



Annual self-evaluation of performance and progress: March 2026

St Luke's C.E. Primary School
Acre Road,
Kingston upon Thames, KT2 6EN
020 8546 0902
office@stlukes.rbksch.org

Headteacher:

Gareth Dutton

Deputy Headteacher:

Dan Bates

Co-Chairs of Governing Body:

Maria Netley & Liz Ormonde

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1. Introduction and summary of progress

The past academic year has been another success, marked by several achievements that deserve celebration. Foremost among these is the exceptional performance of our children, whose attainment continues to surpass both national standards and the already high local averages in Kingston and Richmond. Alongside strong academic outcomes, we have remained firmly committed to further strengthening our curriculum offer, with particular developments in Religious Education, Design and Technology, and handwriting. These improvements reflect our ongoing ambition to provide a rich, carefully sequenced and inclusive curriculum that enables all children to flourish.

However, we remain forward-thinking and ambitious for all our children, striving to ensure they make the best possible progress, regardless of their background or learning needs. Our annual self-evaluation report provides a valuable opportunity to reflect on our achievements, assess our priorities, and identify ways to further enhance St Luke's as a place where every child can thrive.

I would like to thank the parents, children, and staff who have taken the time to complete questionnaires and share their feedback. Your insights—both in highlighting what you value about St Luke's and in suggesting areas for improvement—are invaluable in shaping our ongoing development.

The review serves to summarise the school's performance and progress over the past year, primarily in relation to the priorities outlined in its companion document, the School Improvement Plan (SIP). While the SIP's overarching strategic priorities extend beyond a single year, specific actions are regularly reviewed and addressed each term to ensure they remain responsive to the school's evolving context and needs.

This report opens with an analysis of surveys completed by members of the school community, including parents, staff, and pupils. The survey questions mirror those used in OFSTED inspections, allowing for easy comparison with other schools. Following this, the report provides a summary of the progress made against last year's priorities. Finally, it highlights key findings and outlines emerging priorities for the school's future development plan.

The appendix highlights the outcomes from national tests and assessments.

Gareth Dutton
Headteacher

March 2026

2. Analysis of surveys

Parents' survey: As in previous years, we carried out a parent survey during the spring term. This year, we received 70 responses, and I am pleased to report that parents continue to express highly positive views about the school's work.

98.6% of respondents agreed or strongly agreed that their child is happy at school, while 97.1% said they would recommend St Luke's to another parent. Additionally, 98.6% of respondents agreed that pupils are well-behaved. While 12.9% reported that their child had experienced bullying, the vast majority of these parents felt that the school had responded swiftly and effectively. Furthermore, 94.3% agreed that any concerns they had raised were handled appropriately.

Responses regarding teaching and learning were positive with 97.1% feeling that their child does well at the school. Additionally, 97.1% of parents believed the school supports their child's wider personal development. Among the ten respondents with children who have SEND, nine agreed that St Luke's provides the necessary support to help them succeed.

One area for the school to reflect on is the communication with parents regarding what their child will be learning throughout the year. 4.3% of parents disagreed with the statement about being informed on this matter. However, it is worth noting that this was not the statement with the closest percentage of positive responses to national data. That distinction went to the statement regarding the school having high expectations for children, where 92.9% of parents agreed compared to the national average of 90.0%.

Parents consistently highlight the school's friendly and supportive environment as one of its greatest strengths. They frequently praise the friendliness and approachability of the teachers, alongside the supportive encouragement their children receive. Additionally, parents commend the school for its high standards and quality of education. They appreciate the school's high quality teaching resulting in well-rounded children who enjoy learning.

Comments were also complimentary about wider opportunities for children, the transparent communication, support for children with special educational needs and the strong sense of community – *“Teachers and pupils are part of a small community with strong relationships.”*

In response to a question about potential improvements, the feedback was varied, with no consistent theme emerging. However, a growing number of parents expressed a desire for more individual feedback and visibility of progress. Additionally, several parents suggested having more emphasis on supporting children who need extra help and challenge.

Staff survey: The survey received a strong response, with 93% of staff participating. The responses represented the full range of staff roles within the school.

Staff feedback was very positive. Every respondent stated that they are proud to be part of St Luke's and enjoy working at the school. Additionally, all staff agreed that children are safe, behaviour is consistently well managed, bullying is effectively addressed, and all pupils are challenged to make at least good progress.

Employee relationships also received highly positive feedback. When asked about feeling supported in their roles, 70% of staff strongly agreed, while 26% agreed. Even more respondents felt the school fosters a culture of calm and orderly conduct.

Responses regarding professional development and leadership were equally strong. Every staff member (100%) agreed that school leaders prioritise staff well-being and using professional development to encourage, challenge and support teachers' improvement.

In terms of our greatest strengths, Staff feedback indicates a very strong sense of community, teamwork, and leadership support. Staff feel that the school is a nurturing environment not just for pupils, but for the professionals working there:

- *'Strong leadership team encouraging, supporting & training all staff to work towards the clear goals set out in the schools values & school development plan.'*
- *'We collectively support pupils and staff to achieve the very best for our school and community working together is at the heart of our school.'*
- *'Christian ethos underpins a clear sense of purpose for both children and staff, with core values that promote high expectations and set boundaries, ensuring positive behaviour; a strong sense of community, and inclusivity.'*
- *'The community we have, the children are well known by staff and there is good communication/contact between staff and parents.'*
- *'The friendly and supportive environment for both staff and children.'*
- *'Appreciative of work/life balance e.g. low key days and no staff meeting for work load release.'*
- *'There is an encouraging atmosphere to learning that inspires the children to learn and reach for their potential.'*
- *'There is always someone to talk to if you have a concern.'*

Suggested improvements included reducing the pressure of admin tasks and highlighted the lack of dedicated planning time especially during busy terms. Staff also highlighted the need to enhance the outdoor environment, particularly the front of the school, to better support children's use and enjoyment.

Pupil's survey: Children shared their views on St Luke's through two surveys: an online survey completed by 141 children from Year 2 to Year 6 and a collective survey conducted in all classes. The results were very positive, with 99% of children saying they would recommend St Luke's to a friend moving into the area.

Additionally, 99% of children reported that they enjoy school, with the same proportion stating that they enjoy their learning. While both responses were highly positive, a greater proportion of children selected 'All the time' when asked about enjoying their learning. This highlights the school's success in fostering an engaging and stimulating learning environment. Research shows that children learn more effectively when they are interested in a topic. Engagement enhances their ability to think critically, develop a deeper understanding, and retain new knowledge more effectively—further reinforcing the importance of making learning enjoyable at St Luke's.

The majority of children responded positively to questions about their learning experience. All children (100%) felt that their teachers help them do their best, while 97% agreed that they are given work that challenges them. Additionally, 100% felt that their teachers listen to them in lessons, and 98% said the school provides helpful information about their next steps.

99% of children felt that behaviour in their lessons is good, while 100% said the same about behaviour around the school. When asked about bullying, the majority of children stated that it "doesn't happen" at St Luke's. Among the small number who felt that bullying does occur, most expressed confidence that teaching staff handle it effectively.

99% stated that they feel safe at school. A secure environment is essential for children's development and academic success, as it supports their emotional well-being, encourages them to take intellectual risks, and fosters a culture of respect and belonging. Additionally, 99% of children felt the school encourages them to look after their emotional and mental health, while the same proportion said the school supports them in maintaining their physical health.

Children appreciate many aspects of their school, particularly its respectful and kind ethos. This positive environment helps to build strong relationships, supports academic success, and enhances emotional resilience. They also enjoy being read to each day, science experiments, food at lunchtime, activities they can play at breaktimes, and the wide range of clubs available.

When asked for suggestions to make St Luke's even better, children shared a variety of ideas. These included manga books in the library, a climbing wall, more swimming time, more mufti days, removing school uniforms, larger lunch portions, trampolines, longer breaktimes, every class having two teachers, and a return to having sausage rolls on the lunch menu.

3. Evaluation and progress against priorities

Emphasis on developing the whole child:

Now in its second year as a strategic priority, the active participation of class teachers in leading Collective Worship (CW) has become a mature and cornerstone feature of our school's spiritual life. By maintaining this focus, we have ensured that reflective and spiritual moments are not seen as isolated events but are woven into the fabric of every classroom. Teachers continue to develop their confidence in leading these sessions at least once per term, ensuring that worship reflects a diverse range of perspectives and experiences. This consistency has strengthened our sense of community and modeled Christian values in action across all areas of school life.

Our commitment to nurturing "courageous advocacy" has empowered pupils to think deeply about injustice and act as catalysts for change. This year, our children have demonstrated this through several pupil-led initiatives, including:

- **Environmental Stewardship:** A pupil-led campaign that successfully petitioned the school to update its waste collection contract and invest in new bins ahead of statutory recycling legislation.
- **Charitable Leadership:** The School Council took full responsibility for selecting the charities we support, focusing on causes that address local hardship and global equity.
- **Community Voice:** Pupils have engaged in confident dialogue with school leaders to improve lunchtimes and expand the range of clubs available, proving they can effectively influence decision-makers.

To ensure our religious education remains engaging and robust, we have provided comprehensive training for all teaching staff on the new Southwark RE syllabus. Selected units from the new curriculum have now been integrated across all year groups. As a result, teachers report feeling more equipped and confident in delivering RE, leading to lessons that are more spiritually stimulating and relevant to our pupils' lives. This update reinforces our school's Christian character while providing pupils with a broad and deep understanding of faith in the modern world.

In a significant move to further support the development of the "whole child," we have made the strategic decision to remove traditional homework. This change was implemented to reduce pressure on families and allow children more time to engage in the "exceptionally broad range of high-quality opportunities" St Luke's offers outside the classroom, such as sports, the arts, and community activities. By reclaiming this time, we are supporting our pupils' emotional and mental health—areas that children already feel the school encourages them to look after. This shift ensures that our children can pursue personal interests and rest, arriving at school each day "engaged and wanting to learn".

Ensuring consistently high quality teaching and learning:

Staff continue to receive targeted support to deliver Quality First Teaching, which remains the cornerstone of our academic strategy. We have successfully structured our teaching pedagogies into focused, termly themes that align with learning walks and lesson observations. This purposeful approach to professional development ensures that adaptive teaching strategies are consistently used to meet the diverse needs of all learners, promoting a truly personalised experience for every child. By fostering this reflective practice, we ensure that high-quality, inclusive education is not just an aspiration but a daily reality in every classroom.

Following our recent evaluation, we have prioritised bringing Design and Technology to the same high standard as our core subjects. We recognise that DT is vital for fostering the creativity, problem-solving, and practical skills essential for the modern world. This year, staff have taken a more proactive and collaborative approach to monitoring the subject, sharing resources and providing targeted, constructive feedback after observing teaching across different year groups. Our goal is to inspire innovation through a more robust and engaging DT curriculum, ensuring a consistent and enriching experience for all pupils.

We have identified handwriting as a key focus, recognising its fundamental role in a child's overall literacy and fine motor development. By promoting the consistent use of high-quality handwriting across all areas of the curriculum, we are helping pupils take greater pride in their work and express their thoughts more legibly. This initiative is closely linked to our broader goal of elevating writing standards to match the exceptional performance seen in reading and mathematics. Through rigorous book scrutinies and the implementation of more effective teaching strategies, we are ensuring that the high expectations we hold for our pupils' writing are reflected in every subject they study.

Ensuring all pupils make good or better progress:

At St Luke's, we remain immensely proud of our pupils' outstanding outcomes, which consistently place us among the top-performing schools in the borough. Our 2025 data shows that 80% of children reached the Expected Standard in Reading, Writing, and Maths combined, comfortably exceeding the national average of 62%. Even more striking is our performance at the Higher Standard; 27% of our pupils reached this level, significantly outperforming Kingston (13%), Richmond (21%), and the national average of 8%. We continue to use realistic yet ambitious target-setting to guide every child toward their full potential, ensuring our teaching remains closely aligned with their actual performance.

Elevating writing to match the exceptional standards achieved in reading and mathematics continues to be a core priority. We are implementing targeted writing support that focuses specifically on grammar, vocabulary, and structure across a diverse range of genres. By adopting more effective teaching strategies and providing robust curriculum frameworks, we aim to ensure all pupils—regardless of the lack of official Key Stage 1 baseline scores—make excellent progress throughout Key Stage 2.

A new priority for this year is providing targeted interventions to enhance the academic attainment of girls, particularly within core subjects. Our focus is on building confidence and engagement through tailored support strategies and interventions designed to ensure equitable success. By identifying and removing specific barriers to participation or confidence, we intend to see girls demonstrate even higher levels of achievement, ensuring that every demographic within our school community has the tools to thrive and excel.

Working to close the gap & overcome disadvantage:

We recognise that consistent attendance is the foundation of academic success, particularly for those receiving the Pupil Premium Grant (PPG). To ensure no child falls behind, we have sharpened our monitoring processes so that any pupil whose attendance drops below 92% is identified immediately. This allows our Pastoral Leader and educational team to offer swift, proactive support to parents, removing external barriers to attendance and ensuring our most vulnerable learners remain engaged with their education.

Building on our commitment to inclusive excellence, we have fully integrated the International Dyslexia Learning (IDL) programme as a primary intervention tool. This evidence-based platform provides targeted exercises specifically designed to increase the reading and spelling ages of pupils with dyslexia and other learning difficulties. By tailoring support to the unique needs of these learners, we are empowering them to strengthen their academic performance and gain the confidence necessary to thrive alongside their peers.

We have recently revised our Pupil Premium Grant (PPG) strategy document, incorporating the latest best practices and insights from successful outcomes. Our internal data remains a point of pride: strong numbers of our disadvantaged pupils achieved the Expected Standard in Reading, Writing, and Maths—a figure that significantly surpasses the national average for non-disadvantaged pupils. By aligning our funding even more closely with proven, high-impact strategies, we ensure that disadvantage is never a barrier to reaching the Higher Standard.

Continually striving to build capacity and sustainability:

In response to the evolving economic landscape, a primary focus this year has been on maximising income generation and cost efficiency. Through a thorough review of our school's financial position, we have implemented strategies aimed at increasing our income through lettings. This proactive approach to financial sustainability ensures that we can continue to invest in the high-quality staff and facilities that define the St Luke's experience, providing a stable foundation for the school's future.

We have successfully enhanced the range of club opportunities specifically tailored for our Reception pupils. Recognising that extracurricular engagement is vital for early development and social integration, these new internal and external clubs help our youngest learners settle into school routines while fostering a love for learning beyond the classroom. This expansion addresses specific feedback from our parent survey and ensures that the exceptionally broad range of high-quality opportunities valued by our older years is accessible from the very start of a child's journey at St Luke's.

Building a culture of teamwork and collective accountability:

A core priority this year has been facilitating more collaborative work among staff to enhance the quality of education across the board. We have introduced opportunities for team teaching and the sharing of innovative ideas and resources, which has fostered effective interaction between teaching staff.

To ensure our curriculum remains robust and high-performing, we have significantly refined the role of our subject leaders. This year, we moved beyond simple oversight to a more rigorous and impactful monitoring cycle. Subject leaders have been empowered to conduct deep dives, including book looks and lesson observations, specifically aimed at identifying areas for enhancement rather than just compliance. By providing staff with useful, targeted, and constructive feedback, we have ensured that monitoring leads directly to tangible classroom improvements. This collaborative approach has not only strengthened the expertise of our subject leads but has also fostered a culture where professional dialogue and collective accountability drive the standard of education for all pupils.

Ensuring high levels of staff satisfaction and job fulfilment:

At St Luke's, we acknowledge that our staff are our most valuable asset. To maintain high levels of job fulfillment, we have proactively expanded our wellbeing support initiatives. This includes continuing our popular fortnightly yoga sessions and actively seeking new opportunities for continuous improvement based on staff feedback. Our most recent staff survey reflects the success of these measures, with staff agreeing that leaders prioritise their well-being and actively consider workload when implementing new policies.

A significant development in our commitment to staff wellbeing and professional trust this year has been the formalised option for staff to take their PPA (Planning, Preparation, and Assessment) time at home. We recognise that the quiet and focused environment of home can often be more conducive to high-quality planning and deep thinking than a busy school office. This initiative has been met with overwhelming positivity; staff report that this flexibility significantly reduces their commute-related stress and allows for a better work-life balance. By offering this autonomy, we are acknowledging the professionalism of our team and ensuring they have the best possible conditions to produce the creative and rigorous lessons our pupils deserve.

While we support home-based PPA, we have also continued to invest in our on-site infrastructure for when staff are in school. By prioritising the replacement of classroom technology and maintaining dedicated staff workspaces, we ensure that the physical school environment remains a supportive and efficient place to work. This dual approach—providing both high-quality on-site facilities and the flexibility of home-working—demonstrates that staff needs are at the heart of our school leadership, contributing to a motivated, loyal, and highly effective workforce.

Strengthening partnerships both within and across schools:

We have taken proactive steps to improve curriculum overview materials, ensuring parents are better informed and equipped to support their child's learning at home. By streamlining our communication channels—including the release of club information and after-school offerings simultaneously—we have reduced childcare pressures and minimised redundant bookings for families. The launch of our new website, featuring seamless translation capabilities, has further fostered inclusivity for our families with English as an Additional Language (EAL).

We have continued to refine the content and functionality of our new school website to better serve parents, staff, and pupils. With improved navigation, streamlined access to calendars, and seamless translation capabilities for EAL families, the website has become an invaluable tool for home-school connection. Furthermore, we are working to improve curriculum overview materials on the site to ensure parents feel fully equipped to support and discuss their child's learning at home. By digitising more of our communication, we are also reducing our environmental footprint, contributing to the school's long-term sustainability goals.

4. Summary, conclusions and new priorities

St Luke's has enjoyed another highly successful year, not only strengthening strong academic performance across all subjects and year groups but also sustaining an exceptionally broad range of high-quality opportunities for all children—encompassing sports, the arts, humanities, and computing.

There is much to celebrate, yet we remain ambitious. A truly effective school never stands still; we continuously seek ways to improve, recognising that our achievements stem from dedication, attention to detail, and an unwavering commitment to providing the best opportunities and outcomes for every pupil.

After a thorough review of last year's performance and a broad evaluation of our outcomes, provision, leadership, and management, we have identified a focused set of priorities that we believe will have the greatest impact in the year ahead.

While our curriculum breadth is a significant strength, we are committed to refining and enhancing it even further to ensure the very best for our pupils. This year, we will continue to prioritise stretching pupils of all abilities, including those of higher ability. We want children to feel consistently challenged in lessons with data showing high achievement for all year groups and pupil groups.

The summary evaluation highlights the need for further improvement in the participation of disadvantaged pupils in school clubs. We would like to close the gap in enrichment participation so that all children have equal access to the full "St Luke's experience."

The key priorities below will be fully incorporated in the new School Improvement Plan and then translated into more detailed subject leader's action plans that are shared with colleagues and governors.

1. Implement targeted support to **stretch pupils** of all abilities, including those of **higher ability**;
2. Ensure consistently **high expectations** for all children's work and progress across all year groups;
3. Improve the **attendance** and **engagement** of pupils receiving the **Pupil Premium Grant (PPG)**;
4. Monitor the **participation** of **disadvantaged pupils** in after-school **clubs**;
5. Improve **curriculum overview materials** to better **inform** parents about what is being taught;
6. Review the process of internal **communication** to ensure staff have sufficient **notice** for diary and schedule changes;
7. Increase **opportunities** for pupils to lead and actively participate in **collective worship**;
8. **Subject** specific priorities.

5. Appendix – school performance data

Including data from St Luke's 2019-2025; national results; Richmond and Kingston results for comparison.

End of Key Stage 2 Tests and Teacher Assessment

RWM is the combined percentage for Reading, Writing and Maths where the standard was achieved in all subjects.

GPS stands for Grammar, Spelling and Punctuation (sometimes known as SPaG). TA stands for Teacher Assessment. Results in 2022 and 2024 had a PAN of 60 pupils.

Key Stage 2	Measure	RBK	RBR	National	St Luke's 2019	St Luke's 2022	St Luke's 2023	St Luke's 2024	St Luke's 2025
	RWM Expected Standard	66%	77%	62%	90%	82%	87%	76%	80%
	RWM High Standard	13%	21%	8%	23%	22%	33%	24%	27%
	Reading Expected Standard	78%	87%	75%	93%	90%	93%	90%	93%
	Reading High Standard	41%	53%	33%	53%	43%	77%	54%	73%
	Reading Average Scaled Score	107	109	106	108.4	108.5	112.5	109.3	111.2
	Writing Expected Standard (TA)	74%	83%	72%	90%	82%	93%	80%	87%
	Writing Greater Depth (TA)	17%	26%	13%	37%	27%	33%	29%	27%
	GPS Expected Standard	77%	86%	73%	97%	92%	97%	90%	93%
	GPS High Standard	38%	51%	30%	73%	67%	80%	59%	70%
	GPS Average Scaled Score	107	110	105	112.1	112.3	113.0	110.4	112.8
	Maths Expected Standard	79%	88%	74%	93%	93%	93%	86%	87%
	Maths High Standard	37%	46%	26%	47%	57%	70%	44%	67%
	Maths Average Scaled Score	107	109	105	108.3	109.5	111.7	108.3	109.2

Year 4 Multiplication Tables Check

Year 4 MTC	Measure	St Luke's 2019	St Luke's 2022	St Luke's 2023	St Luke's 2024	St Luke's 2025
	Mean average score	22.9	20.2	21.6	22.0	21.2
	% full marks	41%	25%	40%	45%	17%
	% 80%	80%	63%	77%	76%	73%

Year 1 Phonics

Year 1 Phonics	Measure	RBK	RBR	National	St Luke's 2019, 2022, 2023, 2024	St Luke's 2025
	Y1 Expected Standard	82%	89%	80%	90%, 97%, 97%, 93%	90%

Early Years Foundation Stage Profile (Reception)

Reception EYFSP	Measure	RBK	RBR	National	St Luke's 2019, 2022, 2023, 2024	St Luke's 2025
	Good Level of Development (GLD)	72%	77%	68%	90%, 83%, 83%, 80%	97%