

# St Luke's Science and Sports College

Harts Lane, Exeter, Devon EX1 3RD

## Inspection dates

18–19 June 2019

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Inadequate</b>
Outcomes for pupils	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders have failed to halt a decline in standards in recent years. Although leaders have taken many actions to eliminate weaknesses, these actions have not had the desired impact.
- Leaders do not ensure that the curriculum and teaching are planned well. As a result, pupils do not make the progress of which they are capable.
- Teachers do not comply consistently with school policies for improving teaching. Middle and senior leaders' monitoring of teaching is ineffective, so weak practice continues.
- Teaching is not good enough. It is inconsistent within and across subjects and, consequently, pupils receive a varied experience in their learning, which is hindering their progress.
- Teachers' expectations of pupils are not high enough, especially of the most able pupils. Teachers do not provide tasks which stretch and challenge pupils adequately in their learning.
- Leaders do not use additional funding, such as the pupil premium, effectively. As a result, vulnerable pupils are not making adequate progress.
- Leaders do not provide a suitable curriculum for spiritual, moral, social and cultural education. Pupils have very little understanding of British values, so they have too little appreciation of democratic processes, the value of tolerance and the influences of extremism.
- Leaders have not established a suitable careers education programme from Years 8 to 11. Pupils are not prepared well for their next stage of education, employment or training.
- Pupils' personal, social, health and economic education has little impact on their emotional well-being or understanding.
- Many pupils do not feel confident about the way staff deal with bullying. They do not feel that staff listen and react to their concerns.

### The school has the following strengths

- Behaviour has improved in the school and, in most lessons, pupils are ready to learn and low-level disruption is less frequent.
- Attendance and persistent absence have improved so that they are in line with the national average.

## Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### What does the school need to do to improve further?

- Improve the standard of education by ensuring that:
  - leaders act swiftly to monitor the impact of their plans, policies and practice closely so that weaknesses in teaching are eliminated and pupils' progress increases
  - senior and middle leaders are given training in how to monitor the quality of teaching so that action is taken to improve it quickly
  - leaders' and teachers' expectations of what pupils can achieve rise so that pupils are challenged more effectively
  - leaders use additional funding effectively to support those pupils it is intended for.
- Improve the quality of teaching by ensuring that:
  - teachers' assessment of pupils' attainment is used to shape future planning so that pupils' needs are met more closely
  - the most able pupils in all year groups are provided with learning that is sufficiently challenging and deepens their thinking
  - disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), in the main school, receive support that helps them make faster progress.
- Improve the quality of pupils' personal development and welfare by:
  - providing a meaningful and effective personal, social, health and economic education programme that supports pupils' emotional well-being
  - providing a spiritual, moral, social and cultural curriculum that embeds British values so that pupils are prepared for life in modern Britain
  - providing the statutory careers programme for pupils in Years 8 to 11
  - ensuring that the systems for dealing with bullying are improved and help pupils to feel safe.

An external review of pupil premium spending should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The capacity of the leadership team has diminished over time. Leaders have failed to tackle the significant weaknesses in pupils' progress and the standards they attain.
- Senior and middle leaders' monitoring of teaching is ineffective. Some teachers do not apply the school's policies and practice consistently. This confuses pupils and hinders their academic progress.
- Despite a trend of significant underachievement for disadvantaged pupils, leaders have not given sufficient priority to tackling this weakness. Leaders have not identified accurately the barriers to learning these pupils face and so teachers are failing to support them with precise actions to improve their learning.
- Despite low standards, many middle leaders have not made long-term plans for improvement in their subjects. For example, they have not paid sufficient attention to the introduction of new GCSE examination specifications. As a result, teachers do not consider what pupils need to know and understand in order to make better progress. Pupils' progress has been substantially below average in some subjects for several years.
- Leaders' analysis of the school's assessment information is not being used well to improve pupils' progress. Leaders do not pay sufficient attention to information about the progress of pupils with SEND. This means that these pupils do not receive the specific support they need and so their progress is impeded.
- Leaders have failed to establish a whole-school approach to literacy. Leaders do not support pupils' progress in reading and writing in a systematic way across the curriculum. Consequently, standards are too low.
- Leaders have not planned an effective personal, social, health and economic education programme for pupils. Although pupils have an awareness of internet safety, there are many other aspects of life about which they know very little. For instance, pupils do not have enough understanding of the dangers and influence of extremism.
- The promotion of pupils' spiritual, moral, social and cultural development is not effective. For example, pupils are not taught about the importance of becoming healthy citizens.
- Careers guidance is weak and concentrates on Year 10 and Year 11 pupils only. Pupils are not well prepared for the next stage in their learning when they leave school.
- Leaders from a local multi-academy trust (MAT) have supported the school since November 2018. This is helping senior and middle leaders to focus more effectively on the critical issues, but the support has had too little impact on eliminating endemic weaknesses.
- Pupils with SEND in the local authority resource base are making strong progress. This is because of the effective support they receive from highly skilled teaching assistants.
- The legacy of the school as a sports college provides many positive aspects. Teaching in physical education (PE) is a strength of the school. In addition, there are several high-profile enrichment activities for pupils, such as links to professional football clubs.

- Pupils who enter the school with below-average ability in literacy and mathematics benefit from the Year 7 catch-up funding. Leaders use this funding well.
- Senior leaders' efforts to engage with parents and carers have had only limited success. Fewer than two thirds of parents on the online survey, Parent View, would recommend the school to other parents.
- Leaders should not appoint newly qualified teachers.

### **Governance of the school**

- In 2018, the governing body commissioned a review of its own performance. This produced recommendations for improving governors' skills and their ability to hold leaders to account. Having acted on these recommendations, the governing body now has a suitable range of skills, but the impact of its work on improving the quality of education is not measurable yet.
- Although governors challenge leaders in meetings, the result has not stemmed the decline in the standards pupils reach.
- Governors have not managed the spending of pupil premium funding efficiently until recently. Consequently, disadvantaged pupils are not making adequate progress. Governors have not overseen the use of funding for pupils with SEND closely enough. Too many pupils with SEND in the main school make slow progress.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The designated safeguarding lead is vigilant in his oversight of any child protection issues. Records of any safeguarding concerns are of high quality and detailed. Staff receive suitable safeguarding training and so they are able to recognise the signs when pupils' welfare may be at risk.
- Senior leaders ensure that all the necessary checks on staff are carried out thoroughly before they are appointed.
- Staff work sensitively with parents and external agencies to monitor and support vulnerable pupils. As a result, these pupils receive the help and protection they need.

### **Quality of teaching, learning and assessment**

### **Inadequate**

- Middle leaders have increased their support for teachers within the last year. Despite this, there is still too much variability in teaching within subjects and between subjects. As a result, teaching is not good enough and pupils' progress is still poor.
- Senior and middle leaders do not plan effectively on a long- or short-term basis. They do not consider pupils' prior knowledge and build on this systematically. This means that, for example, the most able pupils in Year 7 are repeating work completed in the primary curriculum.
- Too many teachers do not provide pupils with frequent opportunities for extended writing. Consequently, pupils are ill-prepared for their examinations in key stage 4.

- Teachers' expectations are too low, and they do not plan for pupils' different needs. As a result, the most able and middle-ability pupils fail to reach the standards expected for their age.
- There have been several staffing changes in recent years, and, frequently, non-specialists are teaching pupils. The lack of planning to tackle this issue and insufficient training mean that these teachers fail to meet pupils' needs.
- Teachers do not make effective use of what pupils know, can do and understand to plan new learning. Consequently, teaching does not develop pupils' knowledge, understanding and skills sufficiently.
- Teachers do not apply the school's feedback and marking policy regularly or consistently. Too often, pupils present scruffy, incomplete, misspelt and poorly punctuated work, which many teachers fail to challenge.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Many pupils expressed negative attitudes towards the school and their learning. They do not feel that staff listen to their concerns.
- Pupils are articulate and can express their viewpoints coherently and sensitively.
- Pupils do not take pride in their work. Although there are stickers on the front of their workbooks stating the expectations for presentation, most pupils do not adhere to these.
- Pupils do not receive an effective personal, social, health and economic education or an adequate careers education programme. Many pupils feel that they do not receive the right information to help them prepare for the next stage in their education.
- Leaders have trained anti-bullying ambassadors and provide pupils with an online system to record concerns. Despite this, half of the pupils who responded to the online survey felt that the school does not deal effectively with bullying. A significant proportion of parents who responded to the online survey thought that the school does not deal effectively with bullying.
- The school offers many enrichment activities for pupils, particularly in sports and performing arts. However, a substantial proportion of pupils do not attend any extra-curricular activities.

### Behaviour

- The behaviour of pupils requires improvement.
- Leaders have been effective in their work to improve the rate of pupils' attendance and reduce persistent absence. The attendance rate is now in line with the national average. In particular, leaders have improved the attendance of disadvantaged pupils.
- Pupils in alternative provision attend regularly. School staff check on this daily.

- Behaviour has improved in the school, and, in most lessons, pupils are ready to learn and low-level disruption is less frequent. However, there are staff who do not apply the behaviour policy when needed. Pupils spoke of the inconsistency of its application and the resentment that this causes. A third of parents who responded to the survey did not feel that behaviour is good enough at the school.
- Pupils are polite and conduct themselves well around the school. There are parts of the site that are not supervised adequately at breaktimes, and some pupils avoid these areas as a result.
- Permanent and fixed-term exclusions have reduced in the past year. However, there are high numbers of pupils in internal isolation. Teachers' use of restorative approaches to help pupils refrain from repeat offences are beginning to have some impact.

### Outcomes for pupils

### Inadequate

- Pupils enter school with prior attainment that is average, but do not reach the standards they should by the time they leave the school. Current pupils continue to make poor progress.
- In 2018, Year 11 pupils' progress in almost every GCSE subject included in the English Baccalaureate, and for most-able and middle-ability pupils, was significantly below average.
- There are incremental signs of pupils making better progress in mathematics, but in English, science and humanities, pupils' progress is still not showing any improvement. Pupils have underperformed significantly in these subjects for four years.
- Too many pupils do not understand their academic targets or how they might achieve them. This applies to disadvantaged pupils and those with SEND.
- The difference in the progress of disadvantaged pupils and others nationally is not diminishing. Currently, the gap is widening as the actions that leaders are taking are not having the necessary impact.
- Pupils' reading is not developed beyond English lessons. Pupils have time to read in tutorial sessions but are not guided about the quality of their reading choices. As a result, some pupils are not deepening their understanding or improving aspects of reading, such as inference.
- Pupils who enter the school with below-average literacy and mathematics attainment catch up within Year 7 and reintegrate into Year 8 at the right level.
- Pupils who attend alternative provision are making strong progress in their studies.
- Pupils with SEND in the resource base are making good progress. Some aspire to go to university and are on course to achieve this aim.
- There are fewer pupils than previously who leave school without going on to education, employment and training. However, their school experience is not preparing them well for entering courses, employment or training. For too many pupils, the lack of strong results in GCSE English and mathematics means that they have to catch-up post 16.

## School details

Unique reference number	113550
Local authority	Devon
Inspection number	10086892

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary comprehensive
School category	Voluntary controlled
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	914
Appropriate authority	The governing body
Chair	Adrian Harding
Principal	David Holt
Telephone number	01392 204600
Website	<a href="http://www.stlukescollege.co.uk">www.stlukescollege.co.uk</a>
Email address	<a href="mailto:office@st-lukes.devon.sch.uk">office@st-lukes.devon.sch.uk</a>
Date of previous inspection	January 2014

## Information about this school

- St Luke's Science and Sports College is an average-sized secondary school.
- The school is a voluntary controlled Church of England school and part of the Exeter diocese.
- The proportion of pupils who receive the pupil premium is slightly above average.
- There is a greater proportion of pupils who have an education, health and care plan than average but an average proportion of pupils with SEND. There is a specialist resource base on site, the Brunel Centre, for pupils with physical and other disabilities. There are six pupils at the centre.
- The school uses Chances and Wave Multi-Academy Trust as alternative education providers for pupils.

## Information about this inspection

- Inspectors visited lessons jointly with senior leaders.
- A wide sample of pupils' work was scrutinised.
- Inspectors talked with groups of pupils from key stages 3 and 4, as well as with other pupils informally across the site.
- Meetings were held with the principal, senior and middle leaders and members of the governing body.
- Documentary and other types of information were evaluated, including evidence relating to safeguarding and school evaluation.
- Inspectors took account of 158 responses to and 90 comments on the online Parent View survey, 105 responses to the online pupil survey and 59 responses to the staff online survey.

## Inspection team

Kathy Maddocks, lead inspector	Her Majesty's Inspector
Malcolm Davison	Ofsted Inspector
Carol Hannaford	Ofsted Inspector
Daniel Roberts	Ofsted Inspector

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