

Inspection of a good school: St Luke's C of E Primary School

Weaste Lane, Salford, Greater Manchester M5 5JH

Inspection dates:

13 and 14 March 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils enjoy coming to school. They are happy and see school as a safe place to be. Pupils enjoy strong relationships with the caring adults at school. They behave well to meet the high expectations that staff set for their conduct. Pupils understand the harmful effects of bullying. When bullying happens, leaders tackle it well.

Pupils enjoy the topics that they study. Leaders are starting to set higher aspirations for pupils' achievement. They have put a new curriculum in place. However, in many subjects, leaders do not set out the knowledge that pupils need to know well enough to help pupils to meet these expectations. In addition, some pupils with special educational needs and/or disabilities (SEND) do not have the chance to learn the same subject content as their classmates. As a result, pupils do not achieve as well as they could.

Pupils enjoy a wide range of opportunities within the school grounds to bring the curriculum to life. For example, Year 6 pupils grow blackberries so they can make their own fruit pie as part of their cooking and nutrition work. Other notable facilities include an archaeological dig site so that pupils can experience some aspects of what it is like to be a historian.

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

Leaders and governors have ensured that the new curriculum has higher ambition than the one that was in place until recently. Leaders set out the overall aims for pupils' knowledge in each subject, including in the early years. However, the key knowledge that pupils need to acquire to achieve these aims lacks is not clear. This leads to a disconnect between what leaders intend pupils to learn and what is actually taught. Teachers are therefore not clear enough about what they should teach. As a result, pupils remember

the tasks that they have completed, and often enjoyed. However, they are less able to remember the knowledge that they need to recall for future learning.

The new curriculum for phonics has ensured that there is a consistent approach to teaching early reading across the early years and key stage 1. Children in the early years learn a wider range of vocabulary than in the past. Their phonics knowledge is developing well. In key stage 1, teachers make regular checks on pupils' learning to help identify those who need more support. However, for pupils who find reading difficult, including some with SEND, this programme has not been successful in helping pupils to catch up. These pupils cannot remember some of the sounds that they have learned well enough to be able to read confidently and fluently.

Leaders have ensured that there are comprehensive systems in place to identify the needs of pupils with SEND. Leaders engage well with other agencies to support pupils' physical and mental health needs. However, some pupils with SEND are not being helped well enough to access the same curriculum as their peers. As a result, some of these pupils do not achieve as well as they should.

Leaders have developed a broad range of activities to promote pupils' personal development. They have been successful in supporting pupils' mental health to ensure that they are ready to learn. For example, pupils appreciate the opportunities that they have to talk to designated staff about their anxieties and concerns. Pupils also show respect for the views and opinions of others. They have a strong understanding of other faiths and about what it means to be equal. In their interactions with others, they apply the school values of community and compassion well.

Some staff who responded to Ofsted's survey expressed concerns about the support that they receive for the management of behaviour. However, a range of evidence, including behaviour records and pupils' views, showed that pupils are polite and respectful. They conduct themselves well.

Leaders and governors are considerate of staff's workload. The majority of staff feel that senior leaders are approachable. Staff appreciate the support that they receive from leaders, particularly for their professional development.

Governors challenge and support leaders well. This has helped them to identify the most important areas for school improvement. Governors have taken action to develop these areas, for example by using speech and language therapists in the early years to develop pupils' speaking and listening skills. However, it is too early to identify the difference this is making to pupils' achievement.

Safeguarding

The arrangements for safeguarding are effective.

Staff are provided with comprehensive training for safeguarding. This has helped to establish a strong safeguarding culture in the school. Staff are vigilant. They know pupils well and are well placed to spot the signs that someone may be at risk.

Leaders arrange early help to support pupils and their families when the need arises. The school engages with other agencies effectively to ensure that pupils are protected and kept safe from harm.

Pupils know how to keep themselves safe, including when online or when using social media. They feel confident that they can approach staff with any concerns that they may have.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils who have difficulty reading, including some of those with SEND, are not catching up with the phonics programme. As a result, these pupils do not read confidently or fluently. Leaders should ensure that the support for these pupils is more effective in helping them to gain the phonics knowledge that they need to read successfully.
- Leaders are not ensuring that pupils with SEND are following the intended curriculum. This means that these pupils are not achieving as well as they could. Leaders should ensure that staff are provided with the support they need to ensure that these pupils access the same curriculum as their peers.
- Leaders have not been clear enough about what they want pupils to know in subjects across the curriculum. As a result, teachers do not make sure that pupils learn all that they should. Some pupils do not remember some of the key knowledge that is necessary for their future learning. Leaders should ensure that subject leaders and teachers are given the support that they need to identify, and then teach, the essential knowledge that pupils must learn.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2013.

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.

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

Unique reference number	105930
Local authority	Salford
Inspection number	10268810
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	The governing body
Chair of governing body	Dave Myring
Headteacher	Tim Delves
Website	www.stlukescesalford.co.uk
Date of previous inspection	18 January 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of alternative provision.
- This is a Church of England school. The last section 48 inspection for schools with a religious character took place in January 2019.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also heard pupils read individually and as part of classroom activities.
- The inspector also spoke to leaders and pupils about the curriculum in other subjects, and looked at a sample of pupils work for these subjects.

- The inspector took into account the views of parents and carers who responded to the Ofsted Parent View and also the views of staff who completed Ofsted's survey. There were no responses to the pupil survey.
- The inspector met with different groups of pupils to ask them about safeguarding. The inspector reviewed documentation, including the school's safeguarding policy, register of the checks carried out on new employees and safeguarding records.
- The inspector observed pupils' behaviour during lessons, at breaktimes and when walking round the school. He discussed behaviour and bullying with pupils, senior leaders and other staff.

Inspection team

Steve Bentham, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023