

# Inspection of a good school: St Luke's RC Primary School

Swinton Park Road, Salford, Greater Manchester M6 7WR

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Inspection dates:

12 and 13 July 2022

## Outcome

St Luke's RC Primary School continues to be a good school.

## What is it like to attend this school?

Pupils, including children in the early years, enjoy their time at this vibrant school. They speak fondly of the 'LUKIES' values which all members of the school community share. Pupils and staff said that this creates a strong sense of belonging.

Pupils, including those with special educational needs and/or disabilities (SEND), respond well to the high expectations that leaders have of their behaviour. Pupils are welcoming, polite and confident. They understand the importance of treating everyone with respect, regardless of their differences.

Pupils benefit from supportive relationships with caring staff. This helps them to feel safe. Pupils trust staff to listen and to help them if they report anything that is bothering them. They are confident that leaders will deal with any occasional bullying decisively and effectively.

Pupils work hard in lessons and are eager to talk about their learning. They understand that leaders have high expectations of what they can achieve. This motivates pupils to try their best.

Pupils learn that they can make a positive difference in their school and their community by fundraising for charities and taking on special roles such as eco warriors. Pupils value the clubs that they can attend, including computing, choir practice and a wide range of sports.

## What does the school do well and what does it need to do better?

Leaders have planned a broad and ambitious curriculum for all pupils, including those with SEND. Leaders have decided on the important knowledge that they want pupils to learn in each subject. They have ordered this curriculum content logically so that teachers can build on pupils' previous learning when introducing new ideas. This helps pupils, including

children in the early years, to progress well through the curriculum, knowing and remembering more over time.

Most subject leaders check that the curriculums are being delivered as planned. In some subjects, they provide constructive advice for teachers to develop their subject knowledge. They also support teachers to use assessment to check how well pupils remember and understand important curriculum content. However, these systems are not as well established in all subjects. This means that some teachers do not receive the guidance from subject leaders that they need to deliver the curriculums to a high enough quality. In addition, some subject leaders have not checked that pupils know and remember the important curriculum content as intended. Occasionally, in these subjects, some pupils do not achieve as well as they should.

Staff in the early years ensure that the children benefit from a well-designed and balanced curriculum. Children in the Nursery and Reception classes thrive in the encouraging and ambitious environment. They are well prepared for the next stages of their education.

Leaders place a high importance on teaching pupils how to read well. Children in the early years learn how to recognise sounds and letters as soon as they are ready. Pupils develop confidence in reading by practising using books matched appropriately to their phonics knowledge. Teachers check regularly on how well pupils are learning to read. Staff put appropriate support in place for those pupils who fall behind. Consequently, almost all pupils learn to read fluently and accurately by the end of Year 2.

Most older pupils speak with enthusiasm about their favourite books and authors, but a few pupils lack motivation to read independently.

Leaders ensure that the needs of pupils with SEND are identified early. Teachers have been trained to deploy a range of effective approaches to enable this group of pupils to access the full curriculum and to achieve well. Well-trained support staff provide able assistance to pupils who need additional support.

Pupils are enthusiastic about their learning and they work hard. Their positive attitudes mean that teachers can deliver the curriculum without disruption. Pupils, including children in the early years, learn about equality through all aspects of school life. They develop a strong understanding of their rights and responsibilities and the importance of respect for all.

Governors are proud to be involved in the school and committed to its ongoing success. Staff appreciate that leaders are supportive and considerate of their workload. Staff enjoy being part of the school team and they share leaders' high ambition for pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular safeguarding training so they can stay alert to the signs which could indicate that pupils are at risk of harm, including from peer-on-peer abuse. Staff understand that safeguarding is everyone's responsibility.

Leaders work with a range of agencies to provide the help that vulnerable pupils and their families need. Staff know how to identify pupils who may need help with their mental or emotional health. Leaders make sure that pupils benefit from effective pastoral support without delay.

Pupils have opportunities to learn how to keep themselves safe online and in the wider community.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some subject leaders have not had sufficient opportunity to check that the curriculums are being delivered effectively by teachers. This means that they are unclear about how well pupils know and remember the curriculum content. Additionally, some teachers do not receive the guidance they need to deliver these curriculums effectively. Consequently, in these subjects, pupils do not achieve as well as they should. Leaders should ensure that subject leaders are provided with the training and the opportunities they need to develop their roles. This includes providing guidance for teachers in the effective delivery and assessment of these curriculums so that pupils' understanding is secure.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2012.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	105966
<b>Local authority</b>	Salford
<b>Inspection number</b>	10226084
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	423
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrew Moran
<b>Headteacher</b>	Clare Kerrane
<b>Website</b>	<a href="http://www.stlukesrc.co.uk/">www.stlukesrc.co.uk/</a>
<b>Date of previous inspection</b>	14 February 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, there have been several changes to the senior leadership team. This includes the appointment of a headteacher, a deputy headteacher and two assistant headteachers. There have also been several changes to the governing body, including the appointment of a new chair.
- Leaders do not currently make use of alternative provision for pupils.
- The school is voluntary aided and part of the Diocese of Salford.
- The school's last section 48 inspection took place in February 2018.

## Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and other leaders. They also spoke with subject leaders and members of staff.

- Inspectors spoke with four members of the governing body, including the chair of governors. Inspectors also spoke with a representative of the local authority and a member of the Diocese of Salford.
- Inspectors observed pupils' behaviour in classrooms, during playtimes and lunchtimes and around the school. They spoke with different groups of pupils to discuss their views of the school, their learning, their behaviour and safety.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed documentation, checked attendance information and spoke to leaders, governors, staff and pupils.
- Inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and reviewed samples of pupils' work. The lead inspector also observed pupils reading to a familiar adult. Inspectors also considered aspects of other curriculum subjects.
- Inspectors spoke to parents and carers and considered their views shared through Ofsted Parent View. This included the comments received via the free-text facility. There were no responses to Ofsted's surveys for staff and pupils.
- Inspectors considered a range of documentation shared by school leaders, including the school development plan, leaders' self-evaluation document and the minutes taken at governors' meetings.

## **Inspection team**

Jackie Stillings, lead inspector

Her Majesty's Inspector

Janette Walker

Her Majesty's Inspector

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