

Inspection of St Luke's Academy

Cricklade Road, Swindon, Wiltshire SN2 7AS

Inspection dates: 6 and 7 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy attending the school. They say that it has improved over the last two years. They like that it has become calmer and quieter, and this is helping them to learn more. They like the staff, trust them and, as a result, feel able to talk with them. Pupils value the rewards systems, and these motivate them to behave well.

Leaders have introduced a new curriculum and now have high expectations of pupils. For some pupils this is the first time that they have enjoyed learning and made progress. Pupils describe how this is building their confidence and self-belief.

Pupils feel safe in the school. Bullying is rare and dealt with quickly and well. Staff are well trained in the management of behaviour. Incidents of poor behaviour are rare and managed with skill and care.

There are a wide range of activities offered beyond the classroom and these are very popular. Pupils successfully engage in a wide variety of work experience opportunities.

Staff say how much they 'love' the school and how well leaders support them. Staff work well together. There is a strong sense of community centred on the learning and well-being of the pupils.

What does the school do well and what does it need to do better?

Senior leaders have established a new and strong vision for St Luke's school. The trust, school leaders and staff all share its values. These have brought about a transformation of the school in a short period of time. It has a focus upon learning, good organisation and caring relationships. Leaders have created a calm and happy school.

Leaders have re-designed the curriculum to be ambitious for all pupils. There are a wide range of subjects in place. For example, the forest school and the school's vocational subjects. The curriculum is now well planned in most subjects. There remains work to ensure that pupils build their knowledge over time in all areas. For example, in science, the curriculum requires further detail so that teachers know what pupils need to learn and at what point.

Teachers make sure that learning is well structured across the school, and this helps pupils to remember what they have been taught. Teachers know their pupils well and adapt their teaching to meet their needs. As a result, many pupils who had lost confidence in themselves, re-engage with learning and gain the knowledge and skills they need. More pupils now enter a range of public examinations and are successful.

Assessment is used well at the school and directly informs teaching. The use of assessments on entry, reading tests, formal exams and regular quizzes are all well planned. They help the staff to understand the learning needs of their pupils.

Reading is a high priority at the school. Tutor times have a focus on reading for all. There are a range of interventions in place for those who need to catch up. Pupils read aloud with fluency and expression.

Leaders have reached out to work with families and the community. This is building close relationships and a good reputation for the school. Staff now feel a real sense of pride in working at the school.

Staff teach pupils how to behave well, to be tolerant and kind to others. Leaders have designed a well-structured personal development curriculum and pupils are positive about their learning in this area. To support pupils' wider well-being, leaders have employed a good range of support staff. Pupils feel that they receive the help and support they need.

The school has a well-planned and well-delivered careers programme that meets the requirements of the Baker Clause. The school invites all the local post-16 providers to speak to pupils. This ensures that they are well informed about their options. More pupils now move into post-16 education than in the past.

Safeguarding

The arrangements for safeguarding are effective.

The school has well-organised systems for managing safeguarding. It has the required range of policies in place. Staff are well trained and aware of their responsibilities. They understand how to act and what will happen as a result. Staff know pupils well and are alert to their well-being. The school's curriculum supports the safeguarding of pupils. They are taught to keep themselves safe in all contexts. Training is well organised, up to date and matched to the needs of the school. Leaders have received training for their staff selection processes.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some areas of the curriculum, for example, science, do not set out with enough clarity what pupils need to learn and in what order. As a result, some pupils do not make the progress of which they are capable in these areas. Leaders should ensure that the curriculum is carefully planned in all subjects so that pupils' learning builds on their prior knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145852
Local authority	Swindon
Inspection number	10221794
Type of school	Special
School category	Academy special sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	Board of trustees
Chair of trust	Nick Capstick
Headteacher	Judith Buckingham
Website	www.stlukes.swindon.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- All admissions to the school come through the local authority.
- All pupils have social, emotional, and mental health needs.
- All pupils in Year 7 are entitled to the Year 7 catch-up funding.
- The school uses two registered alternative providers.
- The vast majority of pupils arrive to school using local authority transport.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, the chief executive officer of the trust, members of the trust, senior leaders and staff.
- Inspectors examined the school's arrangements for safeguarding by meeting with the designated lead for safeguarding. They also scrutinised policies, procedures

and record-keeping and reviewed the safeguarding checks made on staff when they are recruited.

- Inspectors carried out deep dives in the following subjects: English, mathematics, food technology and construction. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, looked at a range of pupils' work and held discussions with teachers and pupils.
- Inspectors spoke informally to pupils around the school site, talked with them during lessons and met them in small groups.
- Inspectors reviewed a range of school documents, including policies and record-keeping for behaviour management, exclusions and attendance.
- Inspectors considered the views of parents expressed in the online questionnaire Ofsted Parent View and the pupil questionnaire.

Inspection team

Malcolm Willis, lead inspector

Ofsted Inspector

Andrew Buckton

Ofsted Inspector

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