St Luke's Church of England Primary School

Love God. Love your neighbour as yourself: Be the Good Samaritan. Luke 10. 25-37

Our School Vision Statement

Inspired by Jesus' parable of the Good Samaritan, we live out our love for God through collective worship and meaningful opportunities for spiritual growth. Rooted in God's unconditional love, We treat everyone with respect and compassion, nurturing a safe, loving, inclusive school where everyone belongs. Learning together, we flourish and reach our full potential. We empower each other to make positive change for the community we share. At St Luke's, we **Love, Include, Flourish**, and **Empower**. We call these our **LIFE.** principles.

The areas identified below are developed further into action areas which are reviewed half-termly in our school improvement plan:

Priority area	Strategic intent	What does success look like?	Why is this important to us?
Leadership and Governance	To embed a vision-led, evidence-informed culture that drives continuous school improvement and ensures clarity, consistency, and ambition in all aspects of school life.	• Decision-making, curriculum development, and professional practice are aligned to the school's vision and informed by robust evidence. • Leaders and governors work strategically and collaboratively, holding one another to account through clear evaluation and review. • Distributed leadership and high-quality professional development empower staff and promote collective responsibility for improvement.	Strong leadership and governance rooted in moral purpose and evidence-based practice secure high standards and sustained improvement. When leaders model professionalism and reflective practice, staff feel valued and supported, which directly strengthens teaching quality, pupil outcomes, and wellbeing across the school community.
Curriculum and Oracy	To ensure a well-sequenced, ambitious curriculum with a strong emphasis on oracy, enabling all pupils—particularly the most disadvantaged—to secure the essential knowledge and skills needed for future learning.	• The curriculum enables pupils to know more, remember more, and do more as they progress through the school. • Oracy is explicitly taught and embedded across subjects, supporting confident communication and deeper learning. • In Early Years and Key Stage 1, children develop secure foundations in communication and language, early reading, spelling, handwriting, and mathematics through high-quality interactions and structured progression.	Research shows that strong foundations in language, literacy, and mathematics are critical predictors of long-term success. A carefully sequenced, inclusive curriculum reduces learning gaps, particularly for disadvantaged pupils and those with SEND, ensuring equity of opportunity and access to a rich, broad, and balanced education.
Inclusion, Teaching and Learning, and Adaptive Teaching	To deliver consistently high-quality teaching through adaptive approaches that remove barriers to learning and enable every child, including those with SEND, to belong, achieve, and thrive.	• Teaching and feedback are consistent and responsive, addressing misconceptions and supporting knowledge retention and skill development. • Early identification and targeted support ensure pupils' needs are met promptly and effectively. • Resources, interventions, and premises adaptations are strategically deployed to maximise impact and accessibility for all learners.	Inclusion is a moral imperative and central to our school's ethos. By prioritising equity over equality and embedding adaptive teaching, we ensure all pupils can access learning, develop positive relationships, and grow academically, socially, emotionally, and spiritually. Removing barriers enables our most vulnerable pupils to flourish and strengthens outcomes for all.