> <p>Where attendance does not improve schedule LA Attendance Officer meetings and fines where necessary.</p> <p>Termly meeting between HOS and LA attendance officer</p> <p>Termly complete the attendance data analysis sheet – share with governors</p>	<p>Senior leader dedicated time to review data weekly, meet parents and meet the LA attendance officer</p>	<p>Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors</p>	<p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>
Evaluation report- July 2026			

Outcome 2			
Effective Implementation of the Little Wandle phonics scheme, particularly for readers in the bottom 20%			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
<p>Summer term 2025 2 x Little Wandle Project Groups to plan for September 2 x PDMs to introduce all staff to the Little Wandle Scheme including model videos - Sept – INSET -How do we teach early reading using Little Wandle so that all children make the necessary progress? -Sept- Class teachers begin using the scheme -Sept and Oct – All teaching staff delivering the Little Wandle scheme meet with the school English Lead to review the implementation - Sept to Dec-English leads do lesson visits monthly to offer feedback and coaching Spring Term 2026- 1 X PDM – Implementation of Little Wandle – How is it going? English lead -Summer Term 2026 - leader undertakes lesson visits to check implementation of Little Wandle across the school and its impact on pupil outcomes in reading</p>	<p>3 x PDMs 1x INSET Day session- TA support time to deliver ‘keep up’ sessions</p>	<p>Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors</p>	<p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>
Evaluation report- July 2026			

Outcome 3			
The implementation of the updated Science curriculum is of high quality			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
<p>Autumn Term 2025 1x meeting with Science curriculum lead and assistant subject leads meet to train assistant leads on the updated curriculum Assistant Science leads to fully resource the updated Science curriculum 1 x PDM Implementation of the updated Science curriculum – assistant subject lead in each school 1x Implementation of Science curriculum review day – EHT and HOS visit Science lessons and provide developmental feedback to teachers as a result</p> <p>Spring Term 2026 Science assistant leader undertakes lesson visits and book monitoring to check implementation of the new Science curriculum across the school and offers feedback and coaching</p> <p>Summer Term 2026 1x PDM – Science curriculum – how is it going? Share books across the school and identify best practice – what can we learn from the best practice?</p>	<p>1 x Science Project Group 2 x PDMs Update science resources as necessary 1x Implementation of curriculum review and coaching</p>	<p>Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors</p>	<p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>
Evaluation report- July 2026			

Outcome 4 The implementation of the updated Geography curriculum is of high quality			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
<p>Autumn Term 2025 1x meeting with Curriculum Lead and assistant subject leads to train assistant leads on the updated curriculum Assistant Geography lead to fully resource the updated Geography curriculum 1 x PDM Implementation of the updated Geography Curriculum – assistant subject lead in each school</p> <p>Spring Term 2026 Geography Assistant leader undertakes lesson visits and book monitoring to check implementation of the new Geography curriculum across the school and offers feedback and coaching 1x Implementation of Geography curriculum review day – EHT and HOS visit Geography lessons and provide developmental feedback to teachers as a result</p> <p>Summer Term 2026 1x PDM – Geography curriculum – how is it going? Share books across the school and identify best practice – what can we learn from the best practice?</p>	<p>1 x Geography Project Group 2 x PDMs Update science resources as necessary 1x Implementation of curriculum review and coaching</p>	<p>Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors</p>	<p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>
Evaluation report- July 2026			

Outcome 5			
The implementation of the updated curriculum in Handwriting is of high quality			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
<p>Summer Term 2025 English curriculum lead update handwriting curriculum plans in KS2</p> <p>Autumn Term 2025 1x PDM 'How we teach high quality handwriting in our school' Lesson visits on handwriting from a senior leader –is the handwriting curriculum being implemented?</p> <p>Spring Term 2026 Monitoring of books and pupil displays to check the implementation of the new handwriting policy</p> <p>Summer Term 2026 Monitoring of books and pupil displays to check the implementation of the new handwriting policy</p>	1x PDM	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year
Evaluation report- July 2026			

Outcome 6			
The curriculum planning in English (writing) supports high quality pupil outcomes			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
Autumn Term 2025 and Spring Term 2026 1 x English project group meeting where the Curriculum Lead meets all assistant subject leads to review the Writing curriculum Curriculum Lead oversees writing the updated writing unit plans and reports to the EHT termly Summer Term 2026 1x English project group meeting with Curriculum Lead and assistant subject leads to train assistant leads on the updated curriculum 1 x PDM Implementation of the updated Writing curriculum – assistant subject lead English assistant leads to fully resource the updated Writing curriculum	2x Project group meetings 1 x PDM Curriculum writing time New text resources as needed	Half termly meeting with those rewriting the curriculum to approve content so far	RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year
Evaluation report- July 2026			

Outcome 7			
Further refine the electronic record keeping system for safeguarding			
Educating for Dignity and Respect (value link- honesty, integrity, respect)			
Actions	Resources	Monitoring	Evaluation
<p>Autumn Term 2025 -Create guidance for schools on implementing CPOMS to refine the safeguarding record keeping system -led by CPOMS project lead</p> <p>Spring Term 2026 Designated Safeguarding Lead and Deputy Designated Safeguarding Lead attend training on using Child Protection Online Management System (CPOMS) as an electronic record keeping system for Safeguarding -led by CPOMS project lead</p> <p>Summer Term 2026 1 x PDM on how we record safeguarding concerns and how the Designated Safeguarding Lead and Deputy Safeguarding Lead manages the electronic system for safeguarding -led by DSL</p>	<p>1 x Project Group</p> <p>1 x PDM</p> <p>Buy and install the Child Protection Online Management System (CPOMS)</p>	<p>EHT and DSL monitor the use of the Child Protection Online Management System (CPOMS)</p>	<p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>
Evaluation report- July 2026			

Outcome 8

Teaching staff demonstrate a very secure understanding of the principles of direct instruction (to ensure teaching checks understanding and adapts to how well pupils are learning and that opportunities to revisit prior knowledge are embedded across all subjects)

Educating for Wisdom, knowledge and skills (values: excellence, inspiration)

Actions	Resources	Monitoring	Evaluation
<p>Autumn Term 2025 1 x PDM on effective retrieval practice and understanding the difference between retrieval practice and activating prior knowledge; effective modelling, guided practice and independent practice (I do, We do, You do) and understanding that these are not distinct phases of a lesson and there may be multiple repetitions within the lesson. 1 x PDM on managing pupils' cognitive load in presenting information (including on slides) and in task design (including information strips and other resources to support and scaffold) Senior leaders carry out lesson visits and monitoring to support 1:1 coaching</p> <p>Spring Term 2026 1 x PDM on how to check understanding and adapt how well pupils are learning Senior leaders carry out lesson visits and monitoring to support 1:1 coaching</p> <p>Summer Term 2026 Senior leaders carry out lesson visits and monitoring to support 1:1 coaching</p>	<p>2x PDMs Personalised 1:1 coaching for all class teachers</p>	<p>Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors</p>	<p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>

Evaluation report- July 2026

Outcome 9			
Teachers are provided with high quality Professional Development using deliberate practice to rehearse teaching strategies			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
Autumn Term 2026 September 2025- Head of School Project Group – training on deliberate practice in professional development and its evidence base -Senior leaders plan deliberate practice into PDMs and Professional Development Days Spring Term 2026 -Senior leaders plan deliberate practice into PDMs and Professional Development Days Summer Term 2026 -Senior leaders plan deliberate practice into PDMs and Professional Development Days	1x Project group	Quality of teaching and pupil achievement monitoring programme carried out by senior leaders. EHT monitors the use of deliberate practice during SLT days in school	RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year
Evaluation report- July 2026			

Outcome 10 Children deepen their understanding of spirituality and opportunities to explore their spirituality			
Educating for Hope and Aspiration (value link- determination and inspiration) Educating for Community and Living Well Together (value link- compassion, integrity, friendship)			
Actions	Resources	Monitoring	Evaluation
<p>September 2025</p> <p>-RE and Worship curriculum leader updates the Prayer Book Curriculum to reflect the half-termly spirituality questions</p> <p>Autumn Term 2025</p> <p>1xPDM and memo to introduce the updated prayer book curriculum</p> <p>-Children write their own prayers in response to themes demonstrating their understanding of spirituality.</p> <p>-Prayers are written into prayer books in the first week of each half term</p> <p>-Prayers are used by staff and children in collective worship and by children leading worship</p> <p>-Children respond to spirituality questions in all curriculum subjects which exemplifies the child-friendly way pupils understand spirituality.</p> <p>Spring Term 2026</p> <p>-Prayers are written into prayer books in the first week of each half term</p> <p>-Prayers are used by staff and children in collective worship and by children leading worship</p> <p>-Children respond to spirituality questions in all curriculum subjects which exemplifies the child-friendly way pupils understand spirituality.</p> <p>-Pupil voice to monitor children’s understanding of spirituality.</p> <p>Summer Term 2026</p> <p>-Prayers are written into prayer books in the first week of each half term</p> <p>-Prayers are used by staff and children in collective worship and by children leading worship</p> <p>-Children respond to spirituality questions in all curriculum subjects which exemplifies the child-friendly way pupils</p>	<p>Prayer book curriculum update</p> <p>1x PDM</p>	<p>Termly monitoring of Pupil prayer books</p> <p>Termly spirituality and collective worship pupil voice</p> <p>Weekly learning walks monitoring quality of spirituality responses on working walls</p>	<p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>

understand spirituality. - Pupil voice to monitor children's understanding of spirituality.			
Evaluation report- July 2026			

Outcome 11			
Children across all year groups, deepen their responses to learning in the RE curriculum			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
<p>Autumn Term 2025</p> <ul style="list-style-type: none"> - RE Lead carry out work scrutiny of RE with a focus on deepening responses for each year group - 1-1 feedback sessions led by HOS/AHT/RE Lead for teachers as a result of the outcomes of monitoring <p>Spring Term 2026</p> <ul style="list-style-type: none"> - 1xPDM Pitch and expectation in RE-How to deepen pupil responses in RE for each year group – Sharing best practice across the federation as acknowledged in SIAMS reports. - HOS/AHT/RE Lead carry out work scrutiny of RE with a focus on deepening responses in each year group - 1-1 feedback sessions led by HOS/AHT/RE Lead for teachers as a result of the outcomes of monitoring <p>Summer Term 2026</p> <ul style="list-style-type: none"> 1x Implementation of RE curriculum review day – EHT and HOS visit RE lessons and provide developmental feedback to teachers as a result 	<p>1x PDM</p> <p>1x Implementation of curriculum review and coaching</p>	<p>Quality of teaching and pupil achievement monitoring programme carried out by senior leaders and in some cases, external advisors.</p>	<p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>
Evaluation report- July 2026			

Outcome 12 Curriculum planning is further enhanced with a bank of model slides and information strips to support high quality consistent delivery of the curriculum and teacher workload			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
September 2025 - HOS Project group identifies highly effective teachers in each year group across the federation to create resources throughout the year. -1x Project Group for identified teachers with EHT and HOS to agree what lesson resources will be saved to a central storage. Autumn Term 2025 -Identified teachers save lesson resources centrally as they create them for their own lessons. -Senior leader monitors resources and provides feedback to teachers Spring Term 2026 -Identified teachers save lesson resources centrally as they create them for their own lessons. -Senior leader monitors resources and provides feedback to teachers Summer Term 2026 -Identified teachers save lesson resources centrally as they create them for their own lessons. -Senior leader monitors resources and provides feedback to teachers	2x Project groups Personalised 1:1 feedback to teachers	Quality of resources saved centrally carried out by senior leader and EHT	RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year
Evaluation report- July 2026			

Outcome 13**All governors are well informed in the following areas:**

- Understanding the new Ofsted framework
- How do we support children with Special Educational Needs to access our ambitious curriculum
- Session left open for responding to an emerging issue

Educating for Hope and Aspiration (values: determination, excellence)

Actions	Monitoring	Evaluation
Autumn Term 2025 1x training - Understanding the new Ofsted framework Spring Term 2026 1x training - How do we support children with Special Educational Needs to access our ambitious curriculum Summer Term 2026 1x training - responding to an emerging issue	N/A	Evaluation of governor understanding in these areas will be carried out by the EHT

Evaluation report- July 2026