



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England School, Exeter	
Address	Harts Lane, Exeter, EX1 3RD
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
St Luke's is an ambitious and inclusive Church of England School dedicated to ensuring all students live life to the full.
Key findings
<ul style="list-style-type: none"> • Pupils and adults flourish at St Luke's as a direct result of the distinctive Christian vision that motivates and energises all, including the disadvantaged. Every pupil is treasured as being made in the image of God. • The impact of the associated values is seen in all members of the school living together well. Students display hope and aspiration for themselves and for their community. There are fewer opportunities for spiritual development across the planned curriculum. • The Ted Wragg Trust and Exeter Diocese are resolutely supportive of the school and make a discernible impact on the school community. • Creative collective worship enables pupils to reflect on and to apply the vision to themselves and to life around them. Pupils enjoy contributing to collective worship when invited to do so. • Strong religious education (RE) teaching is producing learners with enquiring, informed and respectful attitudes to religions and worldviews. Pupils are less certain about the diverse practice of Christianity across the world.
Areas for development
<ul style="list-style-type: none"> • Develop ways to deepen pupil understanding of Christianity as a global, living faith so that they appreciate more of its diversity. • Continue to develop and communicate a schoolwide definition of spirituality so that pupils deepen their questioning and reflection. • Enable pupils to play a greater role in the planning and leadership of collective worship so that they grow in confidence in communicating their understanding of the relevance of faith in today's world.

Inspection findings

The words of Jesus about living 'life to the full' (John 10:10) are the basis of the inspiring vision of St Luke's Church of England School. Leaders challenge pupils sensitively to be the best they can be in all aspects of their life at school. They also encourage pupils to transfer this into the wider community. The associated Christian values of respect, inclusivity, hope, achieving one's best and responsibility, are vehicles to achieve this. They are well known throughout the school and are motivational. Their importance is signalled through the school merging its character education and its RE to form a 'Life to the full' curriculum. Pupils appreciate how this extends their understanding of the wider world and allows them to reflect on critical questions about life.

Leaders are passionate about inclusion and about ensuring the fullest life possible for every single pupil. The values of the school and of the trust are closely aligned, especially in the area of social justice. The vision is at the heart of all decision-making. The governors have maintained their ethos committee. This takes a rightful lead in monitoring and evaluating how the school is performing as a Church school. Leaders prioritise the use of pupil, staff and parent voice to gain an accurate understanding of the school as a Church school. This also ensures that all members feel involved in developing the practical outworkings of the vision and values.

The trust and diocese have given unstintingly of their expertise and support since St Luke's joined the trust. These have been challenging times as the school needed to make rapid and sustainable improvement. They have enabled the school to become more confident as a Church school and looked for opportunities to raise the self-esteem of staff. They enable a leader to share good practice about Christian distinctiveness across the trust and beyond. The diocese enables the RE subject leader to learn from, and contribute to, a peer network. RE is thus reflective of current thinking about the subject's development.

Staff know they are valued and nurtured individually and collectively. The priority given to coaching and professional development helps them to role model the desired ways of learning and living. It also enables them to find effective, new ways to improve pupil outcomes. Wellbeing is a constant focus. Its importance can be seen in the thoughtful deployment of volunteer chaplains from local churches. They are used primarily for pastoral support of pupils and staff as well as for collective worship. Positive mental health strategies are another way that enable pupils and adults to live life to the full.

Leaders, inspired by the vision, are decidedly ambitious for their pupils to want to and to achieve their best. Lessons are carefully planned and structured, giving learners opportunities to show and grow their understanding. Pupils with additional needs are quickly identified and given targeted support. Mature and respectful discussion is a hallmark of classrooms. Daily reading is prioritised as a way to enhance literacy as a life skill. Carefully chosen texts for Friday tutor time expose learners to greater cultural diversity. Pupils are aware that Christianity is a worldwide faith. They are less certain about how it may be practised in different countries. Spiritual development is taken seriously, especially in RE and collective worship. Pupils appreciate moments of reflection as they recognise the need to think through some of the big issues facing society. Leaders are developing a shared understanding of spirituality across the school. This encourages a greater depth of pupil questioning.

The vision's expressed desire for pupil flourishing is apparent through the enrichment programme. There are ambitious musical productions, where there are notable numbers of disadvantaged pupils participating. Pupils, including the disadvantaged, are strongly



encouraged to take part in the Duke of Edinburgh's Award Scheme. This entails personal challenge and is also a way of making a difference in the local community through volunteering.

The vision and associated values are most evident in the really strong interactions in the school. 'Life to the full' is certainly interpreted as being more adept in human relationships. Staff exercise a sensitive and aspirational combination of care and rigour. Pupils recognise this and respond very positively. There is a culture of praise and reward. When things go wrong, attention is given to identifying how to avoid a repeat in the future and in quickly restoring relationships. Staff have a very developed sense of every pupil being made in the image of God. There are many avenues by which pupils can exercise leadership. There is a growing awareness of courageous advocacy as a way of seeking greater justice in society. This was apparent when pupils went to a workshop in Exeter Cathedral about the effects of climate change on the Solomon Islands. Shocked by what they learnt they consequently persuaded governors to play their part by increasing recycling, for instance of football kit, at school.

Collective worship takes many forms at the school. It engages all pupils and enables them to explore further the vision and associated values. Creative methods, such as the inspiring videos produced by the chaplains, are used to explore the Bible. The material is relevant to the pupils and often has a local connection. 'Mindful moments' are used in tutor groups and pupils recognise that they always contain a challenge. One said, 'collective worship helps us to be better people and to role model this to others'. Pupils are invited to pray or to reflect and this time is highly prized as an oasis in a busy day. When pupils lead worship, they enjoy communicating what they feel strongly about. Leaders have plans to ensure they have more opportunities to lead and to be involved in the overall organisation.

RE leaders ensure that teaching enables pupils to explore, at an appropriate depth, Christianity, major religions and worldviews. Material is drawn appropriately from the locally agreed syllabus and from 'Understanding Christianity'. All pupils have the chance to study RE to GCSE. Pupils handle specialist terminology confidently and are exposed to core texts. They are beginning to understand the context that informs these texts. They enjoy discussions and debates and are very open in responding to new ideas. A Year 7 discussion on Ramadan was sensitive and included very mature ideas about its potential benefits. Learning is monitored through ongoing feedback in lessons and searching summary assessments three times a year. Professional development opportunities are taken and learning is shared amongst the teachers.



Information			
School	St Luke's Church of England School, Exeter	Inspection date	21 March 2023
URN	147401	VC/VA/Academy	Academy
Diocese/District	Exeter	Pupils on roll	860
MAT/Federation	Ted Wragg Multi Academy Trust		
Headteacher	Kealey Sherwood		
Chair of Governors	Ben Slater		
Inspector	Simon Stevens	No.	953