

2024/25

School Maintenance Plan & School Improvement Plan

St Mary's C of E Primary School (Camden)

St George the Martyr CE Primary School

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

St George's Hanover Square C of E Primary School (Westminster)

St James and St John C of E Primary School (Westminster)

Autumn Term 2024 to end of Summer Term 2025 *updated 31.07.24 by HW*

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 2023/24 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 Improvement Plan 2024/25 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 motto 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)
- 3x responsive PDMs (one each term)

School Improvement 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 August HOS -Identify pupils with below 90% attendance from the academic year 2023/24 -Sept HOS meets with parents of all these pupils to confirm expectation that attendance will improve this academic year -Fridays – HOS gets current attendance data including persistent absence (from 6 Sep 2024 to date) to analyse -Weekly throughout the year-HOS & AHT make phone calls/meetings to parents of all pupils with below 90% attendance and any pupils whose attendance is a cause for concern (below 95%) from 6 Sep 2024 to date (if no pick up they will receive a text asking them to phone the school) Where attendance does not improve schedule LA Attendance Officer meetings, home visits and fines Termly complete the attendance data analysis – share with governors	Monitoring	Evaluation
	Termly using the agreed proforma	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 2025		

Outcome 2

The bottom 20% of readers make the necessary progress in reading during this academic year, meeting their challenging targets

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

Actions	Resources	Monitoring	Evaluation
<p>-August -English lead -Identify pupils in bottom 20% for reading at the end of academic year 2023/24</p> <p>Sept – INSET -How do we teach early reading so that the bottom 20% make the necessary progress?</p> <p>-Sept- Class teachers meet with English lead and SENCO to plan interventions for bottom 20% of readers in each class</p> <p>-Sept Class teachers meet with parents of bottom 20% of readers (Academic Review Day) to discuss support strategies for reading at home</p> <p>Dec-CT, English lead and HOS review impact of bottom 20% action plan and adjust as necessary.</p> <p>Feb Class teachers meet with parents of bottom 20% of readers (Academic Review Day) to discuss support strategies for reading at home</p> <p>March- CT, English lead and HOS review impact of bottom 20% action plan and adjust as necessary.</p> <p>June- CT, English lead and HOS review impact of bottom 20% action plan and adjust as necessary.</p>	<p>1x INSET Day session</p> <p>TA support time to deliver interventions</p> <p>3xtermly reviews</p> <p>2x parent meetings</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 2025

Outcome 3		
The quality of the curriculum in Science is outstanding across all Partnership schools by July 2025		
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)		
Actions Autumn Term 2024 1 x meeting where the Curriculum Lead meets all assistant subject leads to review the science curriculum Spring Term 2025 Curriculum Lead identified by the partnership to rewrite all units of work and report to EHT Summer Term 2025 1x meeting with Curriculum Lead and assistant subject leads to train assistant leads on the updated curriculum 1 x PDM Implementation of the updated Science Curriculum – assistant subject leads Assistant Science leads to fully resource the updated Science curriculum	Monitoring Half termly meeting with those rewriting the curriculum to approve content so far	Evaluation 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 2025		

Outcome 4		
The quality of the curriculum in Geography is outstanding across all Partnership schools by July 2025		
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)		
Actions Autumn Term 2024 1 x meeting where the Curriculum Lead meets all assistant subject leads to review the Geography curriculum Spring Term 2025 Curriculum Lead identified by the partnership to rewrite all units of work and report to EHT Summer Term 2025 1x meeting with Curriculum Lead and assistant subject leads to train assistant leads on the updated curriculum 1 x PDM Implementation of the updated Geography curriculum – assistant subject leads Assistant Geography leads to fully resource the updated Geography curriculum	Monitoring Half termly meeting with those rewriting the curriculum to approve content so far	Evaluation 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 2025		

Outcome 5 Pupils' fluency in maths calculation supports problem-solving in maths		
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)		
Actions Autumn Term 2024 1 X Year 4 Project Group to share best practice in teaching times tables 1 X PDM How we teach Maths problem solving and reasoning Maths leader and HOS undertakes lesson visits to check implementation of Maths fluency across the school (check there is time in the maths lesson or they are on the timetable separately) Maths leads at OL, St E and St G the M to update the maths fluency curriculum Spring Term 2025 1 x Maths PDM – Maths fluency- updated curriculum Maths leader undertakes a book scrutiny and pupil voice to check implementation of Maths Problem Solving and Reasoning Summer Term 2025 Maths leader undertakes lesson visits to check implementation of Maths fluency across the school and impact of the updated maths fluency curriculum	Monitoring Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors Maths leader to give individual feedback to teachers after Maths fluency lesson visits	Evaluation 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 2025		

Outcome 6 Children develop an understanding of spirituality and opportunities		
Educating for Hope and Aspiration (value link- determination and inspiration) Educating for Community and Living Well Together (value link- compassion, integrity, friendship)		
Actions August 2024 <ul style="list-style-type: none"> - Develop and adapt LDBS spiritual development policy to the school's needs - Create assembly lessons to teach pupils about spirituality. -Update the Prayer Book Curriculum Autumn Term 2024 1xPDM to develop a shared staff understanding of spirituality based on the LDBS spiritual development policy. <ul style="list-style-type: none"> -Create communal display which exemplifies the child-friendly way pupils understand spirituality. -Teach pupils what spirituality is through a series of assemblies and the many opportunities in school to engage with it. -Children write their own prayers in response to themes demonstrating their understanding of spirituality. -Prayers are written into prayer books in the first week of each half term -Prayers are used by staff and children in collective worship and by children leading worship Spring Term 2025 <ul style="list-style-type: none"> -Prayers are written into prayer books in the first week of each half term -Prayers are used by staff and children in collective worship and by children leading worship - Pupil voice to monitor children's understanding of spirituality. Summer Term 2025 <ul style="list-style-type: none"> -Prayers are written into prayer books in the first week of each half term -Prayers are used by staff and children in collective worship and by children leading worship - Pupil voice to monitor children's understanding of spirituality. 	Monitoring Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	Evaluation 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 2025		

Outcome 7**Improve reading fluency in KS2 to aid comprehension**

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

Actions	Monitoring	Evaluation
<p>Autumn Term 2024</p> <ul style="list-style-type: none"> -Develop the KS2 Reading curriculum to include more opportunity to practise reading with appropriate speed and prosody (intonation, expression) so that pupils read with increasing automaticity -PDM x1 How do I teach pupils to read with increasing fluency using our reading fluency curriculum? - Pupil baseline assessments for reading speed and accuracy - Leaders undertake lesson visits to check implementation of reading fluency across the school <p>Spring Term 2025</p> <ul style="list-style-type: none"> -PDM x1 Helping pupils to read with fluency. How are we doing? - Leaders undertake lesson visits to check implementation of reading fluency across the school -Pupil assessments for reading speed and accuracy – compare to baseline <p>Summer Term 2025</p> <ul style="list-style-type: none"> -Pupil assessments for reading speed and accuracy – compare to baseline 	<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 2025

Outcome 8**Children across all year groups, deepen their responses to learning in the RE curriculum**

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

Actions	Monitoring	Evaluation
<p>Autumn Term 2024 - 1X PDM on balanced RE lessons – how to engage children fully with the RE Curriculum 1x Implementation of RE curriculum review day – EHT and HOS visit RE lessons and provide developmental feedback to teachers as a result</p> <p>Spring Term 2025 - 1xPDM Pitch and expectation in RE-How to deepen pupil responses in RE for each year group - 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> <p>Summer Term 2025 - HOS/AHT/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>	<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 2025

Outcome 9**All governors are well informed in the following areas**

- **Complaints including vexatious complaints - implications for school leaders**
- **Developing further understanding of the safeguarding contexts of the school**
- **Session tbc - Responding to emerging training needs**

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

Actions	Monitoring	Evaluation
Autumn Term 2024 1x training afternoon- Safeguarding – Keeping Children Safe in Education – what do governors need to know? Spring Term 2024 1x training afternoon- Complaints including vexatious complaints- implications for school leaders Summer Term 2024 1x training afternoon- responding to an emerging issue	N/A	Evaluation of governor understanding in these areas will be carried out by the EHT and HOS

Evaluation report- July 2025