

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



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Timothy Delves
Headteacher
St Luke's CofE Primary School
Weaste Lane
Salford
Greater Manchester
M5 5JH

Dear Mr Delves

Ofsted visit to St Luke's CofE Primary School

Following my visit with Julie Barlow, Her Majesty's Inspector (HMI), to your school on 3 December 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the visit's findings. Thank you for the time you made available to discuss your actions since September 2020, when the government expected all schools to open fully to all pupils.

This visit was conducted under section 8 of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections are temporarily suspended.

Ofsted's visits to schools during the autumn term are not inspections. We are not giving graded judgements. We did not undertake the usual range of inspection activities and were unable to check other sources of evidence, such as visits to lessons or looking at pupils' work. The content of this letter gives an overview of our discussions about what has happened in your school this term.

During the visit, we spoke to you, the deputy headteacher and the attendance officer. We did not speak to pupils because of the protective measures in place.

Context

Her Majesty's Chief Inspector of Education, Children's Services and Skills is leading Ofsted's work into how England's education system is managing the return to full education for pupils following an extended break in formal schooling due to the COVID-19 (coronavirus) pandemic.

In undertaking this focused work, HMI are visiting a broad range of schools. HMI will visit a sample of:

- approximately 1,200 schools across all Ofsted grades (outstanding, good, requires improvement and inadequate)
- maintained schools, academies and free schools, special schools and centres of alternative provision, including those in cities, and coastal, town or rural communities.

The information from this visit will feed into Ofsted's national reporting so that the insights can be shared with the government and the education sector. We did not find any significant concerns during the visit. In such a case, an inspection report would be published on our website and available to parents and carers.

We did not consider your response to COVID-19 during the spring and summer terms 2020, when the school was not open to all pupils.

From this visit, inspectors noted that:

- All pupils have had to study from home on at least one occasion since the start of term. Pupils in the Year 3 and 4 'bubble' have been sent home to self-isolate on two occasions.
- Pupils are studying their usual range of subjects. You have found that pupils have lost physical fitness and are helping them to stay active through regular outdoor activity and daily participation in the 'mile-a-day'. You explained how your usual curriculum content is already in place.
- Teachers' assessments of pupils' reading skills have shown that pupils in Years 1, 2 and 3 are below where you would expect them to be in their knowledge of phonics. Teachers have adapted the phonics programme to help these younger pupils catch up with missed learning.
- In mathematics, you have identified that pupils in Years 5 and 6 are not recalling number facts as quickly as they did before March 2020. All pupils have daily opportunities to develop their mathematical fluency. You have arranged extra support for pupils who need help to catch up.
- You are aware that some aspects of subjects other than English and mathematics were not fully covered during the summer term 2020. You have plans in place to check pupils' knowledge and address any gaps in learning as the year progresses.
- You explained how teachers deliver remote education to individual pupils who are self-isolating. You also described the education provided to self-isolating bubbles of pupils. In both instances, teachers plan lessons that match the usual curriculum and deliver these lessons through the school's website.

- Teachers give younger pupils more practical tasks to complete when they are learning at home. Teachers also share story time with these pupils by recording themselves reading stories aloud.

Thank you again for contributing to this important national work. The views and experiences you have shared will help to inform future policy.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Manchester, the regional schools commissioner and the director of children's services for Salford. This letter will be published on the Ofsted website.

Yours sincerely

Jackie Stillings
Her Majesty's Inspector