

HANDBOOK

Parent Handbook 2022-23

St Luke's C.E. Primary School
Acre Road,
Kingston upon Thames, KT2 6EN

School Telephone: 020 8546 0902

Email: office@stlukes.rbksch.org

Website: <https://www.stlukes.kingston.sch.uk>

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Deputy Headteacher	Dan Bates
Chair of Governing Body	Janet Ayris

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Welcome to St Luke's C.E. Primary School



The purpose of this Handbook is to provide information on aspects of school life, both for new and existing parents. It is a quick and concise guide to St Luke's School and aims to answer some of the most common questions about our school. However, if the answer cannot be found within these pages, please feel welcome to talk to a member of staff who will help you resolve your query.

The information in the booklet is organised in sections - we hope you find it helpful and informative. Where relevant, links are provided to useful websites and documents.

The Handbook will be updated at the start of each school year, and also during the year if there are any significant changes; for that reason (and to be as eco-friendly as possible) we will not be sending out a paper version of the Handbook and it will only be issued electronically. It will be sent out via ParentMail, and will also be available on the school website. Each section is correct as at September 2022, unless otherwise stated.

If you have any comments about the Handbook, or have suggestions for content that you would like to see included, please let us know, ideally by e-mail (OFFICE@STLUKES.RBKSCH.ORG)

Kind regards

A handwritten signature in black ink that reads "G. Dutton". The signature is written in a cursive, slightly slanted style.

Gareth Dutton
Headteacher
St Luke's C.E. Primary School

St Luke's C.E. Primary School

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Address:

St Luke's C.E. Primary School
Acre Road
Kingston upon Thames
Surrey
KT2 6EN

Telephone: 020 8546 0902

Fax: 020 8974 8997

Email: OFFICE@STLUKES.RBKSCH.ORG

The School Office:

The school office is open from 8.30am to 4.15pm. The busy times are 8.45am to 9.15am and again between 3.00pm and 3.45pm. If you telephone and the phone isn't answered, please leave a message and we will get back to you as soon as possible.

The school has one parking space in the staff car park reserved for disabled visitors. In addition, the school is able to make other spaces available where necessary. Please contact the school office if you need to make use of this (see telephone number above).

The School Website:

WWW.STLUKES.KINGSTON.SCH.UK

An up-to-date website with all St Luke's information including weekly newsletters, staff and Governor information and copies of our most up to date policies and procedures.

Kingston upon Thames Council Website:

WWW.KINGSTON.GOV.UK

Holds all key information for schools across the County, including admissions information.

Parent View Website:

WWW.PARENTVIEW.OFSTED.GOV.UK

Your opportunity to give your opinion on the school at any time. It is a quick survey that Ofsted use to gauge the views of parents when conducting their inspections. When a sufficient number of parents have completed the survey, we can use an anonymised report to help improve our school. A screencast demonstrating how to register and complete a survey on Parent View is available [HERE](#).

Richmond and Kingston Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS):

WWW.KIDS.ORG.UK/RICHMOND-AND-KINGSTON-SENDIASS

A website giving parents of children with special educational needs advice and guidance.

Family Information Services:

WWW.AFCINFO.ORG.UK/COMMUNITY_INFORMATION

Family Information Services can give you support and guidance regarding childcare, work, disability, parenting, health and wellbeing, leisure activities and staying safe.

TERM DATES 2022 – 2023

Autumn Term 2022

<i>INSET</i>	<i>Thursday 1st September & Friday 2nd September</i>
Term starts for children	Monday 5 th September
Half term	Monday 24th October to Friday 28th October
Term ends	Friday 16 th December (1pm)

Spring Term 2023

<i>INSET</i>	<i>Tuesday 3rd January</i>
Term starts for children	Wednesday 4 th January
Half term	Monday 13th February to Friday 17th February
Term ends	Friday 31 st March (2pm)

Summer Term 2023

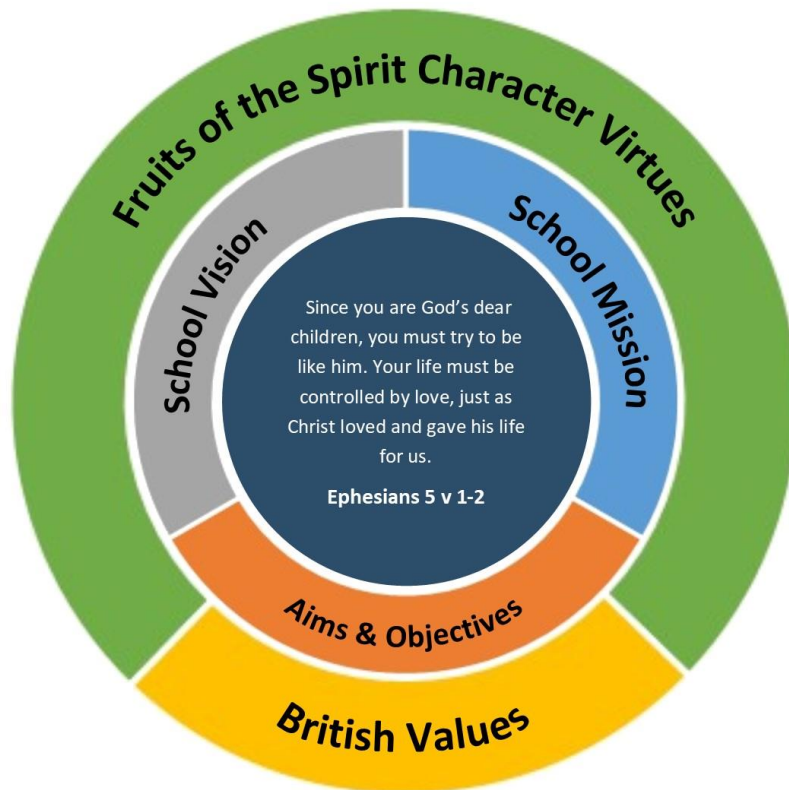
<i>INSET</i>	<i>Friday 26th May & Friday 21st July</i>
Term starts for children	Monday 17 th April
<i>MAY DAY</i>	<i>Monday 1st May</i>
Half term	Monday 29th May to Friday 2nd June
Term ends	Thursday 20 th July (1pm)

1 Introduction

1.1 School Ethos

At St Luke's C.E. Primary School we aim to provide an ethos which is deeply Christian, whilst at the same time serving the common good within our community. We take the words from Ephesians 5.1: **'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'** seriously and believe that all within our community should be able to flourish and achieve their full potential.

We realise this through the following areas:



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

- develop lively, enquiring minds and appreciate that there is joy in all forms of learning and discovery
- be part of a culture that allows them to fulfil their full potential
- 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 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 future adult life that will help them succeed in a fast-changing world
- acquire the skills necessary for lifelong learning

The school also aims to:

- provide a broad, balanced and inclusive curriculum for all pupils
- prepare children for the opportunities, responsibilities and experiences of secondary school education
- 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 to achieve good health and wellbeing
- create a happy, safe and stimulating environment for the children

Fruits of the Spirit Character Virtues

The school has 22 Character Virtues, focusing on 11 each academic year, one each month. Virtues are introduced through collective worship and are developed in class through RE and PSHE lessons. Children are selected for Headteacher awards using the virtues from the term. Our character virtues are divided into nine domains taken from 'The Fruit of the Spirit', which tells us the good Christian qualities God expects us to have.

More information about these virtues can be found [HERE](#).

British Values

Throughout the curriculum, we promote the 5 British Values of:

- Democracy,
- The rule of law,
- Individual liberty,
- Mutual respect and
- Tolerance of different faiths and beliefs.

Click [HERE](#) for more details about how St Luke's promote these values in the school.

1.2 Class Organisation and School Size

As a 'one form entry' (1FE) school, we admit 30 pupils into Reception each year. In some years (as in 2017) we may admit more than 30 pupils, in response to local demand for Reception places, and this will be in consultation with the Local Authority (Kingston is the Admissions Authority and therefore determines the number of children admitted rather than the school, although this is always in discussion with the Governing Body).

In 2022-2023 we have 8 classes, with two classes in Year 5 and one class in all other year groups. We also have three nursery classes, one in the morning, one in the afternoon and one all-day.

As a general policy, where there are two classes, we will mix year groups when an imbalance occurs, for example in terms of gender, ability and social groupings. Giving children the opportunity to mix with different children and make new friendships is important, and contributes significantly to their personal and social development, and complements other activities in school where children get to work and play with other children.

1.3 Behaviour

We have high standards for behaviour and expect all pupils to behave in a positive and responsible manner, not just in school but also in the wider community. We expect children to be polite and courteous to each other, to adults in the school and to visitors, and we promote an ethos in which children look after and respect each other. The school values self-discipline and we encourage children to think carefully about the consequences of their actions.

The reality is that many children will experience difficulty with their behaviour at some point. For the vast majority, this will be temporary and is likely to involve difficulties with friendship groups, or adjusting to new situations at home or in school. For others, difficulties may be ongoing and require further support. We recognise that all misbehaviour has a cause, and our job, in working with parents, is to not only minimise any impact of that behaviour on others, but also to work towards a resolution. Again, in the majority of cases this will be achieved within the school's behaviour policy.

We have a clear and structured system for dealing with misbehaviour if it occurs. Children will be reminded about what is expected, and there will be consequences if behaviour does not improve. This may involve sanctions such as missing playtimes, being seen by senior staff, and in some cases, parents being asked to come into school to discuss the situation with the Headteacher, SENCo and / or classteacher.

Please see the school's **BEHAVIOUR** and **ANTI-BULLYING** Policies for more information.

1.4 Parent Partnership

We welcome and encourage active parental involvement as part of our recognition of the importance of a partnership between home and school.

There are always lots of practical ways in which you can be of help - reading with the children, helping out on trips, playing maths games, helping with clubs etc. - and if you are able to help on a regular basis, or if you have a particular skill that you think would be of use or interest, please let us know. Parents and other volunteers helping regularly in school are required to have a clearance from the Disclosure & Barring Service (DBS) – this is organised through the school office.

If you have concerns or worries about any aspect of your child's education please do not hesitate to contact your child's class teacher. Usually an informal discussion can very quickly solve any concerns you may have.

1.5 Governing Body

The Governing Body is made up of volunteers who have an interest in supporting the school and its aims. Governors (in Foundation schools like St Luke's) come from one of five categories:

- parents of children at the school;
- staff (including the Headteacher);
- co-opted governors appointed by the GB itself;
- foundation governors appointed by the Southwark Diocesan Board of Education or the Parochial Church Council;

- and those appointed by Royal Borough of Kingston upon Thames.

Governors in the last two categories may often have close ties with the school already, either as former parents or through local links.

The full Governing Body meets approximately 5 times a year, with a number of committees meeting regularly. A list of Governors can be found on the website, click [HERE](#).

1.6 Induction

All Induction documents can be found on the school website using the link below:

INDUCTION DOCUMENTS

Parents are invited with their children to attend a Nursery / Reception Taster session at the school prior to starting in September. Children spend the time in class playing different games and activities and getting to know the classroom area and staff team. Parents are encouraged to stay at the school during this time getting to know the other parents.

At the beginning of the autumn term, either the child's Reception teacher or teaching assistant will visit families who are new to the school. Home visits are an established part of Early Years practice, and help to build a good and trusting relationship between home and school from the very beginning. For the children, it gives them the opportunity to meet school adults in a familiar and comfortable environment; for parents, it provides a chance to share important information and to get to know the adults who will be working with their child; and for school staff, it is an opportunity to begin the process of building what we hope will be a long and important partnership. This visit lasts for approximately half an hour and we write to families new to the school with details of these visits.

Previous experience has shown that the majority of children settle easily and quickly into Reception, and so we do not operate an extensive system of 'staggered entry'. We do however introduce the children gradually over the first few days, as this helps to create a more settled classroom environment. In September, families should arrive in the morning via the Elm Road gate for the 8.45am start, the Reception class lines up in the lower playground. The Reception teacher will be there to meet the children and will take them in to the class. After a few weeks and the children are confident in coming to school, they should be dropped off at the gate.

All children can start full-time in Reception in September, rather than younger children initially starting part-time (as was previously the case). Although schools are required to offer a full-time place - and we do expect most parents to take up this offer - there may be some parents who feel that September is too soon for their child to be full-time. This may be, for example, if your child has a late summer birthday or if they have very little nursery or playgroup experience. Knowing how adaptable children are, we are confident that when children do start they will settle quickly into the routines of school life (although they may of course be quite tired at first). If you have any questions about this, or would like to discuss the possibility of your child starting part-time, please get in touch.



2 Daily Routines

2.1 School Day

NURSERY DEPARTMENT

Morning session 8.45am to 11.45am

Afternoon session 12.15pm to 3.15pm

Allday session 8.45am to 3.15pm

INFANT DEPARTMENT

8.30am to 3.10pm

JUNIOR DEPARTMENT

8.30am to 3.15pm

The Elm Road student entrance is unlocked and supervised from 8.30am, but we would ask that children are not dropped off at school before that time unless they are attending the Breakfast club or a before-school extra-curricular club.

We operate a relaxed entry system in the morning (apart from Reception class for the first few weeks) where children should go straight into class upon arriving at school. The student entrance gate will be closed at approximately 8.50am.

There is a 15-minute morning break at 10.45am and one hour for lunch from 12.00 to 1.00pm. In the afternoon, there is a 10-minute break at 2.00pm.

At the end of the day parents come and wait outside the classroom door to collect their children. The Elm Road student entrance gate is opened shortly before 3.10pm.

2.2 Settling your Child

We hope that your children settle quickly at school, and that the only difficulties you have will be in persuading them to come home at the end of the day. In a new situation and with new people to get used to, however, it is possible that your child may be reluctant for you to leave in the morning, even if they have been to a nursery or playgroup before. If this happens, talk to your child's teacher about the best way to deal with the situation.

One thing we do ask is that parents refrain from lingering in the lower playground and peering through the fence - we understand that this may be reassuring for you, but it can be unsettling for your child, especially if they are a bit 'wobbly' anyway.

2.3 Travelling to School

We have two entrances to school: the front entrance via Acre Road, and the student entrance via Elm Road. The school car park via Elm Road is for staff and visitors only, and we ask that parents do not drive in when dropping off or collecting their children at the beginning and end of the day. We also ask that parents respect our neighbours and are considerate when parking on Elm Road and in the surrounding streets.

We encourage children to walk, cycle or scoot to school, and avoid using cars wherever possible. Children cycling or scooting must be under the supervision of parents, apart from children in Year 6 who have successfully completed Bikeability Level 2. Please use the second gate on Elm Road to enter the school grounds. Cycles and scooters may be left in the bike storage area, but are left entirely at the owner's risk. If for any reason your child is late into school, scooters and bikes will not be permitted through the Acre Road entrance. Dogs are not allowed anywhere on the school site, for reasons of health and safety, and your co-operation with this is appreciated.

2.4 Collective Worship

The whole school takes part in a daily celebration of God, in particular Jesus Christ our Lord and are led by various members of staff including the Headteacher, Assistant Headteacher, music teacher and class teachers. Collective worship may also take place in classrooms, with classes or year groups getting together. We use stories and teachings from the Bible, as well as promoting the school's Character Virtues and celebrating pupil achievement.

There are also **class assemblies** throughout the year. These usually take place at 9.00am, and parents are invited to attend to see a presentation by their child's class of the work they have been doing. Dates of class assemblies are advertised in the Newsletter and on the website, and you may also receive an invitation from your child.

2.5 Water & Breaktimes

Children are encouraged to bring a water bottle into class; the water bottle should have a sports cap (to minimise spills), be named and must contain only water. Children in Reception and Key Stage 1 receive a free piece of fruit or vegetable every morning and eat it prior to collective worship each day. In Reception, the children use the outdoor environment as an extension of the classroom, and will spend a good deal of time outside. Please can you check the weather forecast daily and provide appropriate clothing. All activities are supervised by teaching and support staff. At lunchtimes, older children sometimes act as 'buddies', helping with games etc. The Reception children really enjoy this – and, although they may not admit it, the older ones do too.

2.6 School Meals & Packed Lunches

Caterlink provide our school lunches and they ensure that all food produced meets the Governmental Nutritional Standards as well as the Food Based Standards. School meals are planned on a 3-week cycle and always contain 2 choices including a vegetarian option. Children can also help themselves to our salad bar and bread.

Children in Reception, Year 1 and Year 2 are offered a free school meal as part of a Government Infant Free School Meal initiative. Children can have a packed lunch if they wish, and we ask that their contents are in line with our Healthy Schools ethos. Information on other aspects of school meals can be found on our **WEBSITE**.

Children in KS2 are encouraged to bring fruit for a snack at playtime. Children in Reception and KS1 receive a free piece of fruit or veg every day as part of the School Fruit and Vegetable Scheme. Biscuits, sweets, crisps etc are not permitted for playtime snacks, and should not be brought to school. Like most schools we have a nut-free policy - at any one time we are likely to have a number of children with nut allergies, and for some of them, exposure to nuts can be very dangerous.

2.7 School Milk Scheme

Milk is free for children under the age of 5 and is subsidised for children aged 5-11 years. Parents can register for this at **WWW.COOLMILK.COM**. Parents can find out what the top ten reasons are for drinking school milk at: **WWW.COOLMILK.COM/WHYSCHOOLMILK**.

3 Uniform and Equipment

3.1 Uniform

School uniform should be worn whenever your child attends school, and it is expected that parents will support the school in this. School uniform does give the children a sense of belonging and helps them to take pride in the school and in their appearance. Please ensure that **all** items of clothing are clearly marked with your child's name. Uniform is as follows:

<p>Girls – Winter</p> <ul style="list-style-type: none"> • 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 navy blue cardigan • school shoes (black, navy blue or brown) – no ankle / long boots or trainer style shoes 	<p>Boys – Winter</p> <ul style="list-style-type: none"> • 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) – no ankle / long boots or trainer style shoes
<p>Girls – Summer</p> <ul style="list-style-type: none"> • blue and white checked dress or charcoal grey trousers (or culottes) with a plain blue blouse • St. Luke's sweatshirt* or navy blue cardigan 	<p>Boys – Summer</p> <ul style="list-style-type: none"> • plain pale blue shirt (or polo shirt in KS1) • charcoal grey trousers or shorts • St. Luke's sweatshirt* or navy pullover
<p>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)</p> <ul style="list-style-type: none"> • navy blue shorts • St. Luke's T-shirt* • trainers • bag to hold PE kit* (marked with the child's name) <p>Children may wear plain navy blue tracksuit bottoms in winter.</p>	

St. Luke's backpacks* for both Key Stage 1 and 2 (Year 6 children may use their own bag).

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*).

PE and dance occur 2-3 times a week and so PE kit should be kept in school during the week and taken home to be washed at the end of each half term.

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

Jewellery, Temporary Tattoos, Hair & Make up

Although children are permitted to wear a watch to school, children are not allowed to wear jewellery, including earrings.

Children do not wear nail varnish, make up or temporary tattoos to school. Please make sure all these items are removed from your child for school attendance. We also expect haircuts to be suitable for school. Please do not allow your child to shave their heads, have a Mohawk or dye their hair an inappropriate colour. Long hair must be tied back.

School Uniform Price List

Sweatshirts

Ages: 5-6 yrs, 7-8 yrs, 9-10 yrs, 11-12 yrs £11.00

Adults: Small, Medium, Large £12.00

PE T-shirts

Ages: 5-6 yrs, 7-8 yrs, 9-10 yrs, 11-12 yrs £7.00

Adults: Small, Medium, Large £7.00

Jackets, navy with school badge

Ages: 5-6 yrs, 7-8 yrs, 9-10 yrs, 11-12 yrs £15.00

Adults: Small, Medium, Large £15.00

Woollen hats (winter) £5.00

Baseball caps (summer) £3.50

Cricketers hats (summer) £5.00

Book bags £7.00

PE bags £6.00

Back packs

Infants £11.50

Juniors £12.50

Skipping ropes £6.00

Handwriting pens £0.20

3.2 Clothing & Lost Property

Children's property is rarely lost - it is merely mislaid, and usually turns up somewhere. You greatly increase the chance of seeing items again if they are named – you would be amazed at the number of new items that can't be reunited with their owners because they haven't been labelled.

Proper woven name tabs are the ideal as modern washing products make light work of biro. Named clothing that is found around the school is returned to the owner as soon as possible. We retain lost property, which can be found at reception (Acre Road entrance), for one half term, after which it is recycled. **If it is named, clothing will find its way back to its owner.**

3.3 Jewellery

No jewellery, other than watches, may be worn. If you are considering having your child's ears pierced, we suggest this is done at the start of the summer holidays, as once studs are put in they cannot be removed for several weeks.

3.4 We prefer your children not to bring...

- Money (unless it is for something specific such as a charity appeal, in which case it should be in a clearly labelled envelope or is dropped into a collection bucket at the start of the day). If children do have money with them in school it is at their risk, as the school is not liable for any loss.
- Sweets
- Toys (including whichever trading card game happens to be the current trend)
- Cans or bottles

4 Communication with Parents

4.1 The St Luke's Agreement

At St Luke's it is our aim to work in partnership with our parents to ensure every child is supported with their learning and is encouraged to achieve their full potential inside and outside of the classroom.

The governors and staff have developed an agreement which provides a framework for this partnership and outlines the roles and responsibilities of home and school. Each child's parents are asked to digitally sign the agreement using a Google Form.

4.2 Pastoral Care

Once your child has been admitted to school there are a number of ways in which we let you know how your child is getting on. We greatly value the informal contact we have when children are brought into school; please speak to the class teacher if something is causing concern.

In the autumn and spring terms we have individual parent / teacher consultations with the classteacher. We use an online system for signing up with guidance on how to do so sent out prior to the evenings. In the summer term you will be sent a written report (Record of Achievement) on the progress your child has made and you will be offered an opportunity to discuss this during Open Afternoon.

We also send home weekly newsletters informing parents of events that have happened over the week and plans for the coming weeks. We also have weekly Superstars for each class to recognise children who have behaved impeccably and worked really hard over the week.

At the beginning of each term, all classes send home information detailing what their class will be learning during the term, homework expectations and any other important information. Copies of overviews can be found on our school website.

In addition to all these means of communication, we also hold regular events and open sessions, where parents are invited into school to celebrate a particular event or to learn more about a specific aspect of our school curriculum. If at any time you are at all concerned please phone or come in and speak with the classteacher first and then the Headteacher.

4.3 Parent Communication & Information

Parents can contact the school by telephone (0208 546 0902) and email using OFFICE@STLUKES.RBKSCH.ORG. The school uses ParentMail to keep parents up to date with coming events or news from the school and to make online payments. You will be automatically registered for ParentMail once your child is on the school administrative system. If you don't receive e-mails, or if your e-mail address has changed recently, please contact the office. Once you have been sent an invitation to register for ParentMail, the easiest way to access ParentMail is to download the free ParentMail app. Items available for purchase are shown under the 'Payments Tab' and are either visible in the 'To Pay' tab or in the 'Shop'. You can also view all previously sent emails, in case you think you missed one or deleted it by accident. The school is moving away from using ParentMail from September and will be using a similar system called Arbor.

A newsletter is produced every week, usually on a Friday, and this includes dates, news and items of general information. We still produce paper copies of letters, either for parents who don't have access to e-mail or because occasionally we feel it is more effective - so do please check your child's bag on a regular basis.

The school has a number of policies and documents relating to both the curriculum and day-to-day matters. Some of these are sent out every year to all parents, and others form part of an additional information pack

sent to new parents. If you have a question about any aspect of the school's work and you do not seem to have a piece of paper which tells you the answer, please contact us and we will be happy to help you.

In September, parents receive a copy of the Parent Handbook, which is designed to provide information about all aspects of school life.

Our PFA has their own website (click [HERE](#)) and a Facebook page which you are able to sign up to.

4.4 School Website - [HTTP://WWW.STLUKES.KINGSTON.SCH.UK](http://www.stlukes.kingston.sch.uk)

The school website is updated regularly with news and information, including dates of events and photos of school activities. It is designed to provide a 'window' on the school for prospective parents and others with an interest in the school, as well as providing information of interest and practical use to current parents. If you have any suggestions for information that you would like to be included on the website, please let us know.

4.5 Absence from School

Please let the school office know by 8.55am if your child is not going to attend school by leaving a message on the dedicated line (option 1). This should be done daily for extended absences. If we do not receive a call regarding a child's absence we will telephone for an explanation.

An absence request form is available from the school reception foyer or from the website. Our curriculum is carefully constructed and absence does interfere with a child's education; it can have an adverse effect on a child's social groupings. Any absence from school must be requested, with a form being completed in good time and returned to the school office. Please note that activities such as holidays or birthday treats would not be an approved absence. Your child's absence record will be recorded on the pupil's annual school report and all registers are inspected half termly by the Local Authority, who may decide to take action if your child's attendance is low. If your child's school attendance falls below 90% it would be viewed as a possible cause for concern and you will be contacted by the school to discuss how attendance can be improved.

By being punctual you will help your child to settle quickly at the beginning of each session, as well as removing any anxieties about being collected. If for some reason you are unable to collect your child, or if there are different collection arrangements (e.g. they are going to a friend's house), please let us know and ask the person collecting your child to make themselves known to staff when they arrive. If you are likely to be late for any reason, please ring and let us know - this will prevent your child (and us) from worrying.

4.6 Medical Appointments

Please try to arrange appointments with the dentist, doctor etc. outside of school hours. If this is not possible for any reason and you need to take your child out of school during the day, please complete an absence request form. Please collect your child from reception as their departure will need to be recorded.

4.7 Keeping in contact

You will have regular contact with your child's teacher and teaching assistant, and they will be able to deal with the majority of your queries or questions. If you want to discuss an issue in more detail, please make an appointment to see your child's teacher after school. They will be more than happy to do this, and this is generally more productive than trying to discuss important issues in the busy rush of the morning.

If you have any questions or any administrative queries, please see a member of the school office staff, who will be happy to help you. In general, you will see Lisa Garner or Hannah Jones in the office.

You are also very welcome to make an appointment to see the Headteacher, Gareth Dutton, or the Special Educational Needs & Disability Co-ordinator, Dan Bates to discuss any aspect of your child's education.

4.7 Concerns and Complaints

From time-to-time parents may have a query or worry about an aspect of their child's schooling. In the vast majority of cases these concerns are dealt with immediately by the class teacher. In some cases, however, parents may be unhappy about how the matter has been dealt with. In such cases there is the opportunity to raise the concern with the Headteacher and, if necessary, the Governing Body.

The school has a **COMPLAINTS PROCEDURE**, which explains what parents should do if they have any concerns about the school. This procedure is designed to facilitate resolution of parental concerns with the minimum of conflict. A copy of the full policy is available on request from the school office, and can also be downloaded from the school website.

At the heart of the policy is the principle that if for some reason things go wrong and standards are not met, parents are entitled to an apology, a full explanation and a swift and efficient remedy as appropriate. The school is committed to responding to parental concerns as quickly and as sensitively as possible.

Where else is help and support available? Our aim is always to deal with any concerns sensitively and in a supportive way. If you reach the formal stage of the procedure then your concern will probably have reached the point where you are unhappy with aspects of the school's work. We would always want to provide the necessary support and advice before this stage, so that any concerns or problems are dealt with effectively.

There are a number of staff in school, as well as other professionals who work with us, who may be able to help. In school, the Special Needs Co-ordinator will be able to help if your concern is to do with your child's attainment, progress or behaviour. A referral to an outside agency may be appropriate, for example the Education Welfare Officer or Behaviour Support Service.

Please note that individual school governors (including parent governors) will not be able to deal with or investigate your concern or complaint (unless they are involved at a later, formal stage). They may, however, be able to point you in the direction of the best person to deal with your concern.

4.8 Bullying

Bullying in any form is unacceptable, and is dealt with in line with the school's Behaviour Policy. Persistent bullying by children is very rare; however, children can sometimes find themselves in situations where, sometimes with others, they behave badly towards other children and are not always aware of the consequences of their actions. For this reason we avoid and discourage the use of the word 'bully', as that can easily become a label which gets stuck with a child. We do not, however, shy away from using the word 'bullying' to describe behaviour: this is a very powerful word that sends a clear message about unacceptable behaviour.

If you have any concerns about your child and think they may be being bullied, please see a member of staff immediately. We remind children regularly of their right to be treated kindly and fairly by others, and we encourage them to speak out and find an adult if anyone is behaving towards them in a way they don't like. In practice – especially if this is an ongoing situation – children may be reluctant to speak to someone in school or may be unsure of what to do. Therefore, do not hesitate to raise any potential issues with staff. Please see the school's **BEHAVIOUR** and **ANTI-BULLYING** Policies for more information.

4.9 Policies & Documents

The school has a number of policies and documents, and these are regularly updated and added to the **SCHOOL WEBSITE**. If there is a particular policy that you would like to see, and it is not on the website, there is a folder containing all school policies at school reception.

5 Health

5.1 First Aid and Medication

Many staff have been trained in first aid and hold either a First Aid at Work or Paediatric First Aid certificate. If your child is unwell or needs attention, they will be seen by a member of the office staff, a teaching assistant or a midday supervisor, depending on the time of day.

If your child has a minor bump or scrape or feels unwell during the day, we will take good care of them, and the classteacher or teaching assistant will let you know at the end of the day if appropriate. If they have a minor head bump they will get a green wristband and parents will be contacted if necessary.

If we are at all concerned about your child - if they have a temperature, are unwell in some other way, or if they have an accident which is more than an everyday scrape - we will contact parents. In the very rare event of a more serious accident we will ring for an ambulance. It is therefore vital that we have up-to-date contact details for you.

If your child has been unwell with sickness or diarrhoea, they should be kept away from school for 48 hours after the last bout of illness.

Administration of medicines

For pupils with chronic medical conditions, or where specific and individual treatment or medication is required for a period of time, an Individual Health Care Plan / Pupil Medication Plan will be drawn up. Where a Pupil Medication Plan has been written, it must be signed by the parents and school. A new form is required if there are any changes, e.g. different dose, strength, times. Parents are responsible for ensuring that medication does not exceed its expiry date.

If a child is well enough to be in school but still requires medication (e.g. antibiotics towards the end of the prescribed period), please discuss this with us. We will not administer non-prescribed medication and if we agree to administer prescribed medication, a Pupil Medication plan will be drawn up and signed as above. Alternatively we may ask parents to come into school to administer medication if we consider this is best for the child. Medicines must always be provided in the original container as dispensed by a pharmacist and be clearly labelled.

5.2 Asthma

Please mark inhalers with the child's name and class.

5.3 Autoinjectors (Epipens)

These must be kept at the school **but we are not permitted to administer out of date Autoinjectors**. It is the parents' responsibility to ensure that their child's medicine is up to date.

5.4 Illness at school

If your child becomes ill at school the school office will telephone to ask that you collect them. It is important to keep us informed of any new telephone numbers so that we can contact you in an emergency. If they have been sick please do not send them to school for at least 48 hours, sickness bugs can spread very quickly.

5.5 Nut Allergies

As we have several children with nut allergies, please do not send nuts or food containing nuts into school with your child, this includes packed lunches for school trips.

5.6 Head lice

Unfortunately these are a common feature of school life.

What are head lice? Are they the same as nits?

Head lice are tiny wingless insects that are grey-brown in colour. They are the size of a pinhead when they hatch and 3mm long (the size of a sesame seed) when fully grown. Head lice cannot fly, jump or swim. They are spread by head-to-head contact and climb from the hair of an infected person to the hair of someone else.

Nits are the empty eggshells of baby lice.

A female head louse lays eggs by cementing them to hairs (often close to the root) where they will be kept warm by the scalp. The eggs are pinhead size and difficult to see. When the baby lice hatch 7 to 10 days later, the empty eggshells (nits) remain glued in place. Nits glisten white and become more noticeable as the growth of the hair carries them away from the scalp. Head lice feed by biting the scalp and sucking blood through it. They take 6 to 10 days to become fully grown. Once mature, a head louse can transfer from head to head. After mating, a female may start to lay eggs as early as the seventh day after she has hatched; to break the life cycle and stop head lice spreading, therefore, they need to be removed from the head before the sixth day after hatching.

Children are most commonly affected by head lice, although anyone with hair can catch them. Children are often affected by head lice because they tend to have more head-to-head contact while at school or during play. Head lice are therefore most common in children between 4 and 11 years old.

Although there is no guaranteed method of getting rid of head lice, they can usually be treated using medicated lotions or by wet combing, using a specially designed head lice comb. You can also ask the school nurse, health visitor, GP or pharmacist if you are worried about head lice or you want more advice about how to treat them.

5.7 Health & Safety

The children's safety and welfare are of paramount importance, and the school has a number of policies and procedures in place to ensure we exercise our 'duty of care'. The school's **HEALTH & SAFETY** Policy covers a wide range of areas including:

- Safeguarding (Child Protection)
- Site security
- Visitors
- First aid and medication, including accident reporting
- Fire precautions and emergency procedures
- Playground safety
- Health & safety on day trips and residential journeys
- Risk assessments
- Vehicles

Regular Health & Safety inspections are carried out. If you notice anything that you think might be a safety risk, please inform the school office immediately.

6 Supporting & Enriching the Curriculum

6.1 Curriculum

The statutory basis for the school curriculum is the Early Years Foundation Stage in Nursery and Reception, and the National Curriculum from Year 1 to Year 6.

Early Years Foundation Stage

The EYFS framework has been revised for 2021 but remains focused on providing young children with a safe and secure environment in which to play and learn.

There are seven inter-connected areas development that form the basis of learning in early years settings. The three **prime areas** are defined as:

- Communication and language
- Physical development
- Personal, social and emotional development,

in addition to which learning also takes place in the four **specific areas** of:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

National Curriculum

The National Curriculum is subject-based but gives schools the flexibility to decide how subjects are taught and organised. A revised National Curriculum was introduced in September 2014, and includes the following subjects:

- English, maths, science, computing, PE, art & design, design & technology, music, history and geography and languages (KS2)
- There are also non-statutory 'programmes of study' for Personal, Social and Health Education (PSHE) and Religious Education (RE). RE does not form part of the National Curriculum, but is statutory.

Although we place great emphasis on high standards in literacy and numeracy, we also believe that children should have access to a broad and exciting curriculum that includes the arts.

Further information on the school curriculum can be found on the **DEPARTMENT FOR EDUCATION** website.

6.2 Reading

We use a range of strategies to teach reading, but our main message is that reading should be fun and enjoyable. We teach reading individually, in groups and in whole class sessions using a range of books. Children are encouraged to re-tell stories using picture and contextual cues. Knowledge of phonics is developed through daily sessions which includes games and activities, and this reinforces the children's knowledge of letters and sounds in an effective and enjoyable way. Books are brought home on a regular basis and children will also have the opportunity to read with their teacher, teaching assistant and other reading helpers in the school.

6.3 Special Needs

St Luke's aim is to ensure that all pupils reach their full potential and this includes very able children with exceptional talents, as well as those needing extra support. At any time around 15-20% of children may have

some kind of additional need which requires extra support in school. This might be to do with an aspect of their learning, their social or emotional development, or a physical or medical need.

If the school has a concern about your child's progress, the classteacher will discuss this with you. Alternatively, you may wish to bring something to our attention. Children very rarely progress at the same rate, and some children may struggle in some areas of the curriculum for a time, and usually the classteacher will monitor the situation and keep you informed. It may be necessary, if progress continues to be slow, to put some additional support in place. This might be individual or small group work in the classroom, usually with a teaching assistant, or it may involve some input from a specialist from outside of school. If we decide to formalise the support your child receives, we will discuss this with you and your child may be placed on the SEND register. For children with more significant needs, an Education Healthcare Plan may be appropriate.

If you have any concerns about your child's learning, please see your child's classteacher in the first instance. Mr Daniel Bates is the school's Special Educational Needs & Disability Co-ordinator (SENDCo), and is also happy to discuss any issues with you. If you would like to contact the school to discuss SEND issues, please contact Mr Bates through the office (OFFICE@STLUKES.RBKSCH.ORG).

6.4 Home-Learning / Homework

Children receive regular homework as it provides opportunities for them to extend and consolidate their learning and involve parents. Some of the homework is 'core' learning – spellings, maths, reading etc – and other work is project-based and may be optional.

We take a sensible and pragmatic view of homework, based on the fact that children have full and active lives outside of school and we know that homework can sometimes be a source of stress between children and parents. We therefore aim for homework, where it is set, to be achievable and enjoyable and provide opportunities for children and parents to discuss their learning.

Please see your child's classteacher for more information about current homework expectations.

6.5 Music

Music is part of the National Curriculum and all children have a regular singing and / or practical music lesson with our specialist teacher in the well-equipped music room. Children also have opportunities to perform in assemblies and other school events, and there is a school choir. Children in Year 4 currently learn to play the drums taught by Kingston Music Service staff.

6.6 Sport & Swimming

The children at St Luke's are surrounded by opportunities to participate in a wide variety of sports, both at competitive and non-competitive levels. A positive social attitude is encouraged towards team games, enabling children to understand the importance of team work, co-operation and the principles of fair play.

Sports Days take place in June (see the calendar for this year's dates), with separate events for the Nursery, Key Stage 1 and Key Stage 2. The nursery and KS1 sports days take place at the school on the compound and playgrounds.

The KS2 Sports Day takes place across a whole day at Kingsmeadow, with a combination of sprints, middle distance races and a carousel of activities based on the various aspects of the PE curriculum. Parents are very welcome to come and watch Sports Days.

There are also opportunities for children to represent the school in competitive sport. St Luke's is a member of the Kingston School Sport Partnership (KSSP), who organise fixtures throughout the year in football, rugby,

cricket, netball, athletics, etc. These are usually for older pupils, but there may also occasionally be inter-school sports events for younger children.

Swimming lessons usually take place at Kingston's Kingfisher Pool with qualified instructors for children in Years 2 and 3. However, the Kingfisher Pool is currently going through a lengthy rebuilding process which means that we are unable to use these facilities. Instead, we currently use the teaching pool at Latchmere school and children in Years 3 and 4 will swim during the academic year. Children in these year groups will be expected to participate, and parents are invited to make a modest contribution to the cost of hiring the pool and the instructors.

6.7 Extra-Curricular Activities

We offer a wide range of clubs and activities for children, before and after school as well as at lunchtime. Many of the clubs are run by school staff, parents or other volunteers, and are free; other clubs are run by outside providers, for which there is a charge. We are keen for all children to take part in clubs and do not want children to be prohibited from joining a club because of cost. If this is the case, please contact the Headteacher for a confidential discussion. The programme of clubs is sent out at the start of the autumn term (for autumn clubs), the end of the autumn term (for spring clubs) and at the end of the spring term (for summer clubs).

6.8 Trips and Residential Journeys

Like all schools we organise trips and outings to complement the work the children are doing in the classroom and to stimulate their learning. Sometimes these will be local trips within walking distance (e.g. to Richmond Park), and other trips will be further afield (e.g. museums).

In addition to day trips, there are also two residential journeys for children in KS2: to Sayers Croft in Surrey in Year 4, and to Hindleap Warren in Sussex in Year 5.

Sayers Croft is a beautiful site with 56 acres of woodlands, meadows, ponds and fields. It is a magnificent centre in which to stimulate and educate children. It offers inspirational activities designed to enhance curriculum learning.

The Hindleap Warren trip in Year 5 is to a renowned activity centre which has been operating for many years, and takes place in the autumn term. The trip is usually from Monday – Friday, and during the trip children will take part in a variety of activities including high ropes, bushcraft, canoeing, climbing, obstacle course and team building challenges.

Initial meetings about the trips take place in the summer term with final meetings taking place early in the autumn term. Photos of previous trips are also available on the school website.

6.9 Extended Day – The Lookout Club

Childcare before and after school is provided by the Lookout Club, both managed by Lin Felicien. The Breakfast and After-school clubs are well-established and popular with families, providing a high level of care, developing children's intellectual, physical, social, creative and emotional selves before and after their school day. The staff are enthusiastic and friendly and work closely with the school to ensure continuity of provision and ethos.

The Lookout Club is based in the school hall and offers places for up to 45 children per session (with a limit of 20 children aged between 4-8 years old). The club is for children aged 4+ from Reception to Year 6 classes.

The Lookout Club operates at the following times:

Breakfast Club: 7.30am or 8.00am entry
After-school Club: 3.10/3.15pm – 5.50pm (5.15pm for children aged 4).

The club also runs playschemes during most school holidays, and this is advertised during the school year. To use the Lookout Club your child needs to be registered with them. Once this is done, you can use the clubs either regularly or on an ad hoc basis. For more information, contact The Lookout Club manager, Mrs Lin Felicien on 07597 415680 or email the office (OFFICE@STLUKES.RBKSCH.ORG). Information is also available from the school office and website.

6.10 Computing

As part of your child's education we provide supervised access to the internet. As well as being part of the statutory curriculum, internet use is an essential part of 21st century life, for business, social interaction and education. We educate our pupils in the safe and effective use of the internet and provide students with quality internet access as part of their learning experience.

We take positive steps to minimise the risk of pupils gaining access to undesirable materials via the internet in school. Our internet access is provided by London Grid for Learning and includes filtering appropriate to the age of our pupils; internet access is always supervised by a member of staff. Each year, all children sign a pupil agreement and read the school's 'Responsible use of IT'. Children are reminded of these rules regularly as they progress through the school.

We teach our pupils what internet use is acceptable and what is not, and they are given clear objectives for internet use. Use of email by the children is very limited and carefully controlled; the children do not have individual email addresses at school and cannot receive unsolicited emails. We aim to educate the children how to stay safe online and what to do if they encounter – at school or at home - any unpleasant internet content or find themselves in a bad situation (e.g. using the **thinkuknow** website and the CEOP Report Abuse icon). Pupils are encouraged to report anything which makes them feel uncomfortable; they will not be blamed for accidental or inadvertent incidents.

Whilst every endeavour is made to ensure suitable restrictions are placed on the ability of children to access inappropriate materials, the school cannot be held responsible for the nature or content of materials accessed through the internet at school. The school will not be liable for any damages arising from your child's use of the internet in school.

6.11 Bikeability

Bikeability is 'cycling proficiency for the 21st century', and gives children the opportunity to develop their practical skills and road sense. The scheme is available for children in Year 5 and is run by the Royal Borough of Kingston upon Thames.

6.12 Teams and Team Points

The school has 4 teams and children are placed into these teams upon admission to the school. Siblings are placed into the same team where possible. The teams are:

- Hawker (Blue) – named after the Hawker Aircraft Company who had factories in Kingston.
- Wilson (Red) – named after the author Jacqueline Wilson who lives in Kingston.
- Wookie (Yellow) – named after the actor Peter Mayhew who grew up in Kingston. He played the Wookie Chewbacca in Star Wars.
- Picton (Green) – named after Cesar Picton who was brought to Britain from Senegal in 1761 aged 6 and became a wealthy coal merchant in Kingston.

Team points are awarded on sports days and for positive behaviour and attainment throughout the year. Points are tallied each week and the winning team receives a trophy shield during the school's SuperStar Assembly. Pupils in Year 6 have the opportunity to become Team Captains, elected at the start of the year.

7 Supporting the School

7.1 Parent Council

The Parent Council is an invited group of parents who meet once each term to share ideas. It has an advisory and consultative role considering issues which may be raised by parents, governors or staff.

Members are made up of the class representatives, and a randomly selected parent from each class (a single random number is selected, and applied to all class registers, the parents whose child is that number on the register are invited).

The Parent Council meets alternately in the morning and the evening as a whole and smaller working parties meet where necessary. Either parent could attend the meetings, and where a class has more than one parent representative, only one needs to attend meetings.

Minutes from Parent Council meetings are available on our website and hard copies are available in the school foyer.

7.2 The School Fund

The school fund is a very important source of revenue for us, particularly at a time when our annual budget does not cover the costs of running the school. St. Luke's is a vibrant and happy school and we manage to achieve the vast majority of extra-curricular activities because of parent's continued support through the Parents and Friends' Association or directly to the school. All contributions are greatly appreciated and are used effectively to support and enhance a rich and varied programme of activities during the year. It is important to emphasise that such contributions are entirely voluntary, and that no child is ever excluded from an activity if parents have not made a contribution. Further information will be sent out at the start of the autumn term. The money, which you give us for school fund, has enabled us to purchase during the year:

- Educational visits to school e.g. drama groups
- Shortfall on contributions for educational visits to places of interest
- Teaching resources which are used by teachers in their classrooms e.g. posters, books, equipment.
- New AstroTurf surface on the lower playground with new goals.
- Increase the nursery outdoor area and installation of a new AstroTurf surface.
- New phonics scheme and reading books.
- Two new Friendship benches.
- Interactive table for the Lookout Club.
- Two Teqball tables.

Currently, funding is a crucial issue in Kingston schools (and nationally), and parents at other local schools contribute to a school fund on a regular basis. We therefore suggest that parents make a voluntary contribution of £100 a year or £10.00 per family per month. We understand that some families might like to contribute less or more than the suggested amount and we are very grateful for all donations.

We prefer School Fund to be paid by ParentMail – the contribution you will see will be set to £100, however you will be able to amend this amount. Alternatively you can pay via Standing Order or by cheque, please make it payable to 'St Luke's School Fund.' If you have any queries please contact the office:

OFFICE@STLUKES.RBKSCH.ORG

7.3 Parents and Friends Association

St Luke's PFA is made up of all the parents at St Luke's, working together to raise funds and support our children's school experience. The PFA's role is to raise additional funds for the school through events that our children, their family and friends and teachers can enjoy, such as the Christmas and Summer Fair.

We use the money to pay for things that benefit the children in the school that cannot be funded through the school budget.

Recently we have paid towards the new AstroTurf surface on the lower playground, which is enjoyed by all the children. The school is in the final stages of completing the plans for our new Sensory Room and a donation from the PFA will be essential in order to help fund the equipment that the room requires.

All parents are automatically members of the PFA, and many parents also help out in more formal ways, for example by being a member of the PFA Committee or taking on a specific role, such as being a Class Rep or part of an organising committee for a school event.

The PFA's remit is both financial and social. It has an important role in welcoming new families to the school, and many of its events are geared towards bringing parents together rather than (solely) fund-raising. The financial side is important, of course, and all money raised by the PFA comes back into school in some way to improve facilities for the children.

For current information on the PFA, see the **PFA PAGES** of the school website.

7.4 Voluntary Contributions

Education provided by state schools is free of charge if it takes place wholly or mainly during school hours. The Governing Body is committed to the principle of free education, but also recognises that additional funding (from parents and elsewhere) can make a significant contribution to the provision of optional activities. In common with most schools, therefore, we ask for a voluntary contribution from parents towards the cost of additional events and activities that could not otherwise be provided, such as educational visits (e.g. to museums), visits to the school by storytellers, artists etc.

The terms of any request for a voluntary contribution will make it clear that: there is no obligation to contribute; that children will not be treated differently or not included in an activity if their parents have not made a contribution; but that the school reserves the right to cancel a proposed activity if the level of voluntary contributions received is insufficient to fund it.

A charge is also made for reports written by staff for independent schools. For more information, please refer to the school's **CHARGING AND REMISSIONS** Policy.

7.5 Photographs

When parents join the school we ask them to sign a permission form for using photographs. Taking photographs of children at work is a powerful way to share what they are doing, and children enjoy this – and most of the photos we take will be used in school and displayed in this way. We may also use children's photographs on the website or in publications such as the school prospectus. When we use photos on the website, we will usually use group photos in which it is difficult to identify individual children. We will never use children's full names associated with a photo on the website.

Class and individual photos are taken during the year, and parents have the opportunity to purchase these.

8 Safeguarding Children at St Luke's C.E. Primary School

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The staff and Governing Body take seriously their responsibilities to safeguard and promote the welfare of children, and to work together with other agencies to identify, assess and support those children who are suffering harm.

This means that we have a Safeguarding & Child Protection Policy and procedures in place which we refer to regularly. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures.

All staff take part in training in child protection awareness, to ensure that they are able to identify issues and know how to respond. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents first unless we have reason to believe that such a move would be contrary to the child's welfare.

If you are concerned about a child's welfare, please record your concern, and any observations or conversation heard, and report to one of the DSLs as soon as possible the same day. Do NOT conduct your own investigation.

If your concerns relate to the actions or behaviour of a member of staff (which could suggest that s/he is unsuitable to work with children) then you should report this to the Headteacher (or the Chair of the Governing Body if the concern relates to the Headteacher), who will consider what action to take.

At St Luke's C.E. Primary School the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. St Luke's therefore has to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place including relevant policies and procedures which can be viewed on our website.

School contacts

- Designated Safeguarding Lead (DSL): Mr Gareth Dutton (Headteacher)
- Deputy Designated Safeguarding Lead (DDSL): Mrs Lin Felicien (Lookout Club Manager)
- Deputy Designated Safeguarding Lead (DDSL): Mr Dan Bates
- Nominated governor: Mrs Liz Ormonde
- Chair of governors: Mrs Janet Ayris

Please see the school's **SAFEGUARDING & CHILD PROTECTION POLICY** for more information.



9 Teaching and support staff

Leadership & Management Team

Mr Gareth Dutton - Headteacher
 Mr Daniel Bates - Deputy Headteacher / SENDCo
 Mrs Sarah Kadar - EYFS and Key Stage 1 Leader
 Mrs Louise Lowe - Key Stage 2 Leader
 Mr Aaron François-Williams - Behaviour Leader
 Mrs Kate Haworth - Project Leader
 Mrs Emma Scott - Bursar
 Mrs Lin Felicien - Pastoral Leader & Premises Co-ordinator

Early Years Team

Mrs Clare Walsh - Nursery (Mon-Weds)
 Mrs Hayley Willoughby-Vallance - Nursery (Weds-Fri)
 Mrs Claire Hodgson - Reception (Mon-Weds)
 Mrs Alice Dalrymple - Reception (Weds-Fri)

Key Stage 1 Team

Mrs Sarah Kadar - Year 1 Class (Mon-Weds)
 Mrs Elspeth Millard - Year 1 Class (Weds-Fri)
 Miss Laura O'Dea - Year 2 Class

Key Stage 2 Team

Miss Aoife Donnelly - Year 3 Class
 Miss Louise MacAuslan - Year 4 Class
 Mr Aaron François-Williams - Year 5FW Class
 Mrs Kate Haworth - Year 5H Class
 Mrs Louise Lowe - Year 6 Class

Additional Teaching Staff

Mrs Anne Edwards (Weds)
 Mrs Sam Thomson (Mon-Tues)

Teaching Assistants and Support Staff

Mrs Janine Bamber	Mrs Katie Bintcliffe	Mrs Sue Blachford
Mrs Jane Bozzard-Hill	Mrs Jacqui Bye	Miss Chloe Cannon
Mrs Mandy Chevalier	Mrs Jane Corlett	Mrs Jessie Finch
Mrs June Hennings	Mrs Anne Linton	Mrs Caitriona McGilvray
Mrs Rebecca Muñoz	Mrs Lisa Owens	Mrs Judy Shaw

Administrative Staff

Mrs Emma Scott - Bursar
 Mrs Lisa Garner - School Secretary
 Mrs Hannah Jones – School Secretary
 Mrs Lin Felicien - Premises Manager
 Mr Phil Boughton - Site Manager

SMSA Staff

Mrs Sue Arnold
 Mrs Mandy Chevalier
 Mrs Sara Lloyd
 Mrs Hollie Stark
 Mrs Natalie Jefferies

After School Club Staff

Mrs Lin Felicien
 Mrs Sylvia Billinghamurst
 Mr Sam Cross
 Mrs Sue Blachford

Governing Body

Mrs Janet Ayris - Foundation (Chair)
 Ms Maria Netley - Local Authority appointee (Vice Chair)
 Mr Gareth Dutton - Headteacher (ex officio)
 Mr Daniel Bates - Co-opted Governor
 Mrs Lin Felicien - Staff Governor
 Fr. Martin Hislop - Foundation Governor

Mrs Joanne Topping - Co-opted Governor
 Mr James Manthel - Co-opted Governor
 Mrs Liz Ormonde - Foundation Governor
 Mr Tristan Cogswell - Parent Governor
 Mr Anthony Vittadini - Parent Governor
 Mr Ben Webley - Co-opted Governor

10 School plan and organisation of classes and year groups

