



St. Luke's  
Church of England  
Primary School  
(Foundation)



St. Luke's Church of England Primary School  
(Foundation)  
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St. Luke's Church of England Primary School  
(Foundation)  
Acre Road, Kingston upon Thames  
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Dear Parents,

On behalf of the staff, parents and children and governors, I would like to welcome you to St. Luke's Church of England Primary School.

In our school we are concerned with both the children's welfare and their education. Our staff are experienced, highly trained and motivated, delivering a well-researched curriculum, and by providing a happy, stimulating and caring environment, where each child is valued as an individual, we establish a solid basis of academic and social skills.

We will keep you informed about your child's progress at frequent intervals. Your involvement in your child's education is crucial at all levels and if you have time to spare to come into school and work with us, you will be made more than welcome.

No matter how careful we are, to be reasonable and fair there may be occasions when you have worries about your child's progress. You are most welcome to talk over matters with the class teacher after school or with me at any time. I am never too busy to talk to a parent and always make every effort to be available.

We follow certain codes of conduct to ensure the smooth running of the school and we hope that all parents will co-operate with us.

The staff and I want your child to be happy in school. We want your child to enjoy all that we provide. We want your child to discover the joy of learning.

Yours sincerely,



Gareth Dutton  
Headteacher

# St. Luke's C.E. Primary School

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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, teachers' resource room, staff room, Head and Deputy's rooms and administration offices. In the grounds are two hard courts, a Multi Use Games Area (MUGA) with AstroTurf and extensive gardens, which include a sensory garden. A music room was created in the school grounds in 2002. This is also used by the Breakfast and After School Clubs. Additional classrooms were added to the school in April 2010 and August 2015.

## Admission of Pupils

### Nursery Class

Children are eligible to join our nursery in the September following their third birthday providing there are places available. The majority of admissions are made at the start of the autumn term. There are 52 part-time places available, 26 at each of the morning and afternoon sessions.

**Places will be offered according to the following criteria in this priority order. If there are more applicants than places under each of the criterion, then distance from home to school will be applied in every case.**

1. Places will be offered firstly to Looked After Children. Applications made under this criterion must be accompanied by details of circumstance and professionally

supported evidence (e.g. from a social worker).

2. Children with an exceptional and professionally supported medical or social need that makes St. Luke's the most suitable place for the child. Applications must be verified by professionally supported evidence at the time of application.
3. Children who have a sibling in the school at time of admission.
4. The remaining places will be offered to children who live nearest to the school, as measured by a straight line to the nearest school gate. All distances will be measured using the School Admissions computerised Geographical Information System.

NOTE: Attendance in the nursery does not guarantee admission to the reception class. A separate application must be made for a reception class place according to the procedure described below.

## **Main School**

The Governing Body admits thirty children to the reception class each September, as agreed between the Governing Body and the Local Authority. The Governing Body is responsible for the admission arrangements but is required to consult with the Local Authority and other admission authorities in accordance with DCFS regulations.

The school is part of Kingston's Primary Co-ordinated Admissions Scheme and the timescales for applications to be received and processed are those agreed within the scheme. Parents must complete their Local Council's Common Application Form and return the form to their Council; if applying for a place at this school, parents must name this school as one of the preferences on the form. The closing date for return of all forms is as indicated in Kingston's Primary School Admissions Brochure.

The school admits children to the Reception class in the September of the school year in which a child attains the age of five years. The School year runs from 1 September to 31 August. Parents may opt to defer entry to the reception class until the beginning of the term after their child is five years old, but cannot defer entry beyond the end of the school year. Parents may also request that their child attends part-time until their child reaches compulsory school age.

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1. Places will be offered firstly to Looked After Children. Applications made under this criterion must be accompanied by details of circumstance and professionally supported evidence (e.g. from a social worker).
2. Children with an exceptional and professionally supported medical or social need that makes St. Luke's the most suitable place for the child. Applications must be verified by professionally supported evidence at the time of application.
3. Children who have a sibling in the school at time of admission.
4. The remaining places will be offered to children who live nearest to the school, as measured by a straight line to the nearest school gate. All distances will be measured using the School Admissions computerised Geographical Information System.

## **Explanation of terms**

**Looked after children** are children who are looked after by a public authority and are in public care, and previously looked after children who were adopted, or subject to a residence order, or special guardianship order, immediately following having been looked after. Children who are under an agreed series of short-term placements (such as respite) are excluded.

**Home to school distance** is measured by a straight line to the nearest school gate. The task of measurement will be undertaken by Kingston Council's School Admissions computerised Geographical Information System. In the event that two or more applicants live equidistant from the school, the governors will draw lots to determine between applicants.

**Sibling** includes a step-, adopted-, foster- or half- brother or sister, living at the same address. That sibling will be attending the school at the time of admission.

**Home** means the address which, to the satisfaction of the governors, is the child's only or main weekday residence at the date of application to the school. If you change your address before the closing date for applications, you should inform your council of this in writing.

### **Exceptional circumstances**

Children with an exceptional and professionally supported medical or social need for a place at this school. This must be supported by written evidence, e.g. from a doctor, social worker, or other recognised care professional which sets out the reasons why this school is the most suitable school and the difficulties that would be caused if the child had to attend another school. Consideration cannot be given to exceptional circumstances disclosed after the allocation of places has been made.

### **Medical need**

If at the time of application, a child has a serious medical condition which parents feel necessitates attendance at this school then this must be stated on the preference form and will only be considered if substantive medical evidence is attached from a consultant or doctor. Please note a letter from a GP will not normally be deemed sufficient medical evidence on its own. The Governing Body reserve the right to consult with its own or the local authority medical adviser. A priority placement will only be agreed if the medical officer considers attendance at St. Luke's will be extremely important.

### **Social Need**

If there are specific and compelling family circumstances, involving other agencies such as social workers, these also may be considered at the time of application. This must be set out in writing at the time of application by a recognised care professional or social worker, with the reasons why St. Luke's school is the most suitable school and the difficulties that would be caused if the child had to attend another school. The governing body reserves the right to consult an appropriate local authority adviser.

### **Pupils with a Statement of special educational needs**

Parents of pupils who have a statement of special educational needs are required to apply for school places separately through the local authority. Advice is available from the borough. If a child with a statement is placed in the school by the local authority before the normal admission round, the number of places available to other applicants will be reduced.

## **The waiting list**

Applicants who cannot be offered a place as a result of the above procedure will, on request, be included on the waiting list in the order determined by the criteria given above. Late applications received after the closing date will be slotted into the waiting list in accordance with the admission criteria. Any places that become available before the beginning of the school year in September will be offered to children on the waiting list, in criteria order.

## **Admission of twins, triplets, other multiple births and siblings born in the same academic year**

Where a parent applies for entry into the same year group for more than one child and it is not possible to offer places to all the siblings (brothers and sisters), the names will be added to the waiting list in accordance with the admissions criteria, in the same way as for other children. Where there is one place available and there is more than one sibling who is eligible for the place under the published admissions criteria, the parent will be asked to decide whether or not he/she wishes to accept the available place.

## **Admissions at any other time of the year**

Applications for all year groups at any time of year must be for the class year appropriate to the child's age and will be allocated on the basis of the above criteria. When there are no places, a waiting list will be maintained and updated annually. When a place is offered there will be a deadline for acceptance, normally two weeks from when the offer is made and a deadline for taking up the place.

In-year applications must be made using Kingston's In-Year Application Form available from Kingston School Admissions tel 020 8547 4610 or email [school.admissions@rbk.kingston.gov.uk](mailto:school.admissions@rbk.kingston.gov.uk) to ask for a copy or download a copy from [www.kingston.gov.uk](http://www.kingston.gov.uk) ensuring that you include the name of the school on the form as one of your preferences.

Please note, all applications must be made via the applicant's home local authority (the council area in which they live).

## **The appeals procedure**

Parents who are not offered a place at St. Luke's can appear in person (accompanied by a friend) at an independent appeals committee, whose decisions are binding. Parents must be notified in writing of the results of the appeal, with reasons for the decisions reached. Further details of the appeals procedure are available at the school.

## **Fair Access**

The School is committed to taking its fair share of pupils who are hard to place in accordance with the locally agreed fair access protocol. Pupils admitted under the protocol will take priority over any children on the waiting list and this may include, on occasion, admitting above the planned admission number.

## **Education out of normal (chronological) age group**

Children are normally educated in school with others of their age group; however, in exceptional circumstances parents/carers may seek a place outside of their child's normal age group. Decisions will be made on the basis of the circumstances of each case. Parents/carers must state clearly why they feel admission to a different year group is in the child's best interests and may provide recent professional evidence to support this. Further details of how to make such a request are available from the school.

# 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. 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
- prepare 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 a tolerance of all races 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 manipulative skills
- learn skills relevant to future adult life that will help them succeed in a fast-changing world
- acquire the skills necessary for life long learning

Children enjoy school; they feel special and valued and speak of being trusted and treated fairly, with respect and genuine concern for their well-being.

SIAS Report  
November 2012



The school also aims to:

- provide a broad and balanced curriculum for all pupils
- prepare children for the opportunities, responsibilities and experiences of secondary school education
- develop a parent-teacher partnership which supports the achievement of the school's aims
- create a happy, secure and stimulating environment for the children

## 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.

## Mission Statement

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.

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

## Home/school contract

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 a home/school contract when children are admitted to reception or when they join the school.

## Curriculum

The school is organised for one form entry. In September 2010 and 2015 an additional 30 children started in the Reception class. These children will move through the school until they finish Year 6. There are two part-time nursery classes and nine classes of mixed ability. The children remain with the same teacher for the whole year.

There are five core subjects: English, mathematics, science, religious education and computing; 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 and has received a Healthy Living Award for its work in this area. Children in both key stages are also taught French.

### 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 class teacher, 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.

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.

# 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.

Below is the complete list of key character qualities identified by the DfE with an indication of whether they are performance (P), moral (M), intellectual (I), civic (C), spiritual (S) virtues:

Perseverance (P)	Resilience (P)	Confidence (P)	Optimism (P)	Grit (P)	Neighbourliness (C)	Motivation (P)
Reflection (S)	Ambition (P)	Honesty (M)	Drive (P)	Integrity (M)	Tolerance (M)	Dignity (M)
Respect (M)	Conscientiousness (I)	Curiosity (I)	Focus (I)	Empathy (S)	Creativity (S)	Forgiveness (S)
			Wonder (S)			

## Core subjects

### English

English is the cornerstone on which all aspects of education are built. Each child is taught English for at least an hour each day. 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 information 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. The Oxford Reading Tree 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 Headteacher explains the reading process in school and gives guidance on how parents can support the school’s approach to reading.

**Writing** Is developed through first-hand experiences as often as possible. 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 whole school. An annual workshop takes place in the autumn term where parents are shown how to improve their child's handwriting skills in the early years.

**Phonics** A programme of synthetic phonics is taught throughout the school. The 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

The school is proud to have an ICT suite in addition to computers and iPads in each classroom, which are networked to the Internet and the LA's Intranet. Parents play an important part in the development of ICT.

## 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.

**St Luke's is an outstanding church school with a strong sense of Christian identity. A vibrant and tangible ethos underpins the positive values and attitudes towards teaching and learning. These values and attitudes are embedded in the school's mission statement which affirms 'high expectations, by all, for all, reflecting the example of Jesus'.**

**SIAS Report Nov 2012**

## 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.

Each year a class has the opportunity to learn an instrument through the Kingston Music and Arts Service (KMAS) Wider Opportunities Programme. For the last three years a different class has had the opportunity to learn how to play the African drums.

The popular Junior School Choir performs regularly throughout the year, both in local and school events.

Recorder and guitar playing is part of the school life and peripatetic teachers visit once a week to teach other instruments to individuals. The PFA purchased a baby grand piano for the school hall and a full set of drums. Pupils often give lunchtime recitals to their peers. 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. Apparatus and movement lessons are part of the activities for every class. The children also participate in a variety of sporting fixtures throughout the Borough.

The school has a large gymnasium, a Multi Use Games Area (MUGA) with AstroTurf and two courts for hockey, football, volleyball, netball, short cricket and rounders. All children play all these games and all children take part in at least two hours of physical activities a week.

All children are encouraged to take part in one of the many sporting activities available before, during or after school. These include football, netball, athletics, table tennis, skipping, judo, rounders, tennis, gymnastics, dance and cricket.

Swimming lessons are arranged for the children in Year 2 and 3. These take place at Kingston’s Kingfisher Pool with qualified instructors. Each child is expected to participate, and parents are invited to make a modest contribution to the cost of hiring the pool and the instructors. During Year 5 all children have the opportunity to take the cycling proficiency test to prepare them for cycling to their secondary school.



## 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.

## 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 six areas of learning: personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development.

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.

At the end of Key Stage 1 (Year 2) children's attainment is assessed in line with the DfE's assessment and reporting requirements. Older children also take part in teacher assessment throughout the academic year.

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.



## **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 ICT. There is also a Breakfast Club which runs from 7.45 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.

### **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.

### **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.

## **Complaints** relating to the statutory requirements of the National Curriculum

Where parents are dissatisfied with the arrangement made for their child, and where they have been unable to resolve their complaint by informal discussions with senior teachers and the Headteacher, they may take their complaint further. Parents who may wish to make a formal complaint under the Complaints Procedure should write to:

The Clerk to the Governing Body,  
St. Luke's C.E. Primary School,  
Acre Road,  
Kingston upon Thames  
KT2 6EN

## **Access to documents**

The following documents are available for public inspection at the school by arrangement with the Headteacher:

- all DfE documents relating to the curriculum which are sent by the DfE to Headteachers and Governing bodies
- OFSTED reports where applicable
- all syllabuses followed by pupils
- the Complaints Procedure
- Homework Policy (on the school website)
- the Governors' Charging Policy
- that part of the trust deed relating to religious education and any other statement produced by the Governing Body

All school policies are on the school website.

A charge may be made to cover the cost of reproduction of documents.

## **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 £15 per family each term. 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 from 8.30 to 8.40am any morning or 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
- Headteacher question time (PFA)
- Information letters from teachers and the Headteacher
- Termly meetings for parents with school Special Educational Needs Officer (SENCO)
- Regular PFA letters and events
- Notice boards in the playground
- School letters are available to view on the school website
- School website at <http://www.stlukes.kingston.sch.uk>
- PFA discussion forum 'Big Tent'
- ParentMail for urgent text messages and emailing letters and other information

Copies of letters sent to parents are available outside the general office in a folder, and on the school website. Please see the school secretary if you require an additional copy.

## 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 now 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 monthly 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.



From the Investors in People summary:

- Strong effective leadership
- A supportive, collaborative culture which fosters enthusiastic, motivated and dedicated staff who are willing to go the extra mile

# Life at School

## The school day

### NURSERY DEPARTMENT

Morning session 8.45 am to 11.45 am Teaching time per session 3 hours  
Afternoon session 12.15 pm to 3.15 pm

### INFANT DEPARTMENT

8.50 am to 3.10 pm  
Teaching time per week: 21 hours and 40 mins

### JUNIOR DEPARTMENT

8.50 am to 3.15pm  
Teaching time per week: 24 hours and 35mins

The school gates are unlocked at 8.30am. Children should arrive at school no more than ten minutes before school begins as no supervision is available until then.

## 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 well being of your children on school property before 8.40am when a member of the teaching staff comes on duty. 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  
navy blue or grey tights  
navy blue, grey or white socks  
St. Luke's sweatshirt\*, navy blue cardigan  
or pullover  
school shoes (black, navy blue or brown)

### GIRLS – summer

blue and white print dress  
St. Luke's sweatshirt \* or navy blue cardigan

### 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\*  
trainers  
bag to hold PE kit\* (marked with the child's name)  
Children may wear plain navy blue tracksuit bottoms in winter.  
  
St. Luke's backpacks\* for both Key Stage 1 and 2

### BOYS - winter

plain pale blue shirt (or polo shirt in KS1)  
grey trousers  
grey or navy blue socks  
St. Luke's sweatshirt\* or navy pullover  
school shoes (black, navy blue or brown)

### BOYS – summer

plain pale blue shirt (or polo shirt in KS1)  
grey trousers or shorts  
St. Luke's sweatshirt\*

### YEARS 2 AND 3

swimming costume,  
towel and swimming bag

**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 Cygnet Catering. 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.
- MP3 players, 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**

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, five 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.

**Achievement is outstanding and, by the time pupils leave the school, standards are exceptionally high.**

**OFSTED Report**



**Pupils make excellent progress in Nursery and Reception and, by the time they enter Year 1, most exceed the goals expected of them. They continue to make very good progress from then on, right through the school.**

**St. Luke's is an outstanding school where pupils flourish, both academically and in their personal and social development. There are many outstanding features but one thing that comes shining through is the consistency of the high quality provision. There are no years when the quality dips.**

**OFSTED Report**

Information that accompanies this prospectus:

Headteacher's most recent newsletter

Dates for the current year

List of staff and governors

SATs results for the previous year

Southward Diocesan Board of Education's statutory inspection of Anglican schools report (2012)

The information in this prospectus is correct as we go to print (September 2016)

