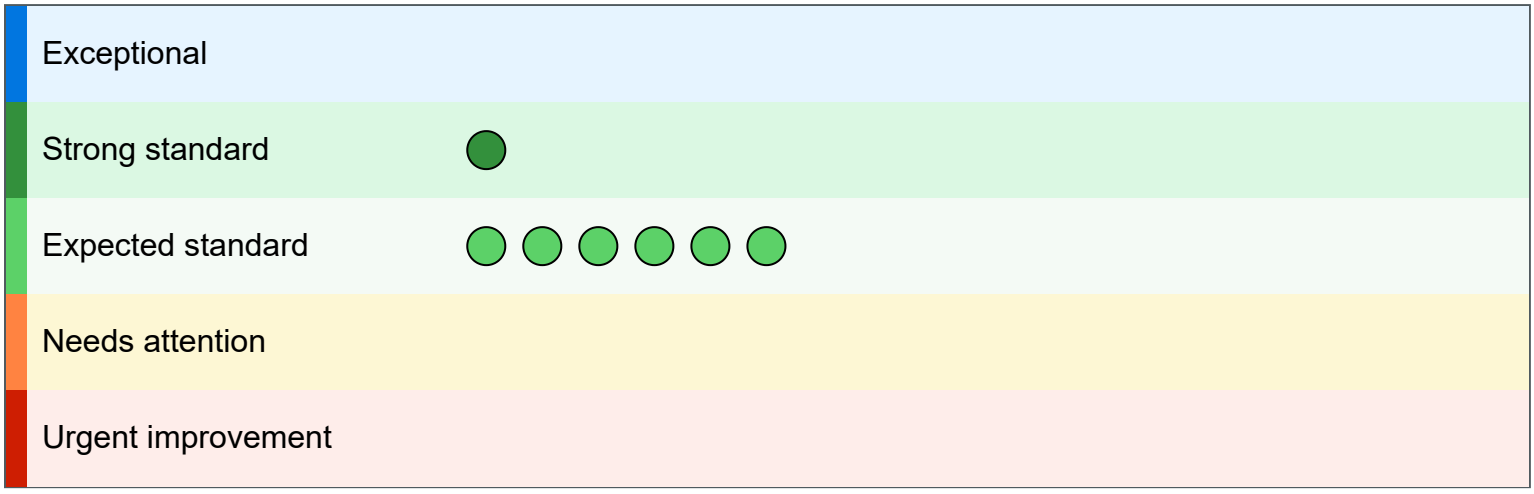
Thurnby, St Luke's Church of England Primary School

Address: Main Street, Thurnby, Leicester, Leicestershire, LE7 9PN

Unique reference number (URN): 144109

Inspection report: 14 April 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

Attendance and behaviour

Strong standard

Attendance is above national figures and reflects pupils' strong commitment to school. Most pupils attend regularly. Persistent absence continues to fall. Leaders know pupils and families well. They understand clearly why some pupils find attendance harder. Staff track attendance carefully and act straight away when concerns appear. Leaders combine high expectations with well-judged support and clear celebration of improvement. This approach secures sustained improvement, including for disadvantaged pupils and for pupils with special educational needs and/or disabilities, whose attendance has risen markedly over time. Strong relationships between staff and families help to remove barriers and support pupils to attend well.

Behaviour is highly positive across the school. Pupils behave well in lessons and during social times. Classrooms are calm, focused and purposeful. Pupils show mature attitudes to learning. Pupils move around the school responsibly and respectfully. Pupils report that bullying does not happen. They are confident that adults would act promptly if it did. Rules and routines are well embedded. Staff teach and reinforce expectations consistently through shared language, known as 'St Luke's high bar'. Positive reinforcement encourages pupils to make good choices. Leaders use inclusive strategies to meet pupils' needs. Pupils feel safe, listened to and proud of their school.

Expected standard

Achievement

Expected standard

Pupils achieve well. Over the last 3 years, pupils at the end of key stage 2 achieved outcomes above their peers nationally in reading, writing and mathematics. Pupils leave the school ready for the next stage of education.

Pupils remember what they have learned, especially in key stage 2. This is reflected in their high-quality work across subjects. Pupils show care and pride in the work they produce.

Pupils do well in reading. This is because teachers choose books that match pupils' needs and adults support pupils to decode unfamiliar words accurately. Pupils build their understanding of what they have read over time. Year 1 phonics screening results are close to national figures. Early reading lessons give pupils a good start, but phonics outcomes are not consistently high.

Pupils who need extra help make effective progress from their starting points. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities.

Curriculum and teaching

Expected standard

The school offers a broad and ambitious curriculum. Leaders plan learning carefully so pupils build knowledge step by step across subjects. The curriculum includes trips, themed

learning and practical experiences. These activities help pupils stay interested and understand their learning more deeply.

Teaching supports pupils well. Teachers' subject knowledge is secure. Teachers plan lessons thoughtfully. They explain learning clearly and use modelling, questioning and repetition to help pupils understand. Teachers take account of pupils' special educational needs and/or disabilities. They put carefully tailored extra help in place in lessons when needed.

Books show that pupils revisit important knowledge and build on what they already know. This approach helps pupils remember learning over time and make links between subjects. Teachers check pupils' understanding often and address mistakes quickly during lessons. However, teaching does not yet support all pupils consistently. Some pupils have gaps in basic foundational knowledge and skills. Teachers do not always address errors in handwriting, spelling and letter formation. Feedback does not always tell pupils clearly how to improve. This limits chances for pupils to practise and secure their early writing skills.

Early years

Expected standard

Children get a joyful start to school in the early years. The setting is calm, welcoming and safe. Children enjoy coming to school because they feel secure. Staff communicate with families regularly to share children's learning.

The early years curriculum ensures that learning builds step by step and prepares children well for key stage 1. Staff plan activities with clear purpose. Activities match children's needs, interests and starting points. Every area helps children to learn and develop their skills. Children enjoy exploring and learning through play.

Adults interact warmly with children and support learning at all times. Staff model language clearly and encourage children to talk. They ask thoughtful questions and repeat key words to build children's understanding. As a result, children develop their communication skills and vocabulary well. Targeted support sessions help children who need extra help.

In the early years, the teaching of early writing skills is a strength. Children practise letter formation often and write independently with a clear purpose. Adults guide children carefully and give helpful prompts.

Staff use assessment well. They adapt activities to meet children's needs. Children grow in confidence and independence through daily routines. Most children reach a good level of development and are well prepared for their next stage.

Inclusion

Expected standard

Leaders set high expectations for every pupil and create a culture where everyone feels welcome and valued. Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils feel included and supported.

Learning environments help pupils succeed. The 'hub' provides a calm and purposeful space for some pupils to develop their communication needs. Other smaller spaces support

pupils who find it harder to manage their emotions. These resources help pupils to feel safe, settled and ready to learn. This means pupils can then go on to take part positively in lessons and enjoy social times.

Leaders identify pupils' needs early and act quickly. Teachers deliver high-quality learning opportunities and use assessment information to adapt learning where necessary. This approach helps pupils with SEND to learn alongside their peers.

Leaders use additional funding thoughtfully. They identify barriers clearly and target support carefully. Interventions help disadvantaged pupils with their learning and emotional needs. Leaders track pupils' progress and adjust support when needed. This work helps to reduce gaps in pupils' knowledge over time. Leaders know they need to further develop how they measure the impact of interventions to ensure that pupils achieve as well as they could.

Leadership and governance

Expected standard

Leaders and governors guide the school well. They set a clear direction and create a clear sense of purpose. The school's values shape daily life and show in pupils' behaviour, relationships and pride in their school. Leaders use the school site well to reflect the school's mission and ethos.

Leaders have an ambitious vision for inclusion, high expectations and continuous improvement. They understand the school's strengths and know where improvement is needed. They act quickly when outcomes need to improve, such as in phonics.

Staff value the professional development available and use it to improve their teaching. Leaders support staff wellbeing and manage workload carefully, which helps create a positive working culture.

The trust provides effective support. Trust leaders meet regularly with school leaders to review progress and agree priorities. Governors and trustees understand the school well. They challenge leaders appropriately and support them when needed. Local governors know the community well and stay visible in school life. Strong links with the church and local community add to pupils' experiences.

Parents' views vary but continue to improve. Many parents value the school's caring ethos, strong relationships and pastoral support. Parents are confident that their children are safe, happy and making good progress. A small number of parents raised concerns about staffing stability, communication and support for pupils with special educational needs and/or disabilities. Leaders recognise these concerns and continue to work to build trust and improve communication.

Personal development and wellbeing

Expected standard

The school promotes pupils' personal development and wellbeing through a coherent, inclusive and values-driven approach. Pupils benefit from a wide range of experiences that support their social, emotional, cultural and physical development. Pupils learn to stay safe online and offline line. They take pride in their school and show a strong sense of belonging.

The school environment supports pupils' wellbeing well. Carefully designed outdoor areas provide opportunities for physical activity, exploration and appropriate risk-taking. Breaktimes are calm, purposeful and well organised. Positive relationships between staff and pupils underpin pupils' sense of safety and security. Staff know pupils well and respond thoughtfully to their needs. This helps pupils to feel confident to seek support when needed.

Leaders plan enrichment opportunities carefully to broaden pupils' experiences beyond the classroom. Pupils speak positively about trips and residential experiences. These opportunities help pupils to develop independence and understand the wider world. Leaders monitor participation closely and use funding well so that enrichment is accessible to all pupils. As a result, many pupils, including disadvantaged pupils, take part in extra-curricular activities and develop their confidence, interests and talents.

Pupils benefit from meaningful leadership opportunities. Roles such as school council members, eco leaders and collective worship leaders help pupils build responsibility, independence and leadership skills. Pupils also contribute positively to the school and local community through charity work and local events, which reflects the school's values-based ethos.

Support for pupils' emotional wellbeing is effective. Pupils learn to recognise and manage their emotions by using calm spaces and emotion charts. This support helps pupils engage positively with learning and social situations.

The school promotes British values, protected characteristics and diversity. Pupils show respectful attitudes towards difference. One pupil, representing the views of many, explained, 'Everyone is accepted here no matter their race, religion, gifts, abilities or if they have a disability – everyone is included.'

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

Pupils thrive in this school that shows care, kindness and high expectations. Staff build strong relationships with pupils. These relationships help pupils learn well, behave well and feel happy at school. Pupils say they feel safe, valued and included. This is because adults know them well and listen to them. Pupils know who to talk to if they feel worried. They trust staff and value things like 'worry boxes' and having safe adults to speak to. Pupils value that their school feels calm, friendly and welcoming.

Pupils behave well and show positive and mature attitudes to their learning. Lessons run smoothly and pupils take part with enthusiasm. Breaktimes are calm and happy. Pupils play together sensibly and show kindness to one another. Pupils act politely and welcome visitors with confidence. They move calmly around school and manage transitions, such as assemblies, very well.

Pupils enjoy their lessons and take pride in their work. They want to do their best. Older pupils remember what they have learned before and link ideas across subjects. Teachers choose reading books carefully and give pupils the right support. Pupils build confidence and fluency as readers. Many pupils achieve well by the end of key stage 2. Pupils talk positively about lessons, trips and practical activities that make learning exciting. Pupils with

special educational needs and/or disabilities are well supported. The school provides calm spaces, clear routines and the right help to support pupils.

Pupils enjoy coming to school. They feel part of a strong community. They take on responsibilities through leadership roles such as school council, eco club and helping with assemblies. These extra activities help pupils to grow in confidence and learn about the wider world.

Next steps

- Leaders should sharpen the precision with which gaps in pupils' developing transcription skills, particularly handwriting and spelling, are identified and addressed, so that teaching consistently secures these foundations for all pupils and reduces variation in outcomes across classes.
- Leaders should strengthen their oversight of interventions by focusing more consistently on evaluative evidence of impact over time, so that support is refined swiftly and demonstrably accelerates progress for the pupils who need it most.

About this inspection

This school is part of Rise Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dave Ellison-Lee, and overseen by a board of trustees, chaired by Stephen Mark Adshead.

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.

Inspectors held meetings with the headteacher, senior leaders, governors and members of the trust board including the CEO.

The school does not currently use any form of alternative provision.

This school is registered as having a Church of England religious character. The school's last Statutory Inspection of Anglican and Methodist Schools (SIAMS) section 48 inspection took place in June 2019. The school's next section 48 inspection is scheduled for next academic year.

Headteacher: Gavin Skye

Lead inspector:
Luella Dhoore, His Majesty's Inspector

Team inspectors:
Nadeem Shah, Ofsted Inspector
Cleo Redmond, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 14 April 2026

School and pupil context

Total pupils

190
Below 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

215
Below 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)

7.37%
Well below average

What does this mean?

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

National average: 26.3%

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

2.63%
Close to 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

2.63%
Well below average

What does this mean?

The proportion of pupils with reported special educational support needs 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	70%	61%	Above
2024/25 (revised)	71%	62%	Above
2023/24 (final)	69%	61%	Above
2022/23 (final)	69%	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	82%	74%	Above
2024/25 (revised)	82%	75%	Above
2023/24 (final)	86%	74%	Above
2022/23 (final)	77%	73%	Close to average

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	80%	72%	Above
2024/25 (revised)	82%	72%	Above
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	86%	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	82%	73%	Above
2024/25 (revised)	82%	74%	Above
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	83%	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	44%	46%	Close to average
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
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	78%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
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	56%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
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	56%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
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	44%	68%	-23 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
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	78%	80%	-2 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
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	56%	78%	-22 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
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	56%	80%	-24 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

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 (2 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	5.8%	5.9%	Close to average

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 (2 term)	11.2%	13.3%	Close to average
2023/24 (3 term)	19.5%	14.6%	Above
2022/23 (3 term)	14.6%	16.2%	Close to average

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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