

St Luke's RC Primary School

Address: Swinton Park Road, Salford, Greater Manchester, M6 7WR

Unique reference number (URN): 105966

Inspection report: 23 June 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ 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 ●

Early years

Strong standard ●

Children make an excellent start in the early years. Staff in the nursery and Reception classes provide care and education that are precisely matched to children's ages and abilities. They identify additional needs quickly and adapt provision skilfully so that all children, including those who are disadvantaged or have special educational needs and/or disabilities, access learning fully. Well trained staff work closely with parents, carers and external professionals to understand each child's experiences and starting points. This helps them to build effectively on what children already know and can do.

Staff consistently use high-quality interactions to develop children's communication and language. They introduce new vocabulary deliberately through daily routines and real-life experiences. Staff model this language throughout the day and design highly effective activities to reinforce it. As a result, children in the early years communicate particularly well.

Leaders have designed a carefully sequenced early years curriculum that builds children's knowledge across all areas of learning. Reading and writing are prioritised from the start. Children in the Reception class learn phonics every day. They read books matched closely to the sounds they know and learn to form letters and write words with increasing accuracy. Children show consistently positive learning behaviours. As a result, children are very well prepared for their transition into Year 1.

Expected standard ●

Achievement

Expected standard ●

Most pupils achieve well. Overall, this is reflected in their attainment in national tests at the end of Year 6 in reading, writing and mathematics. Pupils generally achieve close to national averages. Typically, pupils secure the knowledge they need in each subject as they move through the school. They are ready for the next stage of their education.

Pupils who face disadvantages achieve as well as similar peers nationally. Pupils with special educational needs and/or disabilities achieve well from their different starting points. The quality of pupils' work is consistent across different subjects.

Historic published test results for writing are below national averages. Leaders have implemented improvements to the way that writing is taught from the early years to Year 6. These improvements have impacted rapidly and positively on pupils' achievement. Current pupils' writing across the school is consistently of high quality. When pupils leave this school, they are ready for the next stage of their education.

On the whole, pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to or previously known to social care generally achieve well from their starting points.

Attendance and behaviour

Expected standard 

Attendance is broadly in line with national averages. Most pupils attend school regularly. In the past, the attendance of disadvantaged pupils has been below national averages for this group of pupils. However, following effective intervention from staff and leaders the attendance of these pupils is now above national averages. Leaders take appropriate action to sustain this. Systems to monitor attendance are robust. Where absence is a concern, support is put in place quickly. Staff work closely with parents and carers and other professionals to remove barriers to attendance. Leaders' efforts have also led to improving rates of attendance and a significant reduction in the number of pupils who are persistently absent.

Pupils come into school calmly and sensibly. They settle down to their work quickly. In lessons, pupils are typically attentive and listen well. Staff follow appropriate procedures to support pupils if they lose concentration and successfully help them to refocus. Pupils say bullying is rare, and when it does happen, it is resolved quickly. At social times, pupils play with each other cooperatively. Lunchtimes are well organised, with a variety of staff-led games and independent activities on offer. As a result, behaviour is very positive.

Curriculum and teaching

Expected standard 

The curriculum is suitably broad and ambitious. It prioritises English and mathematical knowledge right from the early years. This helps pupils to secure important foundations for future learning. Pupils learn to read effectively. Staff are well trained and model sounds with precision. The books that pupils read are well matched to the sounds they know. This helps them to read with increasing accuracy, fluency and confidence. Pupils who fall behind with their reading are well supported to catch up. Pupils in the early years learn to form letters with accuracy. This is because staff consistently teach and model correct letter formation and ensure that children are given daily opportunities to practise their writing. Pupils build on this foundation to write whole words and sentences with success.

Leaders' rigorous evidence-based approach to professional learning has improved the quality of teaching. Staff demonstrate secure subject knowledge and explain concepts clearly. Pupils with barriers to their learning, including disadvantaged pupils, are supported to access the curriculum. However, there are instances of some variability in how well the curriculum is taught. For example, checks on pupils' learning are, on occasion, not systematic. As a result, sometimes, teachers do not identify misconceptions or adjust teaching quickly enough in response.

Inclusion

Expected standard 

The school ensures a careful focus on the wellbeing and learning of individual pupils. Leaders and staff use effective strategies to accurately identify the needs of pupils with special educational needs and/or disabilities (SEND), pupils who are disadvantaged and those known to social care. Leaders ensure that additional support is quickly provided for all pupils with high levels of need. Leaders collaborate effectively with a range of external agencies. Generally, pupils receive the right support at the right time.

Teachers suitably adapt the support they provide so that pupils can learn effectively alongside their classmates. The school's support plans for pupils are well matched to pupils' learning needs. Leaders regularly review pupils' learning and development in line with their individual targets. Generally, leaders act to make sure that pupils receive the help that they need. The school provides staff with helpful professional learning to support their understanding of the different needs of pupils. This training improves the quality of support and teaching.

Leaders spend extra funding for disadvantaged pupils based on careful consideration of the barriers that pupils face. The school provides effective support for pupils with social, emotional and mental health needs. This work enables pupils to feel calm and ready to learn.

Leadership and governance

Expected standard 

Leaders know the school's context, strengths and areas for development well. This insight enables them to set the right priorities and take action that is in pupils' best interests. Leaders recognise that their school population is changing and diversity is celebrated across the school. Alongside governors, leaders strive to secure positive outcomes for pupils, especially those who face barriers to their learning or wellbeing.

Governors understand their roles and responsibilities. They have developed effective methods for assuring themselves of the impact of the school's work. This gives governors an accurate understanding from which to support and challenge leaders. Governors take steps to assure themselves that targeted funding, particularly funding for disadvantaged pupils, is used appropriately and has a positive impact.

Staff are proud to work at St Luke's. Carefully tailored programmes of professional development have strengthened staff's knowledge and increased their confidence in supporting pupils, including those with special educational needs and/or disabilities. Staff speak highly of the consideration leaders show for their wellbeing. Staff value the extra time they are given to carry out their leadership responsibilities. This makes their workload more manageable.

Leaders forge strong links with parents and carers. Staff know parents and carers well. Communication is effective and parents feel valued. This productive partnership enables pupils to thrive. Engagement with external partners, for example the local authority and the diocese, is effective in supporting school improvement. Leaders are outward facing. They seek advice, guidance and development opportunities for themselves and staff.

Personal development and wellbeing

Expected standard 

Pupils are proud to belong to the St Luke's family which is shaped by the school's 'LUKIES' ethos. Pupils take on a range of helpful roles including reading buddies, sports leaders and computing leads. Pupils recognise the positive impact of their actions on others. This helps to make the school a caring and friendly place to learn.

Leaders ensure that the relationships, sex and health education programme is appropriate and delivered sensitively. The curriculum prioritises pupils' mental and physical health and

equips them with strategies to stay safe online. Pupils learn how to identify potentially unsafe situations and how to react to them. For example, pupils know that healthy relationships centre on trust and respect and that peer pressure is something they need to be aware of. All pupils benefit from this, including those who are disadvantaged and those with special educational needs and/or disabilities.

Pupils learn to celebrate difference. Pupils say that being different would not be a barrier to being accepted at St Luke's. Pupils develop an age-appropriate understanding of fundamental British values. Pupils also learn about UNICEF's work on the rights of the child. They learn to respect the rights of others. Pupils regularly organise fundraising events for charities. This teaches pupils to become helpful citizens who contribute to society.

Leaders provide many extra-curricular activities such as sporting competitions, choir, gymnastics, 'friendship Fridays' and 'music Mondays'. These activities help pupils develop confidence and social skills. Older pupils benefit from a residential trip where they learn teamwork and resilience. Other activities include local trips and visiting animal workshops. However, opportunities for pupils to develop their cultural awareness are too few.

Parents and carers appreciate the pastoral support staff offer to pupils through any difficulties they may face. This support is carefully tailored and has a positive impact on pupils' engagement and involvement in school life.

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

Pupils are happy to come to school and feel that they belong at St Luke's. They benefit from warm relationships with adults and friendly interactions with one another. This helps them to feel welcome and valued from the start of the school day.

Pupils generally achieve well across the curriculum and show positive attitudes towards learning. They enjoy lessons and talk with confidence about what they have learned. For example, in science, Year 6 pupils make links between their previous and current learning about electricity. Pupils with special educational needs and/or disabilities (SEND) typically make progress from their starting points. Pupils who need more tailored help benefit from carefully planned approaches to meeting their needs. Staff provide nurturing pastoral care that enables pupils who are more vulnerable to build confidence.

The school is calm and orderly. In lessons, pupils concentrate and work cooperatively. The school's "LUKIES" values, which include being loving, kind and inclusive, help to shape a culture where everyone is welcomed, cared for and valued equally. Clear routines and high expectations promote particularly well organised transitions between lessons and other activities. Even the youngest children quickly learn to move sensibly around school. Bullying is rare and staff deal with any concerns quickly and fairly. Pupils are safe in school and know who to talk to if they are worried.

Pupils are consistently courteous and polite towards each other, staff and visitors. From the moment they join the school, pupils are supported by staff to settle in and feel at ease alongside their classmates. The school provides targeted support that successfully removes

barriers to learning. This includes for pupils with SEND or those who are disadvantaged. As a result, pupils are typically well prepared for the next stage of their education.

Next steps

- Leaders should ensure that staff consistently intervene swiftly and effectively to address misconceptions, including to reinforce accurate spelling, grammar and handwriting, so that pupils secure the foundational knowledge they need to achieve more highly across the curriculum.
 - Leaders should further improve the effectiveness of their personal development programme to ensure that pupils access enriching activities which are specifically designed to develop and broaden their cultural lives.
-

About this inspection

The chair of the board of governors in this school is Christine Thompson.

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 spoke with the headteacher, other leaders and staff. The lead inspector met with members of the governing body, including the chair of governors, a representative of the local authority and a representative of the Diocese of Salford.

This school is a Roman Catholic, voluntary-aided school which is part of the Diocese of Salford. Its last section 48 inspection, for schools of a religious character, took place in November 2025. Its next section 48 inspection is due in 2030.

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

Headteacher: Clare Kerrane

Lead inspector:

Cleone Cunningham, His Majesty's Inspector

Team inspectors:

Schelene Ferris, Ofsted Inspector

Sharon Cowey, Ofsted Inspector

Wendy Tracey, 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 23 June 2026

School and pupil context

Total pupils

416

Above 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

450

Above 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)

8.53%

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

1.20%

Below 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

19.95%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below 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	55%	61%	Close to average
2024/25 (final)	51%	62%	Below
2023/24 (final)	58%	61%	Close to average
2022/23 (final)	54%	60%	Close to average

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	74%	74%	Close to average
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	73%	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	74%	72%	Close to average
2024/25 (final)	62%	72%	Below
2023/24 (final)	80%	72%	Above
2022/23 (final)	78%	71%	Close to average

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	69%	73%	Close to average
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	64%	73%	Below

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	23%	46%	Below
2024/25 (final)	25%	47%	Below
2023/24 (final)	25%	46%	Below
2022/23 (final)	17%	44%	Below

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	45%	62%	Below
2024/25 (final)	50%	63%	Below
2023/24 (final)	50%	62%	Below
2022/23 (final)	33%	60%	Below

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	50%	59%	Below
2024/25 (final)	38%	59%	Below
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	67%	58%	Close to average

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	41%	60%	Below
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	38%	59%	Below
2022/23 (final)	33%	59%	Below

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	23%	68%	-45 pp
2024/25 (final)	25%	69%	-44 pp
2023/24 (final)	25%	67%	-42 pp
2022/23 (final)	17%	66%	-50 pp

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	45%	80%	-34 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	33%	78%	-45 pp

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	50%	78%	-28 pp
2024/25 (final)	38%	78%	-41 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	67%	77%	-11 pp

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	41%	80%	-39 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	38%	79%	-42 pp
2022/23 (final)	33%	79%	-46 pp

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 (3 term)	4.2%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.6%	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 (3 term)	10.9%	13.0%	Close to average
2023/24 (3 term)	12.6%	14.6%	Close to average
2022/23 (3 term)	15.4%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 <https://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 2026



© Crown copyright