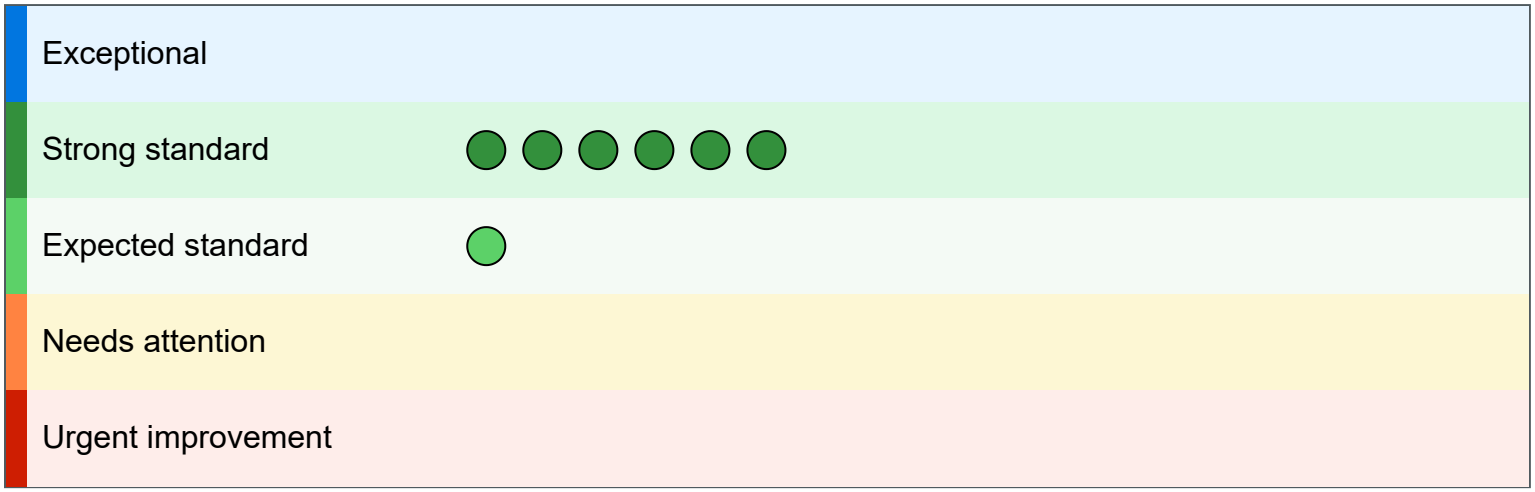
St Luke's CofE Primary School

Address: Acre Road, Kingston upon Thames, Surrey, KT2 6EN

Unique reference number (URN): 102604

Inspection report: 16 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils consistently achieve well from their starting points. Leaders ensure that pupils at the early stages of reading, writing and mathematics gain the accuracy and fluency they need for future success. Over time, outcomes at the end of key stage 2 have been above the national average for reading, writing and mathematics, and in grammar, punctuation and spelling. On average, disadvantaged pupils at the school do at least as well as the national average for non-disadvantaged pupils. Pupils with special educational needs and/or disabilities develop securely the detailed knowledge and skills they need.

Pupils achieve well across the wider curriculum. Pupils' work in subjects such as science, history and geography is of a consistently high quality. Pupils can talk confidently about their learning. For example, pupils in Year 6 applied what they have learned in mathematics about negative numbers to discussing dates from ancient history before the modern calendar era.

These connections across subjects show how deeply and securely pupils know and remember what they have been taught. Overall, pupils leave this school well prepared for the next stage of their education.

Attendance and behaviour

Strong standard

Attendance rates are high. Leaders are clear with parents and carers about the importance of regular attendance, and why it matters. The school's approach is fair and applied to everyone in the same way. Each day, leaders follow up absences promptly. Where pupils face barriers to attending, leaders work with families to address them. As a result, attendance has been consistently above the national average over time. Very few pupils miss school regularly. Leaders are not complacent. Their targeted work with disadvantaged families is helping to maintain high attendance rates.

Pupils behave well throughout the school. Classrooms are calm and purposeful. Pupils learn with growing independence, helped by routines that they know well. Pupils feel valued and safe. Around the school, at playtimes and lunchtimes, pupils play happily together. Pupils know what is expected of them. They get on with one another with little need for adult intervention. Bullying is rare, and staff tackle any instances without delay. As a result, pupils learn without disruption and treat one another with kindness and respect.

Early years

Strong standard

Children make a successful start to their education in the early years. From the day they join in the Nursery or Reception Year, staff establish clear routines. They have high expectations of what children can achieve. Staff know children very well and shape their teaching precisely around what each child needs. Where skills such as using scissors or holding a pencil are not yet secure, staff patiently model the correct approach and check rigorously until it becomes second nature for the child. As a result of this care and attention, children,

including those with special educational needs and/or disabilities, build their knowledge and skills securely across every area of the curriculum.

Staff develop children's speaking and listening through daily talk and through carefully chosen rhymes, stories and songs that enrich children's language. Staff identify any children who need more help and make the most of every opportunity to support them in their learning.

Reading is given high priority. Children learn through effective phonics teaching and practise their sounds in purposeful play. This is skilfully taught. Staff encourage children to play and work together, to manage their feelings and to form positive friendships. Children take on responsibilities, too, such as acting as 'little teachers' in the Reception class, a role they carry out with pride.

As a result, children feel safe, settled and excited to learn. By the end of Reception, children are very well prepared to succeed in Year 1.

Inclusion

Strong standard

Inclusion underpins all that leaders do in this school. Pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known (or previously known) to children's social care achieve well and are well supported pastorally. This is because leaders identify quickly and accurately what pupils need and put the appropriate support in place. Where specialist advice is needed, leaders seek it promptly and put recommendations into practice.

Every pupil with SEND has a plan, which is discussed and shared with their parents and carers. These set out the necessary steps to help pupils to learn. Leaders review these plans rigorously. They check pupils' progress against their targets and adjust the support as pupils' needs change. Teaching gives pupils the precise help they need, and additional adults are deployed well to support individual pupils. Over time, pupils learn to work more independently by using the resources and strategies they have been taught. As a result, pupils catch up successfully or keep pace with their classmates.

The funding the school receives for disadvantaged pupils is used to widen their experiences and accelerate learning. Pupils who speak English as an additional language are skilfully supported to develop their spoken language, reading and writing. Across the school, pupils succeed and know that they belong here.

Leadership and governance

Strong standard

Leaders take careful account of the needs and views of all pupils, particularly those who face the greatest barriers to their learning or wellbeing. As such, the school is a highly inclusive environment where pupils have their needs accurately identified and well supported.

Leaders have a full and accurate understanding of the many things the school does well and what it needs to develop further. They draw on their deep knowledge about pupils' learning and experiences to set clear priorities. Where an aspect of the school's work is not as

effective as leaders intend, they take swift and decisive action. Staff training and development is of a high quality and builds staff subject expertise.

The governing body knows the school well and provides leaders with effective support and challenge. They use their accurate understanding of the school's performance to ask searching questions and hold leaders to account, while working constructively with them in the best interests of pupils. The governing body fulfils its statutory duties and is mindful of leaders' workload and wellbeing.

Leaders support staff well. Staff appreciate the high-quality training they receive and the care leaders take over their workload and wellbeing. Across the school, pupils feel valued and listened to. Parents speak warmly of the working relationships that staff build with them and of the wide range of experiences their children enjoy at the school.

Personal development and wellbeing

Strong standard

Leaders have skilfully designed a programme of personal development with the school's context in mind. The personal, social, health and economic education curriculum gives pupils an age-appropriate understanding of key questions and debates in contemporary society. Pupils know how to look after their physical and mental health, and they talk confidently about healthy relationships and how to stay safe online. They learn about the beliefs of others, for example by visiting local places of worship and attending workshops on themes including anti-racism. These experiences serve to deepen pupils' understanding of topics such as equality and discrimination.

Pupils enjoy a wide range of experiences. Clubs run before, during and after school, from chess and coding to Spanish and sewing. They learn about the beliefs of others, for example by visiting local places of worship and attending workshops on themes including anti-racism. These experiences serve to deepen pupils' understanding of topics such as equality and discrimination. These experiences broaden pupils' horizons and develop their confidence.

Leaders make sure that every pupil benefits. All pupils, including disadvantaged pupils, take part in trips, including residential activities in Years 4 and 5. Leaders adjust the programme as pupils' needs change. For example, when they noticed a few pupils did not feel comfortable playing football at playtime with their more confident peers, they invited some professionals from a Premier League club to lead a session in school. Support for pupils' wellbeing is strong and built on warm, trusting professional relationships that help pupils feel known and understood.

Pupils have a secure understanding of fundamental British values. They experience how democracy works through the school's house system and its elected leaders. Pupils take pride in roles such as head boy and girl, house captain and buddy. Together, these opportunities and experiences prepare pupils very well for life in modern Britain.

Expected standard

Curriculum and teaching

Expected standard

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

Leaders prioritise the key skills pupils need. Reading is consistently taught well. This is because leaders have ensured that staff have the knowledge they need to deliver the school's synthetic phonics programme effectively. Pupils read books that are matched to the sounds they know. Staff quickly notice any pupil who is falling behind and give them the help they need to catch up.

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

Leaders make sure that teachers have the expertise they need to teach the curriculum effectively. Generally, staff check that pupils understand new concepts and ideas. However, on occasion, teachers' checks on understanding do not identify gaps in pupils' knowledge. When this happens, teaching moves on to new content before pupils' knowledge is secure and misconceptions have been addressed.

What it's like to be a pupil at this school

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

Older and younger pupils form close bonds across the school. Pupils in Years 5 and 6 act as 'buddies' to children in Nursery and Reception, sitting beside them in assembly and helping their younger friends learn about the school's character virtues. These virtues, such as kindness and patience, are modelled consistently by pupils and staff alike. They inspire the close friendships that consistently give pupils a keen sense of belonging.

Pupils consistently behave well, both in lessons and around the school, and they attend regularly. Lessons are calm and purposeful. Pupils commence their learning quickly and get along well with one another. Pupils know that if they have a worry, a member of staff will quickly resolve it. They understand, too, that they each have a part to play in maintaining the school's caring community, and they know that if they see a peer doing something wrong, they should speak up, rather than stand by. As a result, bullying is rare.

Pupils know that staff expect a great deal of them. Whatever their starting points, pupils, including pupils with special educational needs and/or disabilities and disadvantaged pupils, work hard and consistently achieve well academically. Those same high expectations extend to pupils' personal development. Regular performances in music and drama, and the chance for every pupil in Years 3 to 6 to represent the school in sport, whether in a competition or sporting event, build pupils' confidence and help them discover new talents. By the time they leave the school, most pupils are typically confident, well rounded and ready for the next stage of their education.

Next steps

- Leaders should ensure that teaching checks on pupils' knowledge and understanding, and identifies and addresses any gaps or misconceptions quickly.

About this inspection

The co-chairs of the board of governors in this school are Maria Netley and Liz Ormonde.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:
During the inspection, inspectors spoke with the headteacher, the deputy headteacher, who is also the special educational needs and/or disabilities coordinator, staff members, a local authority representative, a representative from the Diocese of Southwark and members of the governing body.

Inspectors also spoke to pupils and parents and carers.

The inspectors confirmed the following information about the school:
This school is registered as having a Christian religious character. It is in the Diocese of Southwark. Its last section 48 inspection was in March 2026.

The school does not make use of alternative provision.

Headteacher: Gareth Dutton

Lead inspector:
Nick Hitchen, His Majesty's Inspector

Team inspectors:
Lucy Bruce, Ofsted Inspector
Alison Colenso, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 16 June 2026

School and pupil context

Total pupils

240
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

240
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

11.90%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.67%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.17%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	61%	Above
2024/25 (final)	80%	62%	Above
2023/24 (final)	76%	61%	Above
2022/23 (final)	87%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	74%	Above
2024/25 (final)	93%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	93%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	72%	Above
2024/25 (final)	87%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	93%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25 (final)	87%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	93%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	46%	Above
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	89%	46%	Above
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	100%	62%	Above
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	89%	58%	Above
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	89%	59%	Above
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	68%	4 pp
2024/25 (final)	S	69%	S
2023/24 (final)	89%	67%	21 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	93%	80%	13 pp
2024/25 (final)	S	81%	S
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	78%	-6 pp
2024/25 (final)	S	78%	S
2023/24 (final)	89%	78%	11 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	86%	80%	6 pp
2024/25 (final)	S	81%	S
2023/24 (final)	89%	79%	9 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.8%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	3.9%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.2%	13.0%	Below
2023/24 (3 term)	7.0%	14.6%	Below
2022/23 (3 term)	7.8%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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