

ST. LUKE'S

C.E. Primary School

HIGH EXPECTATIONS, BY ALL,
FOR ALL, REFLECTING THE
EXAMPLE OF JESUS



WELCOME TO ST. LUKE'S

It is with great pleasure and enthusiasm that I welcome you to St. Luke's Church of England Primary School, where we are committed to nurturing both the mind and spirit of each child.

Rooted in our strong Christian values, we strive to create an environment that celebrates diversity, where every child, regardless of their background or religious faith, is not only valued but also empowered. Our aim is to ensure that each child is supported in their journey to become the very best version of themselves – academically, personally, and spiritually. We believe that education is about more than just knowledge; it is about fostering character, confidence and a sense of purpose.

Our dedicated and highly skilled staff members are at the heart of everything we do. They are experienced, compassionate and deeply motivated to provide a rich, well-researched curriculum that promotes both academic excellence and personal growth. We understand that every child is unique, and as such, we tailor our approach to meet individual needs, enabling all children to thrive in a supportive yet challenging environment. By providing a happy, stimulating, and caring school atmosphere, we lay the groundwork for developing strong academic and social skills that will serve our children well into the future.

At St. Luke's, we believe that education should be a broad, enriching experience that goes beyond the classroom. That's why we offer a wide range of exciting opportunities for children to explore the world around them. From cultural visits and trips that bring learning to life, to experiences that

encourage creativity and imagination, we ensure that children are given the chance to discover and develop new talents. Our curriculum places a strong emphasis on the arts, helping children find their voices in music, drama, dance, and the visual arts. These opportunities allow every child to express themselves and build confidence in their abilities.

As you read through our prospectus, I hope you will find a wealth of information about our school, its organisation and our commitment to providing an outstanding education. We have designed our school to be a welcoming and inclusive community where every child can flourish, and I am confident that you will see the passion and dedication we bring to our work.

We understand that choosing a school for your child is an important decision, and we are here to support you. The staff and I are committed to ensuring that your child is not only happy but also excited to learn. Should you have any questions or require further information, please do not hesitate to get in touch.

We look forward to the opportunity to work in partnership with you, to ensure your child's happiness and success at school. We are excited to welcome you into the St. Luke's family.

Gareth Dutton
Headteacher





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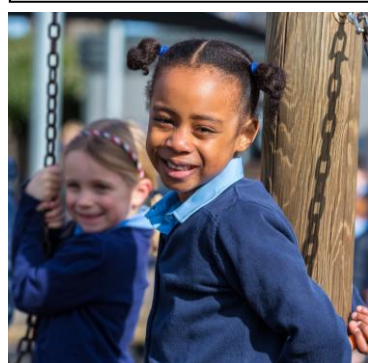
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St Luke's C.E. Primary School

St. Luke's is a primary school for boys and girls aged from 3 to 11 and is one of a number of church schools within the Diocese of Southwark. It retains enduring links with the Parish Church and seeks to forward the purpose of those who executed the deed that founded the school – that children should receive a Christian education.

Although St. Luke's was founded in 1894, a new building was constructed during 1995, consisting of an assembly hall and servery, eight classrooms, resource room, staff room, meeting room, sensory room and administration offices. In the grounds are two hard courts, a Multi Use Games Area (MUGA), an artificial grass sports playground and extensive gardens, which includes an outdoor classroom. A music room was created in the school grounds in 2002. Additional classrooms were added to the school in April 2010 and August 2015.

The school is organised for one form entry. There are part-time and full-time nursery classes and seven classes of mixed ability. The children remain with the same teacher for the whole year.



‘Since you are God’s dear children, you must try to be like him. Your life must be controlled by love, just as Christ loved and gave his life for us.’

Ephesians 5 v 1-2

Our Vision

‘High expectations, by all, for all, reflecting the example of Jesus’

Our Mission

Through creating a physically and emotionally secure environment - we aim to develop children with active minds and bodies, an understanding of the world around them, compassion for others, and the courage and confidence to be themselves.

Our Aims and Objectives

As a church school, St. Luke’s seeks to provide an environment of love, Christian precept and example within which children may develop, acquire skills and learn to make informed judgements.

Our aim is that all our children have a wonderful experience throughout their time at St Luke’s – to know that they are safe, loved, respected and valued for their uniqueness and individuality. We want to develop and nurture talents and make sure all our children are excited about learning and about life.

It is our aim that during their time at St. Luke’s children should:

- develop lively, enquiring minds and appreciate that there is a joy in all forms of learning and discovery.
- be part of a culture that allows them to fulfil their full potential.
- be prepared for the society in which they will grow up, and develop an awareness of their own needs and those of others as well as the need for desirable social behaviour.
- acquire skills of literacy, numeracy and effective means of communication.
- gain a respect and appreciation of religious and moral values and embrace diversity in accordance with the teachings of the Church of England.
- acquire an understanding of the world in which they live, its historical and physical background and a knowledge of human achievements and aspirations.
- gain an ability in physical, artistic and intellectual skills.
- learn skills relevant to adult life that will help them succeed in a fast-changing world.
- acquire the skills necessary for lifelong learning.

The widely known, biblically rooted vision is the foundation of the school. It drives decision-making, enabling both pupils and adults at Saint Luke’s to flourish.

SIAMS Report
March 2026

The school also aims to:

- provide a broad, balanced, enriched and inclusive curriculum for all pupils.
- prepare children for the opportunities, responsibilities and experiences of secondary school education.
- celebrate effort and achievement to enable people to flourish together.
- provide teaching staff who have the expertise and interests to inspire confidence and motivate children with enthusiasm.
- develop a parent-teacher partnership which supports the achievement of the school’s aims.
- provide an inclusive, open culture for children and staff to work as a team in a positive, friendly and diverse community.
- promote resilience and encourage children to embrace challenges.
- support children’s health and wellbeing.
- create a happy, safe and stimulating environment for the children.

What do the children think of our school?

What do you like most of all at St Luke's?

I love spending time with my friends and having really fun lessons and also St Luke's is the best school in the universe!!!



What do you like most of all at St Luke's?

I like how ~~are~~ kind and nice all the teachers are. I also like how small the school is for ~~two~~ two - ~~there~~ ^{three} reasons: you know everyone, you know your way around and it is not crowded.



School



What do you like most of all at St Luke's?

I really like using the computers and the Chromebooks.



What do you like most of all at St Luke's?

I love that you can make really good friends here and there are loads of nice teachers and there are loads of fun subjects.

What do you like most of all at St Luke's?

- There are no bullies
- The teachers make the most boring lessons fun.
- The staff are really kind to us.



Curriculum

There are five core subjects: English, mathematics, science, religious education and computer science; plus six foundation subjects: history, geography, the arts, design and technology, music and physical education. Most of these subjects are taught within a topic-based approach, and various teaching styles are adopted. In addition, the school has a detailed scheme of work to teach personal, social and health education. Children in both key stages are also taught Latin.

Parents are given details of the curriculum to be covered at the start of each term. The work is planned carefully to ensure that there is a progression through each year, and from year to year. Our staff work closely as a team so that our whole school approach is consistent.

We offer a curriculum that is broad and balanced and children are encouraged to take part in a wide variety of activities, for example school trips, orienteering, and dance and music festivals. Achievements are celebrated daily and at a special assembly.

We also encourage children to be part of the decision-making process in the school and endeavour to promote thinking and problem-solving skills. We are keen for children to be independent and self-resourcing, and appoint monitors, school captains and school council members.

Leaders have designed a broad and ambitious curriculum. They have an accurate understanding of the quality of the curriculum and teaching. They review how well pupils learn and make timely improvements where these are needed.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Teachers adapt learning to meet pupils' individual needs, for example by pre-teaching important knowledge. As a result, pupils with SEND consistently learn and succeed.

Ofsted Report, June 2026

Our aims for teaching and learning are that all children will:

- achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual and cultural awareness.
- improve in the basic skills of English and Mathematics.
- develop IT skills by ensuring that the subject is taught across the curriculum.
- develop a responsible and independent attitude towards work and towards their roles in society.
- be tolerant and understanding with respect for the rights, views and property of others.
- be able to develop their thinking skills so that they can question, hypothesise and predict.

St Luke's C.E. Primary School

A Journey through our Curriculum



At St Luke's, our curriculum is designed to spark curiosity, build knowledge and develop the skills children need for life. Through exciting topics, engaging lessons and real-life experiences, children explore the world, develop confidence and grow in their love of learning.

High expectations, by all,
for all, reflecting the
example of Jesus

Curriculum Topics

Reception

Celebrating our World	Once Upon a Time	Mini / Mega / Seabeasts
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Year 1

Royal Homes	Travel and Transport	Space Travel
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Year 2

Once Upon a Time	Fire! Fire!	Explorers
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Year 3

The Stone Age	What did the Romans do for us?	London to Lima
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Year 4

Anglo Saxons vs Vikings / Majestic Mountains	Protecting our World	Ancient Egyptians
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Year 5

We are Explorers!	Tudor Times: What is the Legacy of Tudor London?	Kingston Through Time
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Year 6

Walk on the Wild Side / Lest We Forget	Victoriana	It's All Greek
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Curriculum Summaries

Reception

Children settle into school exploring celebrations, festivals and special people. They discover magical fairytales through imaginative play and storytelling, before investigating fascinating creatures in different habitats whilst caring for real animals. Throughout the year, they develop phonics, create artwork inspired by famous artists, plant and grow, and build friendships.

Year 1

Children explore magnificent castles and palaces, discovering medieval life and royals past and present. They investigate the exciting history of flight and trains, exploring how inventions transformed travel. The year culminates exploring the solar system and space explorers, whilst creating moving vehicles, space art and developing map skills throughout.

Year 2

Children immerse themselves in traditional fairy tales before investigating the dramatic Great Fire of London through Samuel Pepys' diary. They explore significant explorers and their achievements, comparing England to Kenya. Throughout the year, they investigate plant growth, habitats, food chains, create sculptures, develop instrumental skills and explore vibrant art.

Year 3

Children explore prehistoric Britain and Stone Age survival before studying Ancient Roman civilisation's incredible influence through technology, architecture and stunning mosaics. The year concludes comparing London to Lima, investigating plants, light and shadows. Throughout, they translate Latin stories, retell classical myths, explore volcanoes, earthquakes and create vibrant Peruvian folk art.

Year 4

Children explore dramatic Viking invasions and the world's highest mountains before investigating amazing rainforests, deforestation and indigenous peoples' lives. The year concludes exploring mysterious Ancient Egypt, pyramids and pharaohs. Throughout, they learn ukulele, build electrical circuits, investigate sound, create portraits inspired by Van Gogh and Frida Kahlo's vibrant styles.

Year 5

Children become explorers using maps, compasses and grid references before discovering Tudor palace life, legacy buildings and Hampton Court. The year concludes exploring how Kingston transformed over time using digital mapping and the River Thames' historical role. Throughout, they investigate forces, mechanisms, material properties, animal life cycles and create Dutch-inspired art.

Year 6

Children explore dramatic climate zones, biomes and Britain's courageous World War 2 role before debating whether the Victorian era was golden or dark, investigating Industrial Revolution changes and social reform. The year concludes exploring Ancient Greek civilisation's incredible influence through democracy, philosophy and Olympics. Throughout, they investigate evolution, circulatory systems and create masks.

Core Subjects

English

English is the cornerstone on which all aspects of education are built. Each child is taught English daily, covering the skills of word reading, comprehension, transcription and composition. In addition, we adopt a cross-curricular approach to our work, which means that literacy can be developed in as wide a range of contexts as possible.

Speaking and listening Children are encouraged by example to demonstrate their understanding and thinking through clear and confident speech. Theatre groups, authors and other speakers visit the school regularly, not only to develop children's listening skills but also to motivate and inspire children when they are performing publicly.

Reading and understanding Our aim is to foster a love of reading for pleasure, for meaning and for practical daily purposes. Through lively experience and stimulation with the class involving a variety of topics, children's reading and understanding is developed. Collins Big Cat is the main reading scheme used, together with other supplementary books to give breadth and consolidation. Children and parents are encouraged to share books at home each day and complete a reading diary in order to continue this enjoyment of books and increase reading experience. An annual meeting takes place during the autumn term when the Reception teacher explains the reading process in school and gives guidance on how parents can support the school's approach to reading. A further parent workshop is held to give insight into how comprehension skills are developed throughout KS2.

Writing Is developed through first-hand experiences as often as possible, with a high quality text as a key driver. Presentation is given much thought and children are taught cursive script when they first start school. They are helped to develop a love of the written word and are encouraged to share their work, both factual and creative, by publishing it or reading it aloud to others, both in a class setting and in front of the whole school.

Phonics A programme of synthetic phonics is taught throughout the school, using Little Wandle Letters and Sounds programme. Children learn the letter sounds through a multi-sensory process that is very effective and fun.



Mathematics

We provide a stimulating curriculum with a strong emphasis on knowledge of numbers, and set high expectations of what pupils can achieve. Children take part in regular oral work, particularly mental calculation. They are also given opportunities to apply their knowledge and choose appropriate mathematics to investigate and solve problems. Our scheme of mathematics work is supported by a range of material to ensure that children cover all the required areas of the curriculum. Workshops and 'teach-ins' are held throughout the year to give guidance on how parents can support their children's learning in mathematics.

Science

Science is taught mainly through activities linked to topic work. Children are taught to predict, hypothesise and record their findings from an early age so that they develop a scientific approach to problem-solving. Environmental issues such as pollution and conservation are given great emphasis. We teach children to respect and care for their environment by providing them with the scientific knowledge necessary to understand problems and supply possible solutions.

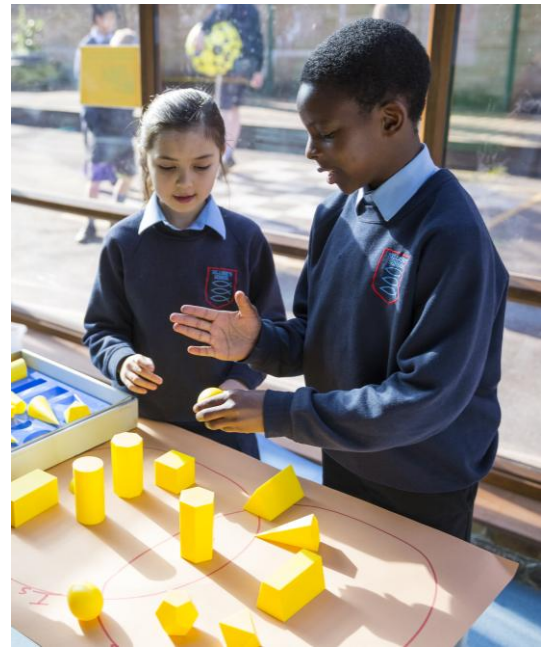
Religious Education

Although St. Luke's has elected to be a foundation school, which reflects the constitution of its governing body by having a significant proportion of parent-governors, it maintains strong active links with St. Luke's Parish Church. We encourage children to approach their life in and out of school from a Christian perspective. Likewise, we encourage praise of God by word and deed. We introduce children to the scriptures and those persons who have influenced the development of Christian worship. Both the religious life of the community and the significance of religious festivals are explored. Respect and tolerance of all faiths are also taught.

The whole school takes part in a daily celebration of God, in particular Jesus Christ our Lord. Parents are welcome to share in all school acts of worship. Parents who do not wish their child to participate in this assembly may exercise their right to withdraw him or her. We would ask that such request be put in writing. Details of any alternative provision made for pupils who are withdrawn may be discussed with the Headteacher.

Computing

We embed computing in as many learning opportunities as possible. It is an integral part of everyday life and will play an immeasurable part in our children's futures. St Luke's provides our children with the skills, creativity and enthusiasm to live and thrive in a world increasingly dependent on computing. We want each child to be able to use the Internet in a safe and respectful way, to understand the necessary precautions to take, to stay safe and know where to seek help.



Foundation subjects

History

History is taught through topic work. All children are introduced to different types of historical sources, for example stories, research and local historical environment. Children are helped to understand the present in the light of the past and so make sense of the world in which they live.

Geography

Children study geography as part of a topic and use the locality as well as areas further a field to gain first-hand experience to increase their knowledge, skills and awareness and so build up data to make informed comparisons. Practical work forms an important part of this learning, and frequent trips within the neighbourhood are made by all classes: Year 5 children, for example have the opportunity to develop their orienteering skills and to study a different locality.

The Arts

Art is given particular emphasis at St Luke's; we consider this school to be a centre of excellence. Creativity and independence are encouraged at all ages. Using a wide variety of materials, children explore different media, including painting, modelling, drawing, sculpture and observational art work. Artists in residence work with the children to develop a greater depth of knowledge. At the end of each Key Stage, children take part in a major end of school production where they can demonstrate their skills in set and costume design.

Design and Technology

Design and technology is influential in and draws upon all areas of the curriculum. It supports children in a wide range of subjects, which give context for children's working, planning and designing. Children are encouraged to think, discuss, work as a team, show ideas graphically and textually and work with a variety of materials. They also learn to use tools safely and effectively.

Music

Musical activities within the school are based upon participation and enjoyment involving listening, performing and investigation. Singing, percussion instruments – both tuned and un- tuned – sound awareness, rhythm and pitch, responding to other people's music-making, notation and composing all play a role in the children's musical education, which is taught by our specialist music teacher. As often as possible we widen children's experience by inviting a variety of musical performers to the school as well as going on visits. The school uses every opportunity to celebrate children's achievements in productions and concerts.

Physical Education

Physical education is not only thoroughly enjoyed by the children but is a very necessary part of the curriculum. Through physical education, children become aware of their own body and learn to control their movements. PE helps to create a healthy, balanced way of living and can relieve stress and aid relaxation. Swimming lessons are arranged for the children in Year 2 and 3. During Year 5 all children have the opportunity to take the Bikeability test to prepare them for cycling to their secondary school.

The vision-inspired curriculum underpins the school's high expectations. Meticulous knowledge of pupils ensures that they receive the support they need. As a result, pupils achieve well academically and thrive. The school has a shared understanding of spirituality. Big questions and opportunities for reflection are woven throughout the curriculum. These activities effectively support pupils' spiritual development. Additionally, a strong emphasis is placed on providing a wide range of high-quality curriculum experiences.

Homework (Home-learning)

Parents have been consulted on the formulation of the school's homework policy, which contributes to its effectiveness. Starting in the nursery, children are encouraged to select books and maths games from the nursery shelves to share with their parents. As children progress through the school they are given a range of activities to pursue at home, from research and investigation to online debates. Homework is generally connected to the pupils' topic focus. The homework policy is available to read on the school website.

Equal opportunities

It is the policy of St. Luke's to ensure that all pupils, regardless of gender, race religion or ability, have equal access to the full curriculum and achieve their full potential. The school was designed to be accessible for pupils who are physically disabled. We believe that every child has an important contribution to make the life of the school and that every child has the right to expect the best education we can offer.

St Luke's Agreement

St. Luke's is very much a family school and reflects the local community. We expect parents to support their children in their learning and we therefore ask parents to sign an agreement when children are admitted to reception or when they join the school.

Learning outside the classroom

We believe that every pupil should experience the world beyond the classroom as an essential part of learning and personal development. First-hand experiences are very important in stimulating children's learning, frequently drawing on the local environment and visiting places of interest.

Character Virtues

A virtue is the ability to act in a particular way in a specific situation to bring about a good outcome. Children are introduced to (and revisit) our character virtues over a period of two years (one a month), and they are encouraged to consider what each virtue means to them, their families and friends, and how they see those virtues being demonstrated in the world around them. We hope that by promoting a reflective approach to personal qualities, children will develop an understanding of the importance of individual behaviour and how it helps to shape the community in which they live and work.

Domains

Love
Joy
Peace
Patience
Kindness
Goodness
Faithfulness
Self-control
Gentleness

Respect	Tolerance	Reflection	Optimism	Honesty	Creativity
Wonder	Curiosity	Confidence	Integrity	Focus	Conscientiousness
Dignity	Empathy	Ambition	Perseverance	Resilience	Grit
	Drive	Motivation	Neighbourliness	Forgiveness	

Assessment and testing

The school has a statutory requirement to deliver the National Curriculum and to assess a child's progress and level of attainment, keeping careful records of that progress.

When children enter the nursery at the beginning of the foundation stage, the staff carry out a simple base-line assessment to gauge what they know and can do. Children's learning is continually assessed while they are playing, and an annual report is given to parents at the end of the academic year. There are seven areas of learning: personal, social and emotional development, communication and language, literacy, mathematics, understanding the world, physical development, expressive arts and design.

Throughout the UK, when children enter the reception class they take part in more formal base-line assessment in order to measure their attainment. They are reassessed at the end of the year to ascertain how much progress they have made. The foundation stage of learning finishes at the end of the reception year.

In the summer term, children in Year 1 take part in individual phonic assessments and the results are shared with parents at the end of the academic year.

Also in the summer term, children in Year 4 take part in a multiplication tables check (MTC) to determine whether children can recall their times tables fluently.

At the end of Key Stage 2 (Year 6), children take the DfE's standard assessment tests (SATs) in maths, reading and grammar.

Pupils are regularly set targets to improve the standard of their attainment, and these are shared at parent/teacher interviews. At the end of the academic year the school provides parents with a written report on each child's attainment and progress.



Health education and relationships & sex education

During their time at St. Luke's children will be given advice on good hygiene and general health matters.

The Governors and staff consider relationships & sex education to be more than the presentation of biological facts and to use a broader approach throughout the school, which covers moral, emotional and social issues. We provide sex education as part of the general instruction on 'Health and Preparation for Adult Life'. Children develop an understanding of the biological differences between male and female to help them cope with the physical and emotional challenges of growing up, and an understanding that people mature at different rates. We aim to develop an appreciation of relationships and a positive attitude to the opposite sex. We teach children about human reproduction in a scientific manner and at a level appropriate to the child's age.

The Nursery

The school aims to build a firm relationship with children and parents, starting with home/school and induction visits. Parents are encouraged to become involved with curriculum activities, including the home reading and maths scheme, so that a strong partnership between home and school is forged from the very beginning.

The staff aim to foster a happy, caring atmosphere in which tolerance, understanding and awareness of each other's needs is of the utmost importance. In the nursery purposeful play is encouraged through varied and stimulating experiences and materials. Thought is developed through challenging problem-solving activities. Children take part in physical development activities to help them to increase their control and awareness of space. We value all children and feel strongly that their achievements are praised and that their work is given high status.



Extra-curricular activities and clubs

Teachers and specialist coaches run clubs for the children before school, at lunchtime and after school. These include football, netball, gymnastics, rounders, judo, skipping, choir, recorder, chess, tennis, gardening, French, table-tennis, drama, reading, guitar, cricket and computing. There is also a Breakfast Club which runs from 7.30 to 8.45am each day and an After School Club which closes at 5.50pm each day. Further information for both can be obtained from the school office.

Children will require parental permission for activities before and after school. Clear arrangements must be made for them to be collected after these activities.

Complaints

From time to time parents express concerns and these are dealt with as a matter of routine through discussion with the classteacher or another member of staff. Occasionally a parental concern may become more serious and develop into a complaint and be a clear statement of dissatisfaction. This may relate to a variety of issues. Anonymous complaints are discouraged as they are difficult to deal with in a way that will be useful to all parties.

Arrangements for managing complaints

- The complaints procedure is available on the school website and parents can request a copy from the school office at any time.
- The Headteacher will respond to a verbal or written complaint within 24 hours of receiving it but may well need longer to fully investigate the circumstances leading to the complaint. Parents will be kept informed of timescales involved. Timescales need to be flexible to meet particular circumstances however a response will normally be provided within 5 school days.
- Procedures will then be followed as outlined in the policy.
- All complaints are handled in strict confidence and the school's attitude to a pupil would never be affected by a parental complaint.

Special Educational Needs

The school is committed to developing all children to their full potential. The curriculum in all classes is differentiated to match children's needs. Very able children are provided with more challenging tasks to develop their thinking. A child who has been identified as having special educational needs will be provided with a differentiated curriculum and may be placed on the schools' Special Needs Register. The SEN policy is regularly reviewed and successfully implemented.

Parents are continually involved in the process of identification, assessment and review of their child's progress. Parents' role as prime educators of their children is recognised and appreciated by the school. If there is concern about a child's progress, appropriate outside agencies such as the School Educational Psychologist and Learning Support Services may be involved.

Children with disabilities

Children with disabilities are welcome at St. Luke's. The school has wide doorways and corridors, disabled toilets, ramps and other facilities to ensure children's inclusion in all aspects of school life.

Helping in school

We would like you to feel that you have a part to play in the school and encourage you to have an active role in your child's education. If you would like to help in your child's class, please speak to the classteacher, who will be pleased for you to come into school to assist with a group of children or to hear children read. Additional information on how to assist in the classroom will also be given to you. If you wish to help in any other way please tell your child's teacher.

The School Fund

To support the curriculum and extra-curricular activities, parents are sometimes invited to make voluntary donations for school trips to museums and art galleries, and so on. In addition, parents are asked to make a voluntary donation of £100 per family each year. Gift Aid can be claimed by the school on these donations. The money raised from the School Fund is used to buy curriculum resources such as library books and computers, as well as to pay for some school entertainments, and is an important part of the school's income.



Communicating with parents

Our staff are always willing to discuss children's progress or any particular problem. It is best, though, to make an appointment in advance. Staff are available to see parents directly after school. The Headteacher is also available to see parents at any time, although again, if you require a longer conversation it would be appreciated if an appointment could be made.

Parent-teacher consultations are arranged during the autumn and spring terms. During the summer term we hold an Open Day, when you will have the opportunity to see your child's work, speak to the class teacher and sign your child's Record of Achievement.

Parents are kept informed of school activities by various methods:

- New parents / children meetings during the summer term
- Diary dates for the academic year
- Curriculum workshops
- Termly curriculum information for each class
- Weekly newsletter from the Headteacher
- Information letters from teachers and the Headteacher
- Termly meetings for parents with school Special Educational Needs Co-ordinator (SENCo)
- Regular PFA letters and events
- Noticeboards in the playground and front of the school
- School letters are available to view on the school website
- School website at <http://www.stlukes.kingston.sch.uk>
- ParentMail for urgent text messages and emailing letters and other information

Please see the school secretary if you require an additional copy of any letter.

St. Luke's Parents' and Friends' Association (PFA)

St. Luke's PFA is for all parents, grandparents, friends and teachers of St. Luke's School. It works closely with the school for the benefit of its pupils, staff and their families.

The PFA holds a number of fund-raising events throughout the year, such as a promises auction, craft evenings and a quiz night, as well as cake sales and ice cream sales and a Christmas and summer fair.

The PFA is registered as a charity and this has increased the money raised even further.

It also organises social events such as a film night, which are designed less as a fundraiser and more as a way of enabling everyone to meet up and join in an exciting activity.

Each year the PFA raises thousands of pounds in aid of the school. Recently for instance the PFA has funded the playground improvements, the nursery outdoor play area equipment, home reading books, soft furnishing for the conservatories and tiered seating for the KS1 and KS2 productions. Specific purchases requested by the school are agreed at the termly meetings. Everyone is welcome to attend these meetings.

In addition, the PFA sponsors visits by theatre companies to allow all children at the school to experience a live theatre event without parents having to pay extra.

Life at School

The school day

NURSERY DEPARTMENT

Morning session 8.30 am to 11.30 am Teaching time per session 3 hours

All day session 8.30 am to 2.30pm or 3.30 pm

INFANT DEPARTMENT

8.30 am to 3.10 pm

Teaching time per week: 25 hours and 50 mins

JUNIOR DEPARTMENT

8.30 am to 3.15pm

Teaching time per week: 27 hours and 55mins

The school gates are unlocked at 8.30am. Children should arrive at school before this time unless they are attending the Breakfast club or a before-school extra-curricular club.

School attendance

Children must arrive punctually. If a child is late or absent the reason is recorded. This is a legal requirement. Lateness or absence without a valid reason will be marked in the register as an unauthorised absence. The school's absence and attendance policy is given to parents when their child is admitted to the school.

Absence permission

The school does not authorise holiday absences in term time. If you need to request a leave of absence for your child for a specific reason, a form can be collected from the school office or from the school website and returned to the Headteacher.

The school playground

The school site has been equipped with CCTV cameras and high perimeter fencing. During school hours all playground entrances are kept locked.

We are unable to take responsibility for the safety and wellbeing of your children before 8.30am. After school your child should leave the school grounds by 3.30 pm, when the school gates are locked to allow the After School Club to use the playground in safety.

Except for guide dogs and using dogs for project work, we do not allow dogs in the playground. This rule is for health and safety reasons. We would ask you to keep your dog on a leash outside the school, and away from the gates.

Smoking is not allowed on the school premises.



School uniform

School uniform should be worn whenever your child attends school. You can buy school uniforms at Marks and Spencer, John Lewis, your local outfitters and the school office (certain items only, marked with an asterisk*). All clothing (including PE kit) **must** be marked with the child's name.

Girls – Winter • plain blue blouse (or polo shirt in KS1) • navy blue skirt or pinafore or charcoal grey trousers • navy blue or grey tights • navy blue, grey or white socks • St. Luke's sweatshirt* / cardigan* or a navy blue cardigan • school shoes (black, navy blue or brown) or trainers (must be plain black and contain no other colours). Ankle / long boots are not permitted.	Boys – Winter • plain pale blue shirt (or polo shirt in KS1) • charcoal grey trousers • grey or navy blue socks • St. Luke's sweatshirt* or navy pullover school shoes (black, navy blue or brown) or trainers (must be plain black and contain no other colours). Ankle / long boots are not permitted.
Girls – Summer • blue and white checked dress or charcoal grey trousers (or culottes) with a plain blue blouse • St. Luke's sweatshirt* / cardigan* or navy blue cardigan	Boys – Summer • plain pale blue shirt (or polo shirt in KS1) • charcoal grey trousers or shorts • St. Luke's sweatshirt* or navy pullover
PE KIT – boys and girls (if your daughter regularly wears tights, please ensure that she is able to remove them before taking part in PE) • navy blue shorts • St. Luke's T-shirt* • St. Luke's zip top* • trainers • bag to hold PE kit* (marked with the child's name) Children may wear plain navy blue tracksuit bottoms in winter.	

Please note that children are not allowed to wear jewellery, *including earrings*, in school.

Children should wear suitable shoes. Trainers, sandals and shoes with high heels are not allowed.

Meals

Mid-morning break: Fruit or vegetable sticks, can be brought to school each day in a plastic food bag and stored in a container in the classroom. Please make sure that each bag is clearly marked with your child's name. The school is taking part in the lottery-funded National School Fruit Scheme, with all children at Key Stage 1 being offered fruit at morning break.

School lunch

Hot school lunches are provided by Caterlink. These need to be booked in advance. Children who do not wish to have a hot lunch will need to be provided with a packed lunch from home. Parents in receipt of income support should complete the application form for free school meals (available in the lobby by the school office) and provide evidence to the school secretary who will then arrange for a free hot lunch.

The school rules

Our aim is to keep these to a minimum, based on safety and a mutual respect for property and other people. Pupils are expected to show consideration for others in the school – children, teachers, parents and visitors.

Should there be any particular discipline problem it is the policy of the school to discuss this with parents in order that it may be resolved mutually.

The school has an effective policy for dealing with bullying and all children at the start of each academic year are made aware of this policy through class discussion. A booklet is produced for parents and children.

Other rules to follow during the school day:

- Children should move around the school sensibly
- Children can enter the classroom during break time if supervised
- During assembly children should sit quietly and listen or join in when asked to do so.
- Children should not generally bring money to school. Money should not be left in the cloakroom or in a desk but given to the class teacher for safekeeping.
- Children should treat the school building and equipment and other people's property with care.
- Children should be polite at all times – to staff, visitors, supervisors, other adults and each other.
- When outside the school children are expected to behave sensibly and politely.
- Children should treat each other with respect.
- Children are responsible for any item brought into school. If in doubt the class teacher should be consulted.
- Skateboards, roller-skates and mobile phones are not allowed.

Car parking

For safety reasons parking directly outside the school is prohibited. Please park with the safety of your child and other children in mind. The school car park has limited spaces and is for staff or school visitors only, not parents. There is a bay for disabled visitors or staff in the car park.

Charging policy

The Governing Body reserves the right to charge the parents of a pupil causing wilful damage to school property a sum sufficient to cover the reinstatement of the damaged property. Under the Education Act, the Governors are required to have a policy on charging for various activities. This is available for inspection on request.

Pastoral welfare

The class teacher is primarily responsible for the pastoral welfare of your child at school. Problems are referred to the Headteacher, who is able to seek advice from the Education Welfare Service, the School Medical Service and other agencies. It is important to keep us informed if there are any changes in your family circumstances as they might affect your child's emotional stability.

Your Child's Health

The school nurse liaises with the school staff on all health-related issues and visits the school regularly. Parents are welcome to contact the nurse about concerns, physical or emotional, which they may think may interfere with their child's capacity to learn.

When children reach the age of 5 they undergo a health check with the school nurse who will also discuss any problem that parents may wish to raise.

Accident and illness

We are fortunate that all members of staff have received first aid training. In addition, several members of staff have attended a full week First Aid at Work course and a Paediatric First Aid course. If your child falls ill or an accident occurs, our staff will attend to him or her with appropriate care and attention.

- Minor grazes and cuts are cleaned with antiseptic wipes or with plain water and left uncovered.
- Larger grazes and cut are cleaned with antiseptic wipes or plain water, dried, and covered where appropriate.
- Head injuries: children are monitored and parents are advised if these are serious. Children are given a wristband which informs parents that they have bumped their head in school.
- Serious cuts or injuries: first aid is given. Parents are contacted and an ambulance called if necessary. Where parents or an emergency contact are unavailable a senior member of staff will accompany the child to hospital.

It is vital that parents let us know of any change in telephone numbers, at home or work, for emergency purposes.

If your child is unwell

We ask you not to send your child to school if he or she is unwell. He or she will not be fit for work, may spread infections and may have to be sent home shortly after school begins. If your child has been sick or has had diarrhoea, please keep him or her away for 48 hours.

Medicines

The school has a policy for administering medicines. Pupils with specific medical needs will receive support from the school first aiders when medicines need to be administered. The school office will ask parents to complete a form giving the first aiders authority to administer prescribed medication to their child. Only prescribed medicines will be administered. Children are not to administer medicines themselves. Antibiotics cannot normally be stored in school.

KS1 children who need to use inhalers may leave them with the classteacher, KS2 pupils should be responsible for their own inhalers. There must also be an inhaler left in the school office with the first aiders.

Pupils consistently achieve well from their starting points. Leaders ensure that pupils at the early stages of reading, writing and mathematics gain the accuracy and fluency they need for future success. Over time, outcomes at the end of key stage 2 have been above the national average for reading, writing and mathematics, and in grammar, punctuation and spelling.

OFSTED Report, June 2026



The information in this brochure is correct as we go to print (September 2026).

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One pupil, speaking for many, said, 'I love coming to St. Luke's. It feels like one big family.' Before the school day begins, many pupils are already on site, playing pool and air hockey with their friends at breakfast club or taking part in a netball club before school. When the school's gates open, leaders greet pupils warmly and by name. Pupils settle quickly at the start of the day and feel safe, calm and are ready to learn.

OFSTED Report, June 2026