

St Luke's CofE Primary School

URN: 112817 | Inspected: 06 January 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.

Achievement Needs attention

Over time pupils' achievement in mathematics and spelling and grammar has been below national averages. This means that they do not have the skills they need in these subjects as they move to secondary school. Disadvantaged pupils have not been achieving as well as their peers. Leaders have identified these areas as key priorities for the school. There are early signs that leaders' work is having a positive impact on the progress that pupils make through the curriculum. For example, pupils are now provided with plenty of opportunities to apply their mathematical knowledge to solve problems. Increasingly, they are able to recall times tables at speed and without error. Pupils' written work demonstrates that they can apply spelling and grammar rules with greater accuracy. Nevertheless, there is more for leaders to do to ensure that their work is consistently effective and leading to improvement in pupils' achievement by the end of key stage 2.

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

Pupils have a positive sense of belonging at St Luke's Church of England Primary School. They regard themselves as a team. Pupils behave well and work hard. They help each other to be the best that they can be. They know that bullying is wrong and do not worry about being bullied. Pupils take great pride in upholding the school's values. They represent the school well. For example, they speak to visitors politely and confidently and are fair and generous opponents when playing competitive sports. The school day begins with pleasant greetings between staff and pupils. Pupils particularly enjoy saying good morning to Buddy, the school dog. Pupils settle quickly to their learning. They focus well on the tasks they are given, even when, for example, they are excited about the snow outside. During outdoor play they are careful to stick to the rules so that they can have fun and stay safe. The school's motto of 'opening eyes, hearts and minds' provides the foundation for the decisions leaders take, which are in the best interests of pupils. Leaders are aspirational that pupils will leave the school well prepared for the next stage in their education. This is exemplified through the 'no child leaves St Luke's without' charter. This sets out the varied academic and personal experiences that pupils will have during their time at the school. These include having the confidence to read aloud, the ability to hold a basic conversation in a modern foreign language, a visit to a museum and learning from past mistakes. Nevertheless, there is still more for leaders to do to ensure that pupils leave the school with the knowledge and skills they need across the curriculum. Pupils, and in particular disadvantaged pupils, are not achieving as well as they should be in national tests, such as mathematics, at the end of Year 6 compared to their peers. Parents and carers are overwhelmingly supportive of the school's work. They show high levels of appreciation for the school's community spirit as well as the education and care their children receive.

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Next steps

- Leaders should ensure that pupils' achievements at the end of key stage 2, including for disadvantaged pupils, improves, so that pupils are sufficiently well prepared for the next stage in their education.
- Leaders should ensure that pupils at the earliest stage of learning to read have plenty of opportunities to read books that enable them to develop their fluency skills.
- Leaders should develop a clear strategy to the teaching of handwriting so that there is a consistency of approach as pupils progress through the school.
- Leaders should refine their attendance strategy to work more closely with families so that they can reduce pupils' persistent absence.

Curriculum and teaching

Expected standard

Leaders have established a broad and ambitious curriculum. They regularly review the impact of the curriculum on what pupils know and remember. They make well-considered adaptations to ensure that it is meeting pupils' needs. A recent example of these decisions is the school's adjustments to improve both the content and implementation of the mathematics curriculum. Across the school, teachers deliver the curriculum effectively and demonstrate appropriate subject knowledge. They understand what pupils need to do next and design lessons that enable pupils to take subsequent steps. They provide additional support so that pupils with special educational needs and/or disabilities can access the curriculum. They provide clear explanations and use a range of strategies to engage pupils in their learning. There is a firm focus on the importance of foundations of reading, writing and mathematics, alongside enriching pupils' use of language and vocabulary. The school's approach to the teaching of phonics is well embedded. Pupils are successfully supported to acquire secure phonic knowledge. Over time, pupils become fluent and confident readers. However, some pupils at an earlier stage of learning to read are not given enough opportunities to develop their reading fluency. As a result, they do not develop this important skill as quickly as they could. In addition, the school has not explicitly set out how pupils' handwriting should develop as they move through the school. As a result, there is some variability in the legibility of pupils' handwriting.

Early years

Expected standard

Leaders prioritise the early years. They regard this provision as the 'bedrock' of the school. There is a clear vision to provide a high-quality education that gives children a great start to their education. The curriculum has been developed so that children leave the setting ready for Year 1. Children experience a broad curriculum. Early mathematics, reading and communication and language skills are at the core of the curriculum. Reading is given priority. Phonics is taught systematically and children have opportunities to rehearse and secure new sounds.

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Staff talk with children, ask questions and model new vocabulary. Children learn new vocabulary such as 'freezing' and 'temperature' and understand their meaning. They find missing numbers to 10 and join in enthusiastically as they rehearse and learn new sounds that will help them to read. The curriculum also provides children with plenty of opportunities to develop personal, social and emotional competency. As a result, children play and learn happily together. Staff are suitably expert. They understand children's needs. They tailor the curriculum to make sure that the right learning is prioritised for each child. They know which children need more practice and support to secure the intended knowledge. Staff make sure that parents and carers have plenty of information about what their child will learn. They encourage parents to be active participants in their children's education.

Inclusion

Expected standard

All pupils are welcomed at this inclusive school. Staff know pupils well. They recognise when pupils present with a range of personal and academic challenges that prevent them from learning as well as they can. The school identifies pupils' additional needs without delay. Skilled leaders work closely with staff to gather the information they need to make sensible decisions about the best ways to support these pupils. When needed, they seek the advice of external agencies. Staff receive a range of training that helps them to meet pupils' needs. This enables them to successfully make reasonable adjustments and/or adaptations to the delivery of the curriculum. As a result, pupils who face additional barriers learn well alongside their peers and enjoy all aspects of school life. The school has well-established systems in place to check that the actions they take are helping pupils to access the curriculum. Leaders effectively use funding and have sharp oversight of key pupil groups, such as those eligible for pupil premium, those with special educational needs and/or disabilities and those known (or previously known) to children's social care. There is a clear ambition for all pupils to achieve their potential regardless of any disadvantage.

Leadership and governance

Expected standard

Leaders have a clear vision for the school. They are aspirational that pupils will succeed, academically and personally. They are role models in the school community. They put pupils front and centre in the decisions that they make. They work effectively together and with the wider staff team to bring about their ambitions for the school. Leaders demonstrate that they understand what is working well in the school and where there is more to do. They have prioritised the right areas to improve the school, such as to improve pupils' achievement in mathematics, spelling and grammar. They keep a close eye on the difference that the school is making to disadvantaged pupils. They use current research to influence the action they take. They make sure that staff receive appropriate training so that they have the skills that they need to develop their expertise in priority areas. Governors provide intelligent and well-informed support. They also have an accurate understanding of the school's current priorities. They use the information they receive from leaders, as well as their own oversight, to

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hold leaders to account for the changes they make. They make a significant contribution to the school's strategic direction. They fulfil their statutory duties, such as in relation to safeguarding and equality. Staff are positive about the part they play to improve the school. They feel well-supported by leaders. They fully agree that their workload and wellbeing are considered. Like pupils, parents and carers and governors, they are proud to be a part of the St Luke's community.

Personal development and wellbeing

Expected standard

Leaders ensure that pupils have a wide range of experiences that prepare them well for the next stage in their education and later life. The school's enrichment programme is extensive. This offer largely takes place during the school day. It is designed so that all pupils, and in particular disadvantaged pupils, have the chance to try new things and develop their talents and interests. Pupils enjoy sporting opportunities such as cricket and Boccia. They try out karaoke and 'belly laugh' club. Pupils who join the 'service club' find ways to help their local community. Pupils benefit from the opportunities they have to be outdoors. They develop key social skills and improve their physical and mental health. Pupils learn about the lives of others, including those who are different to them. They develop empathy and learn to stand up for those who may be less fortunate than they are. Pupils take on positions of responsibility in the school. For example, older pupils support younger pupils in assembly, on trips and at social times. 'Stewards' lead community and charity events and 'chaplains' help lead aspects of the school's Christian ethos and church school life. The school's personal, social and health education curriculum is appropriate for the its pupils. For example, pupils learn to recognise that healthy relationships should be based on trust. They learn how to keep themselves safe online and the importance of British values in society. They understand that respect for difference is vital, although their understanding of some aspects of what makes people different is not as deeply understood.

Pupils know that they can go to an adult in school if they have a problem or a worry. Leaders provide sensitive pastoral support for pupils based on their individual needs. This support, as well as the reasonable adjustments and/or adaptations that the school makes, helps pupils to manage the demands of the school day, including at social times. Needs attention

Attendance and behaviour

Expected standard

Leaders ensure that pupils, parents and carers understand the importance of pupils attending school on every possible day. Leaders monitor attendance data regularly and make sure they identify the reasons why pupils are not in school. They typically offer families appropriate support and challenge when pupils do not attend as well as they should. While some pupils are persistently absent, most attend school well. Staff have consistently high expectations of pupils' behaviour across the school. Respect is at the heart of this work. Bullying or discrimination is not accepted. Leaders deal with any issues raised promptly and effectively. Staff use a range of techniques to

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ensure that a positive climate for learning is established. For example, when teachers ask for a 'high 5', pupils know this means to stop, raise their hand and listen to their teacher's next instructions. Pupils have positive attitudes to their learning. They demonstrate resilience if they find tasks hard. They understand how to ask for help when it is needed. They work well in pairs and groups. Staff are positive role models for pupils. They routinely support and encourage pupils. Leaders track and analyse patterns in pupils' behaviour. They make well-considered decisions about the best ways to help pupils who find it more difficult to stay on task. Pupils use strategies sensibly to help manage their feelings. Then, they return promptly to their learning.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/st-lukes-cofe-primary-school-glossop>