

St Luke's Roman Catholic Primary School

URN: 105966

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

05–06 November 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference, including that a minimum of 10% of the daily timetable is dedicated to religious education
- There are no additional primary school requirements from the bishop of Salford.
- The school has responded fully to the areas for improvement from the last inspection. Governors are fully involved in all aspects of the religious life of the school; they understand their role for challenge and support and are passionate advocates for all the children in St Lukes.

What the school does well

- Catholic life and Mission at St Luke's RC Primary School is inspirational. The school's sense of community and belonging to the family of Christ is evident at every level. All stakeholders say, 'Once a LUKIE always a LUKIE'.
- The passionate leaders demonstrate truly authentic leadership, staying true to their vision for the whole community to embrace the mission of St Luke's and encounter Christ and experience his love every day.
- St Luke's is fully inclusive, it is awe-inspiring; all are welcomed as equals, nothing is too much trouble, and no one is left behind.
- All staff are highly invested in relationships at St Luke's, Christ is the beating heart of this family; and children are clearly prioritised in all decisions and school improvement.
- Training is fruitful, and because of this staff feel empowered, supported and believed in; this commitment is shared with the pupils who know they are loved. The senior leaders are committed to making the curriculum relevant to the children and ensure all are invested in bringing the curriculum alive to make it meaningful.

What the school needs to improve

- To develop a more diagnostic approach to feedback in religious education, so that pupils know their strengths and ways in which they can develop their knowledge and understanding further.
- Provide pupils with structures and opportunities to enable them to plan and lead collective worship independently and more creatively across the school. Ensure that celebrations of the word model and encourage ownership and spontaneous prayer
- Continue to develop the use of creativity and enrichment opportunities in order to further enhance the learning and prayer life of St Luke's.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

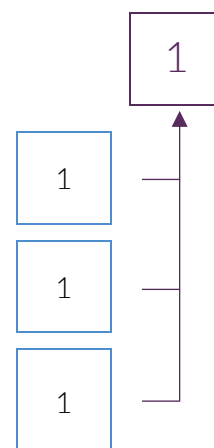
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



The mission prayer at St Luke's is known and embraced by the whole community; the LUKIES values are intrinsic to the school family. All stakeholders describe the school as a 'family'; parents, staff and governors alike echo this view, 'Once a LUKIE, always a LUKIE'. Pupils know they are loved, they feel safe and know the mission of their school. It is a prayer they know well, they talk proudly about being a member of St Luke's. The school is exceptionally welcoming and has a strong Catholic ethos, reflecting the community. Strong relationships, exceptional behaviour, and support for the most vulnerable are hallmarks of the school. Through a behaviour policy founded on the school LUKIES values (loving, unique, kind, inclusive, empathetic, striving), staff expertly guide pupils to resolve any problems which arise between themselves; consequently, pupils reflect maturely on their choices to move forward. Pupils value leadership roles and speak confidently about their roles in St Luke's. The growing in faith team play an active role and take great pride in their role and their school.

The whole school community understand their role within the local area, there is a strong culture of welcome, which is evident in all relationships. Staff speak highly of leaders who have created a caring culture that is embraced by all. They welcome the opportunity to support one another. They are proud of their strong community and understand the need to support pupils, but also each other. At St Luke's school there is a fully inclusive environment where all are nurtured. Pupils with complex needs are treated with dignity and supported by caring staff. High-quality displays throughout school mirror the Mission, LUKIES, experiences and celebrations of each aspect of Catholic life in school. The provision for relationships and health education fulfils the diocesan requirements. All staff are fully committed to the mission of St Luke's, working in unison with the headteacher and leadership to ensure that Christ is at the heart of the whole

community. A parent said, 'St Luke's is a real, safe, special place; it was our school, now our own children's school; it is everyone's school and we are honoured to be part of this Lukies family.'

The headteacher and leadership team, including the religious education lead and governors, have an ambitious vision for St Luke's, which has been clearly communicated to all stakeholders, ensuring that the Catholic life and mission of the school are outstanding. The LUKIES values in St Luke's drive many aspects of the Catholic life and are well embedded in all areas of school life. Parents and carers are recognised as first educators; they fully appreciate the lengths that staff in St Luke's support them with the faith journey of their children, also with some of the challenges they face. All staff, including the head teacher, are well-supported by a committed governing board that prioritises the highest level of pastoral care for staff. Governors rightly see the school as a source of inspiration to the whole community and are highly ambitious about its contribution to the lives of the people it serves. They are proud of the strong links to the church and fully support the school in its core mission. The parish priest recognises the strong links between school and church, understanding that this is significant strength. Governors are passionate about their role within the school, supporting and challenging leaders. They ensure that all policies reflect the Catholic mission of the school have prioritised investment of resources in this area. Leaders are highly committed to the further development of all staff which has led to high levels of confidence amongst staff.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

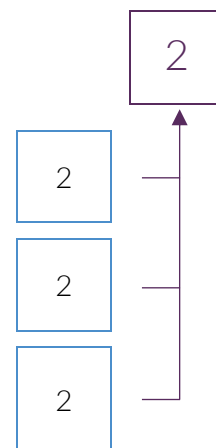
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



St Luke's has recently introduced the *Lighting the Path* scheme of work and the diocesan pilot, which ensures the aims set out in the *Religious Education Directory* are met. Pupils achieve and engage well in lessons and enjoy their learning in religious education. This leads to most pupils, including those with special educational needs and disabilities (SEND), making progress. In most classes, pupils are supported to ask good questions. This was particularly evident with the older pupils, contemplating the skills required for leadership following investigating Moses as a leader, and linking them to the LUKIES values. In most classes, pupils are given opportunities to work collaboratively, which leads to some good independent written work. In most classes, pupils demonstrate their understanding of new knowledge, subsequently showing improvement over time. Pupils' behaviour during lessons is good and they are beginning to make links between learning and their own experiences; the youngest and the oldest pupils have an excellent attitude to learning in religious education lessons. Whilst pupils talk confidently about how their work is assessed; they struggle to articulate what they need to do to improve their work further.

Teachers value religious education, plan appropriate lessons and are well supported by high levels of guidance from the religious education leader and senior leadership team. Teachers use of check-in and check-out is established, as are retrieval questions, but would benefit from refinement in order to make effective use of time and opportunities to assess knowledge efficiently. Staff subject knowledge is good. They are relishing the opportunities to develop their skills and knowledge of the *Religious Education Directory* in order that pupils learn new content well. Teachers value religious education and have high expectations. There is evidence of good questioning, through which teachers guide pupils to a deeper understanding. Staff in some classes are not afraid to ask deep and emotive questions on challenging subjects, and the children rise well to these challenges. The assessment system used in lessons allows teachers

and support staff to adapt lessons to meet the needs of most pupils; however, feedback to pupils often lacks detail, meaning pupils struggle at times to understand how to improve their work. In some classes, pupils are not provided with enough opportunities for discussion, which limits their ability to generate their own questions to deepen learning on a personal level. The development of pupils' spiritual and moral development in lessons is evident in all age phases.

Leaders have ensured that religious education has parity with other core subjects and that staff receive regular training in implementing the religious education curriculum. The religious education leader has established good practice with staff working together to plan using the new scheme, whereby offering each other support and guidance. Staff speak warmly of the support from leaders to ensure their skills knowledge and skills develop. Governors accurately understand the strengths of the school's provision and outcomes; and participate in the monitoring schedule of the school in order to fully inform them for self-evaluation. The subject lead for religious education has established a team, with support from the headteacher and deputy, to ensure the vision leads to improvements in teaching and learning. Staff say they are supported by leaders and regularly draw on their expertise to improve standards. Where support and challenge works best, pupils demonstrate their understanding of the key learning questions in their books. Leaders and governors give the subject the same status as other core subject areas regarding resourcing and finance.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

St Luke's is a prayerful community, and prayer is central to school life; quality displays and resources highlight its importance. The school is a prayerful community with prayer used to support all its members. Routines for acts of worship are well-established and are spiritually uplifting. Pupils are engaged in all forms of prayer and liturgy throughout the school day, be it the traditional prayers of the church, class prayer, the weekly Mass, or whole school worship. St Luke's prayer book provides a sequence for pupils to learn traditional prayers throughout their journey in school. Hymns are an essential aspect of the prayer life at St Luke's, with pupils all participating. In the Early Years Foundation Stage, teachers use repetition exceptionally well to enable children to learn simple prayers and to understand why these prayers are said. Pupil-led prayer and liturgy in classrooms, supported by staff, follows the 'gather, listen, respond, and go forth' model, ensuring consistency in experience between classrooms. As the model is now established, pupils would benefit from the opportunity to plan the prayer experiences for their peers.

The annual plan of prayer is a supportive document that is a guide for all staff ensuring that provision of prayer and worship is informed by scripture and liturgically correct. They respond well to prayer, and music plays a significant role in worship, with pupils responding beautifully through song, cleverly incorporating sign language to ensure all can participate. During moments of quiet reflection, they behave reverently. There is a developing practice with collective worship, this needs to develop further, enabling opportunities for the pupils to plan, lead and evaluate their planned worships. Pupils understand the Church's liturgical year. Whilst pupils' confidence to lead celebrations independently is not fully embedded, pupils are willing to undertake this ministry. Their strong grounding in prayer and worship experiences means they are now ready to influence prayer, selecting themes relevant to them to share with their peers

and beyond. Parents spoke highly of the large variety of opportunities for families to participate in the prayer life of the school, especially the 'stay and pray' sessions.

Leaders support staff to lead appropriate prayer and worship through clear guidance, using resources to plan and prepare the liturgy. Time has been spent developing the skills of staff and the growing in faith together team; there is now opportunity to develop this further with the pupils taking an independent role and creating opportunities to contribute and respond to reflections through spontaneous prayer. Leaders ensure the annual plan of provision reflects significant dates in the Church's calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist. Pupils recall with pride celebrating the feast of St Luke. The strong parish links mean that there are many opportunities to work together. Governors, many of whom are members of the parish of Our Lady of Hope, have excellent knowledge of the community's needs. They participate in prayer and have first-hand experience of how it has supported the families within the school. The strong parish links have positively impacted pupils preparing to receive the sacraments. The parish priest is proud of the school and is supported by priests who have been regular visitors to school; their visits are a unique form of continuous professional development for staff and pupils to embed their knowledge of the liturgy. Governors prioritise the resourcing of prayer and liturgy when allocating budgets to meet the vision for the school. Leaders, including pupil leaders, are excited to extend the use of the newly constructed chapel.

Information about the school

Full name of school	St Luke's Roman Catholic Primary School
School unique reference number (URN)	105966
School DfE Number (LAESTAB)	3553618
Full postal address of the school	St Luke's Roman Catholic Primary School, Swinton Park Road, Salford, M6 7WR
School phone number	001619211990
Headteacher	Clare Kerrane
Chair of governors	Christine Thompson
School Website	www.stlukesrc.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	February 2018
Previous denominational inspection grade	Good

The inspection team

Joanne Butterworth	Lead
Jemma Stuttard	Team
Gemma Shakespeare-Regan	Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement