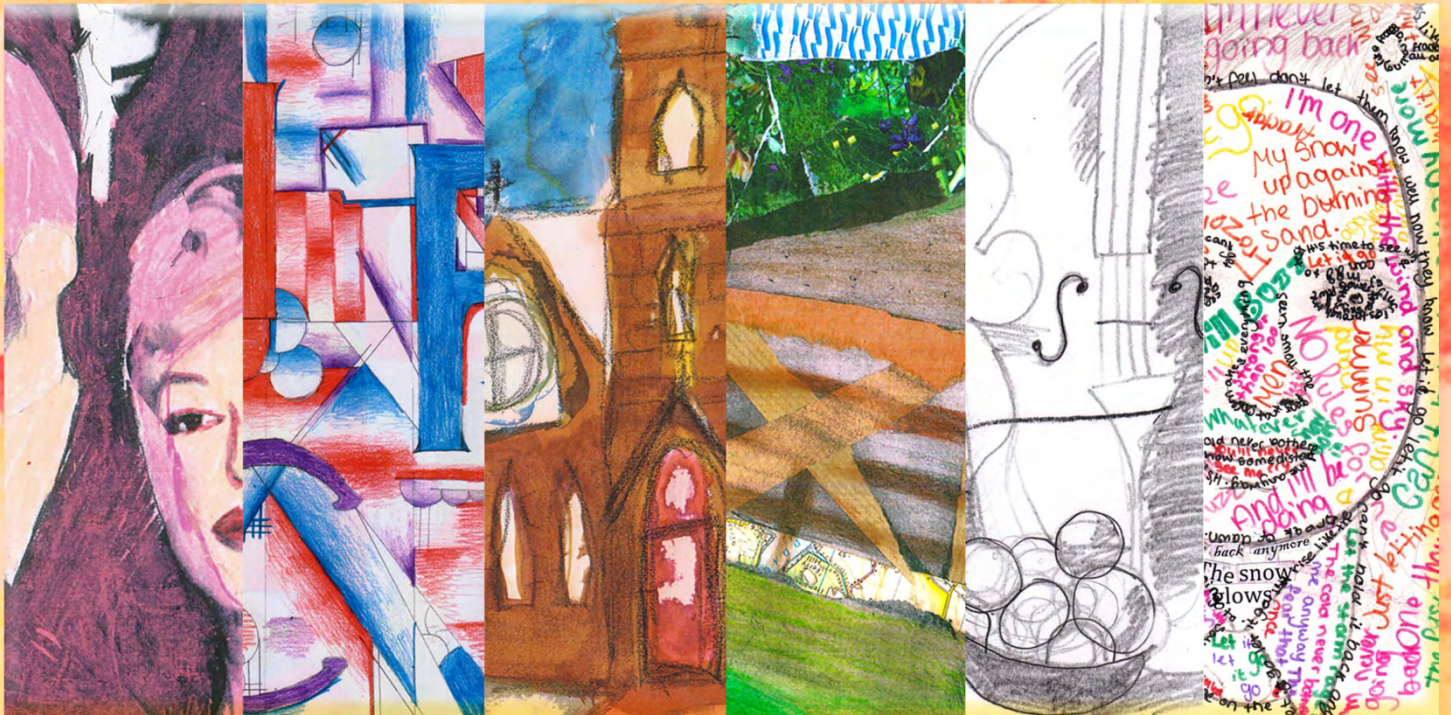


ART SPACE

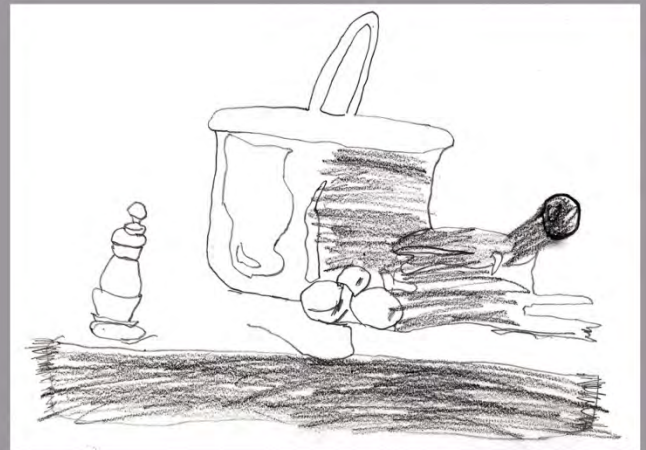
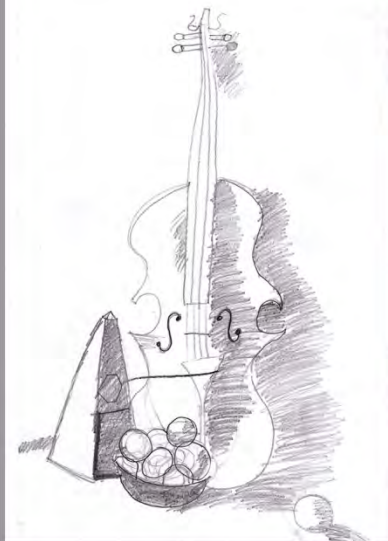
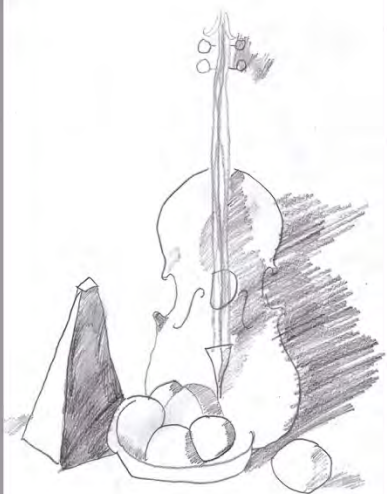
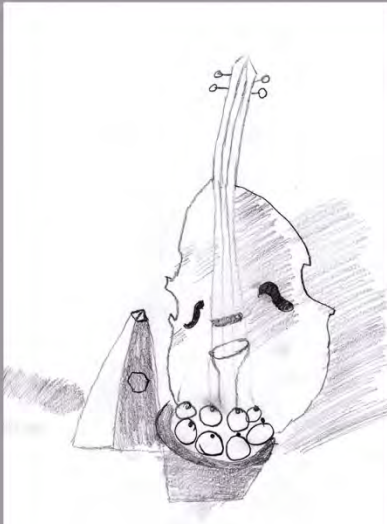


Spring -
Summer
2014

Year 7

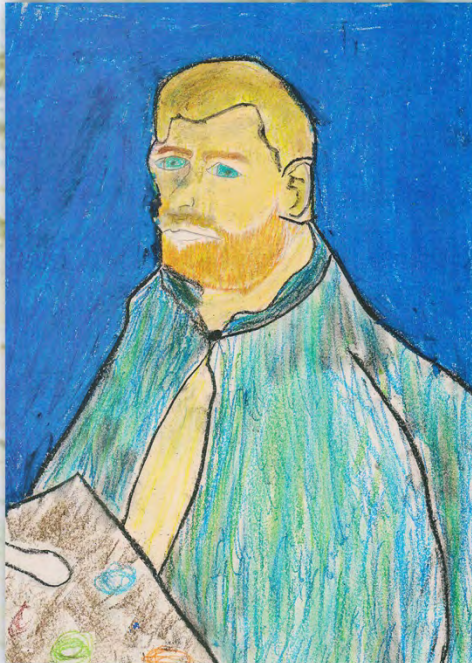
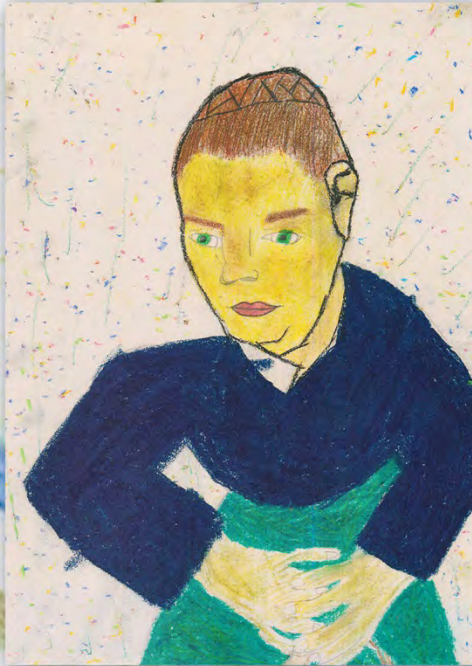
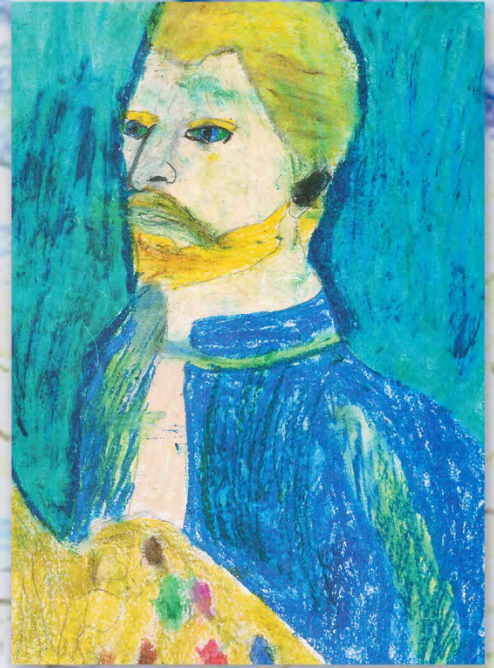
Still Life

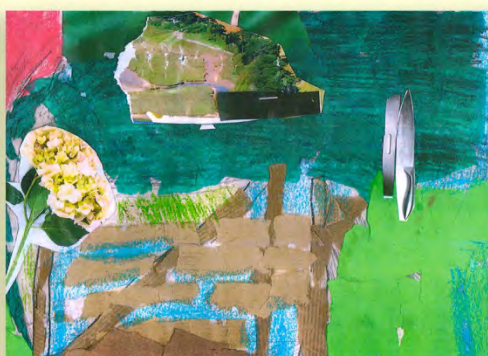
Observation, Line and Shading task using pencil. Looking at various artists including Patrick Caulfield and Wayne Thiebaud.



Year 7 Portraits

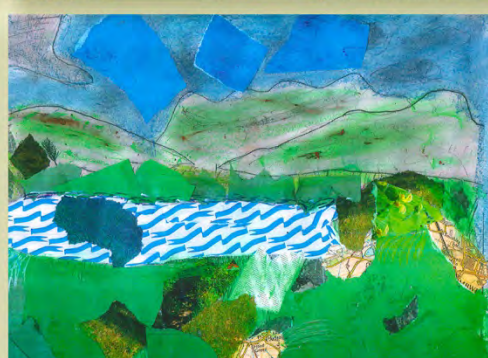
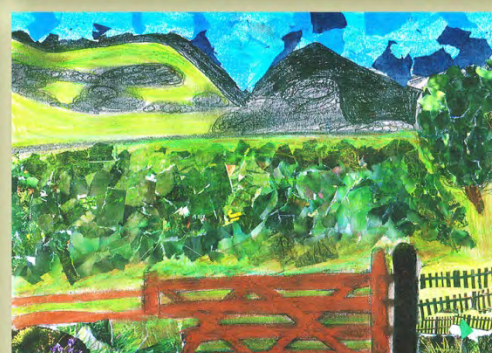
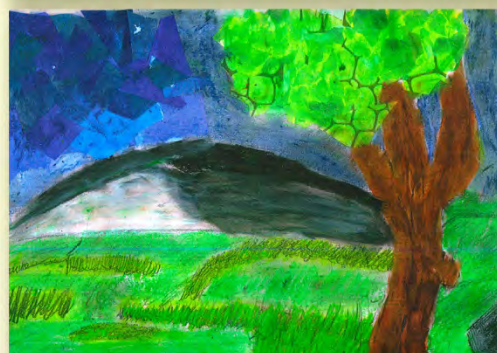
Observation & recording task using oil pastels in a Post-Impressionist style. Looking in particular at Vincent Van Gogh.

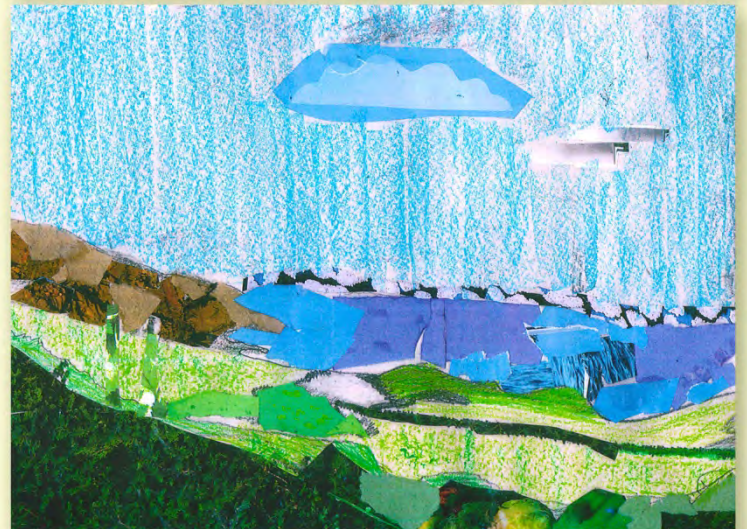




year 8 Landscape

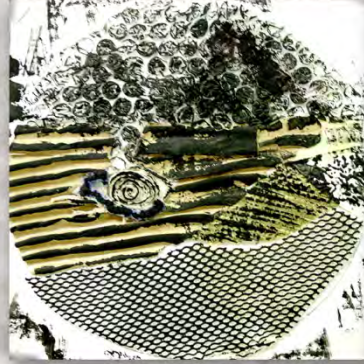
Students have studied a range of landscape artists this term making excellent use of oil pastel, paint and collage. They have learnt how artists such as Van Gogh and Constable use a variety of techniques to create landscapes.



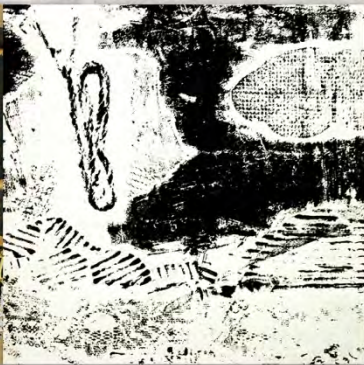


Year 8 Landscapes





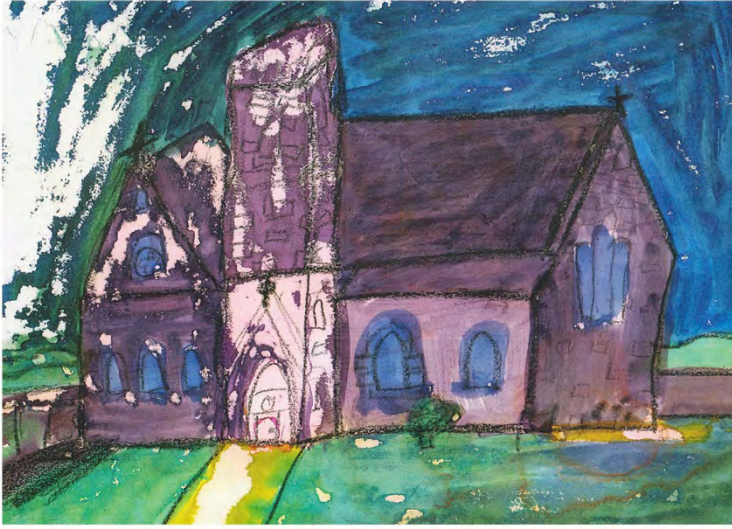
Students developed imaginative landscape collage designs, inspired by the surrealist artist Salvador Dali. These were then used to make collagraph prints from which to ink up and print.

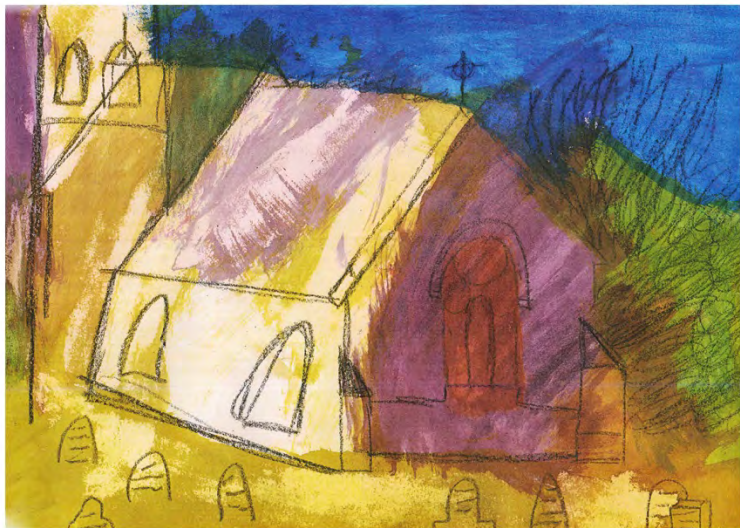


Year 9

Churches

Students looked at the work of John Piper and his observation of Churches. Students used wax resist and coloured inks to produce similar effects.

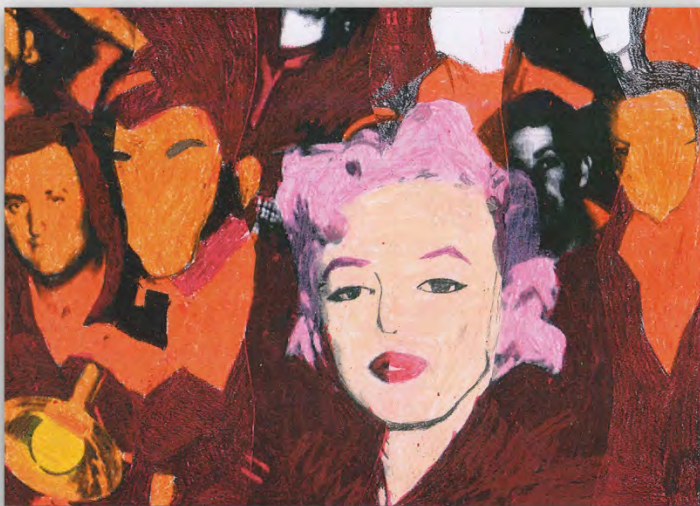
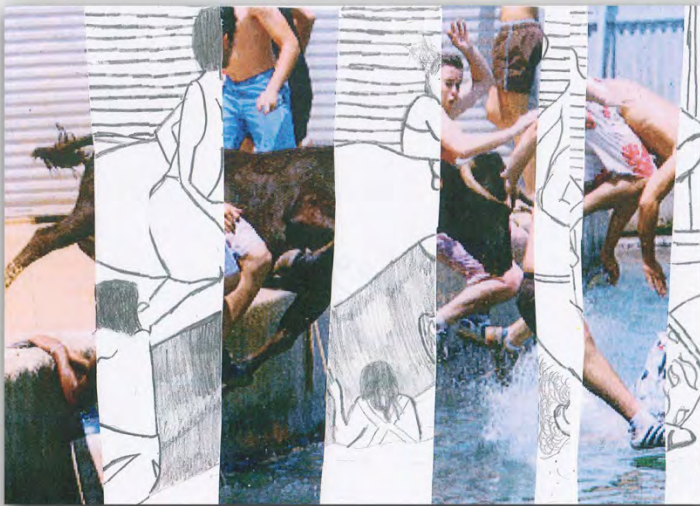
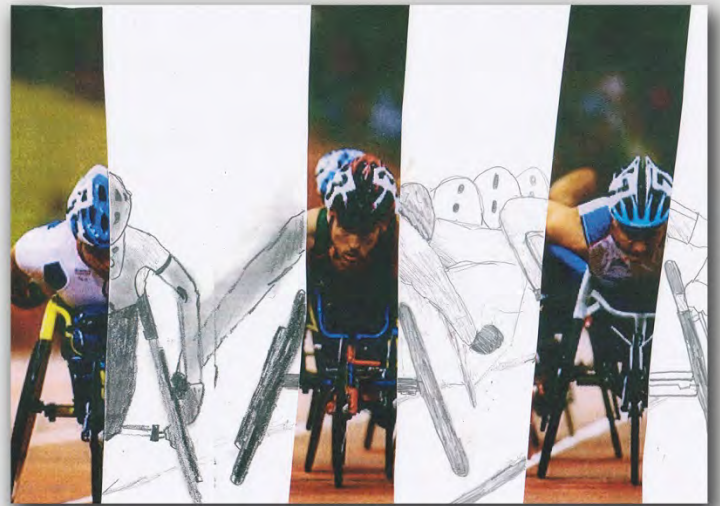
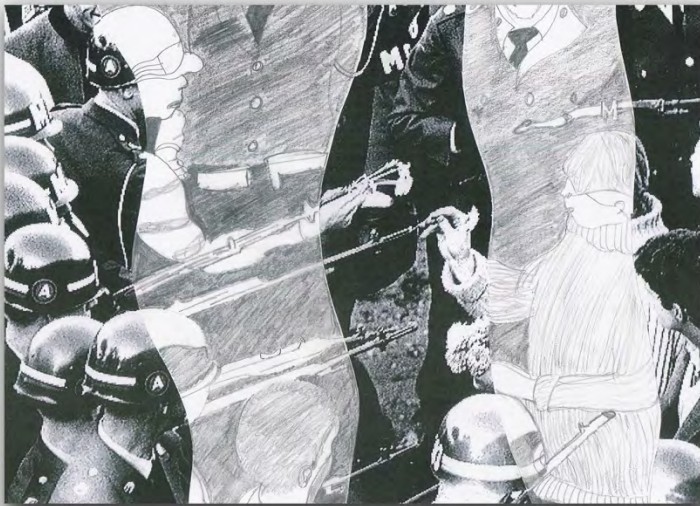
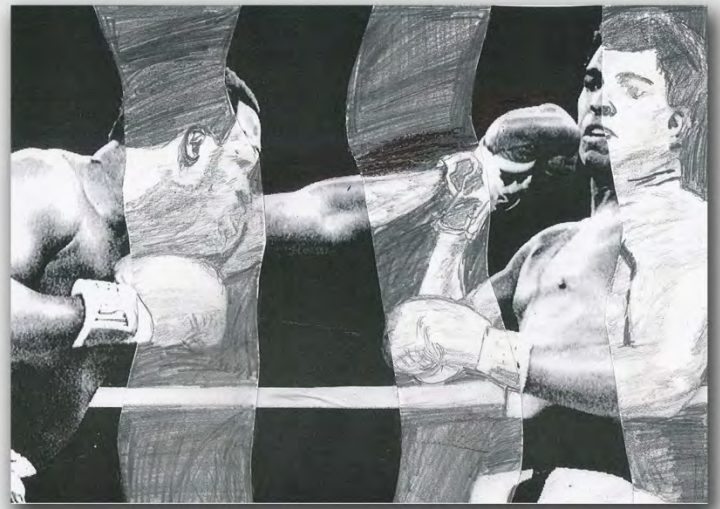




YEAR 9 MEDIA & COMMUNICATION

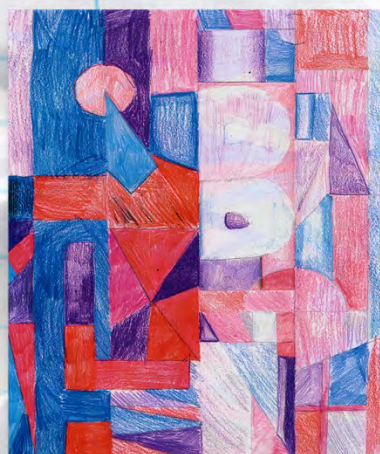
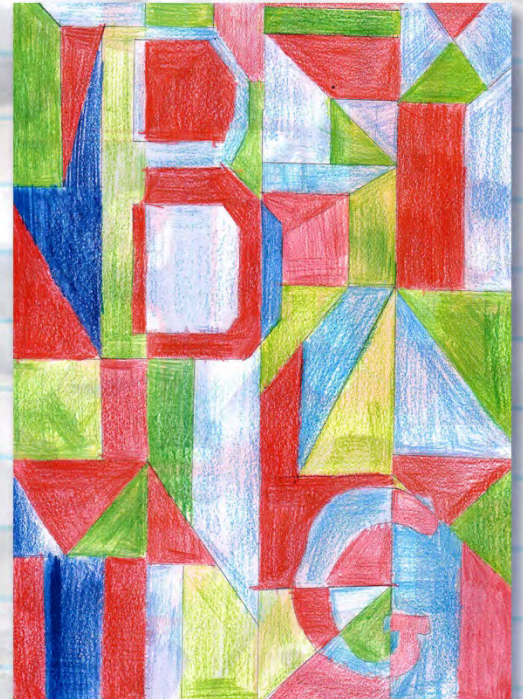
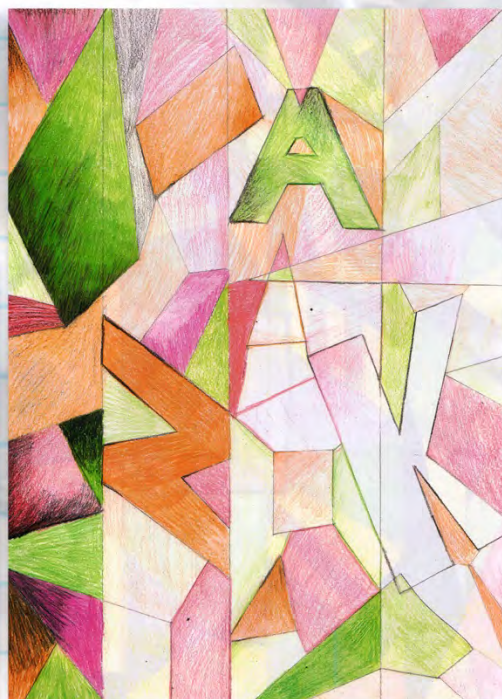
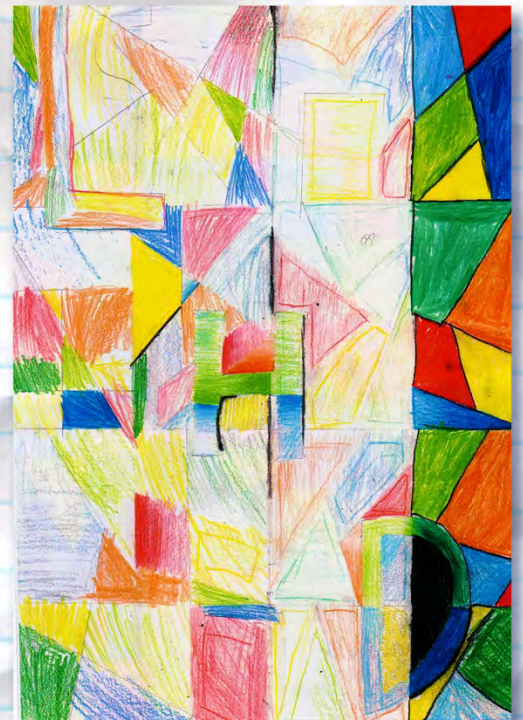
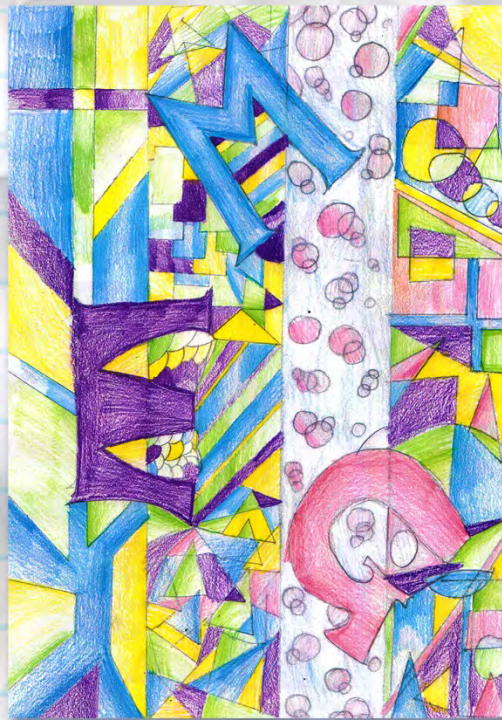
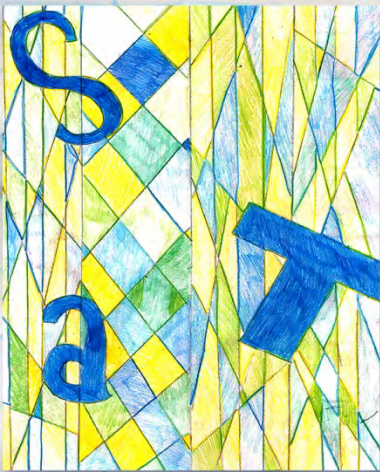
Using Iconic images from past decades, students practised their observational & recording skills and looked at the use of limited colour and text to enhance mood.

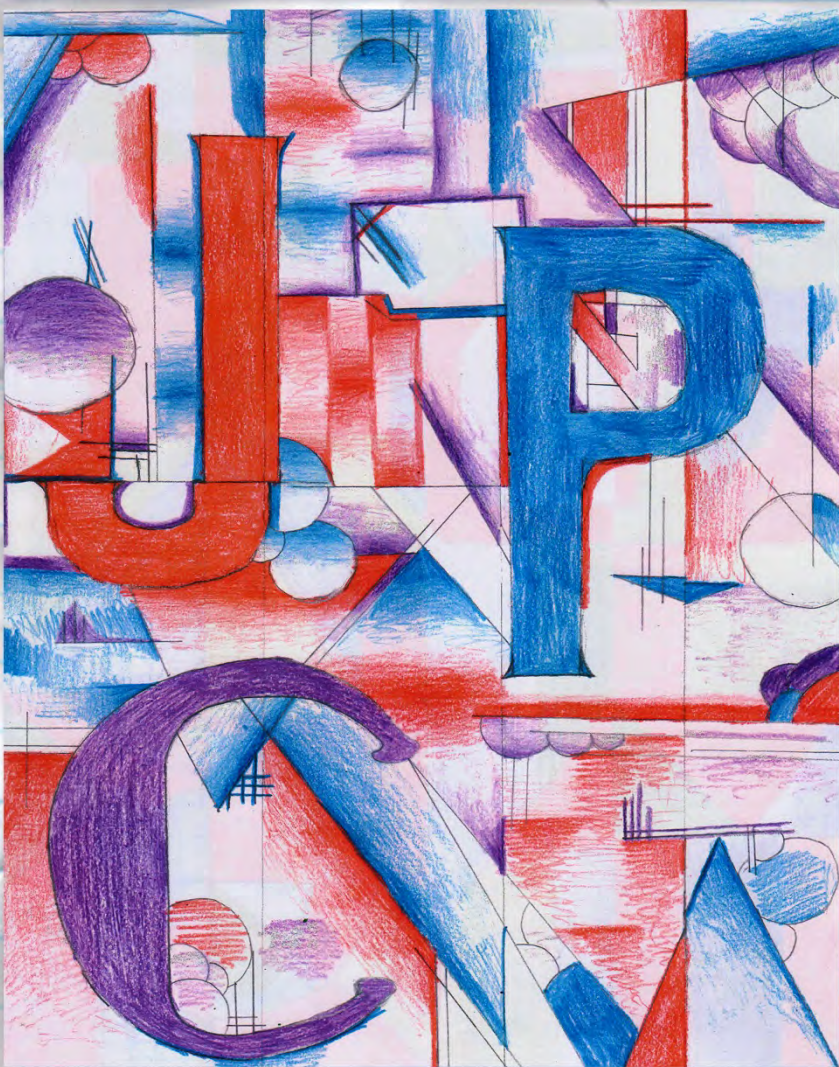
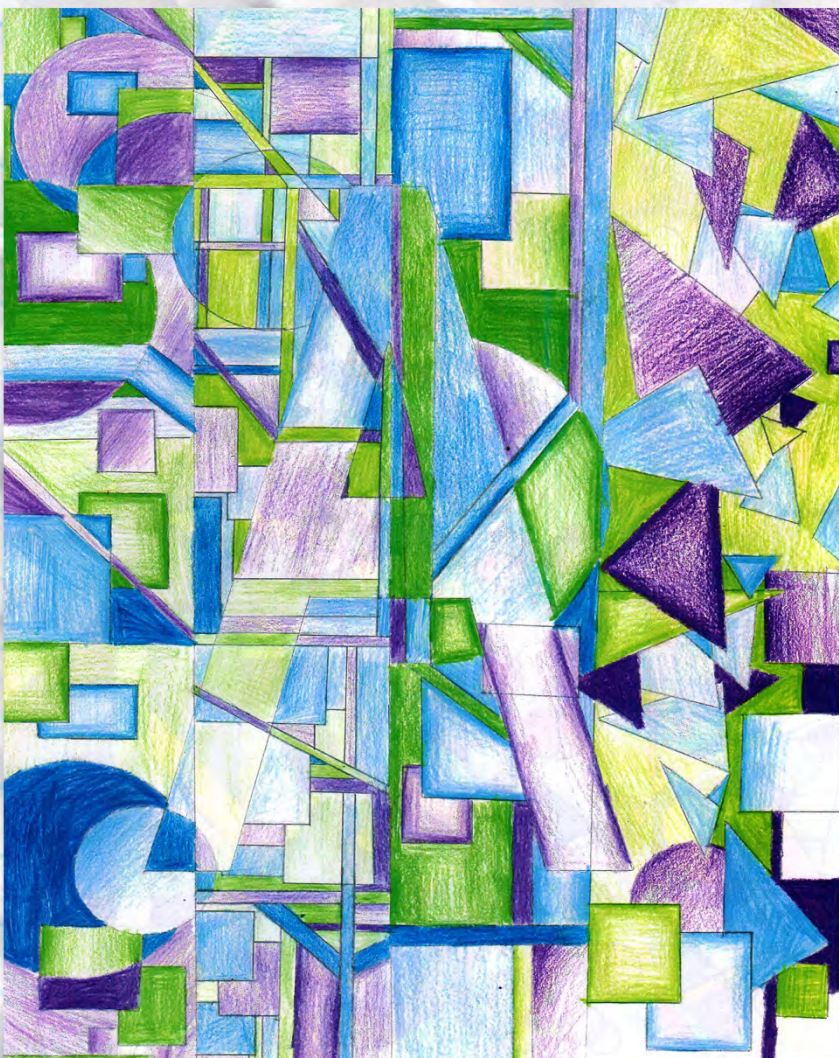
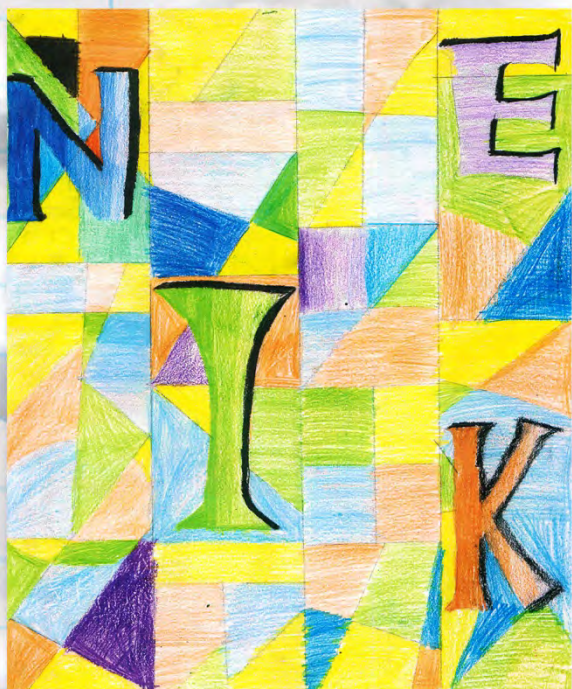




Year 9 Typography

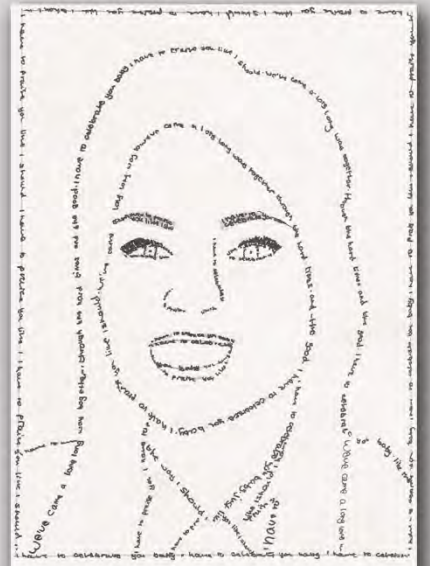
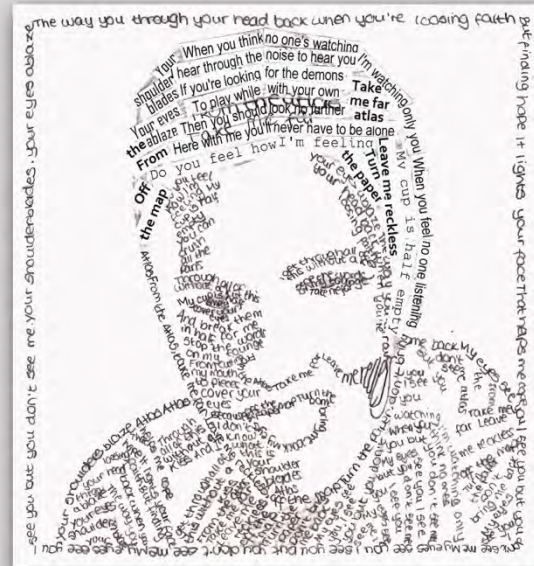
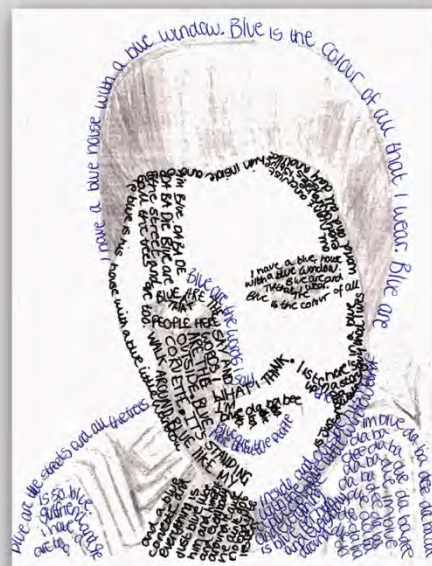
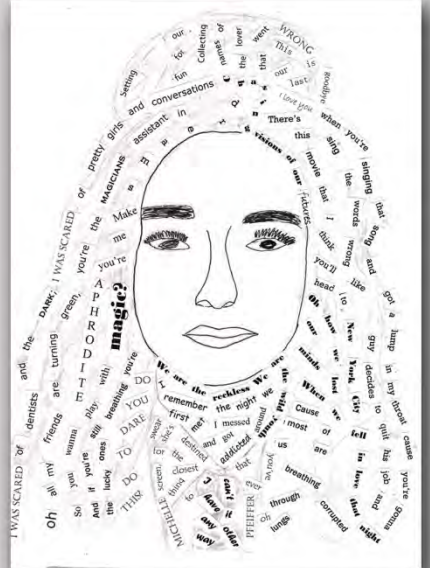
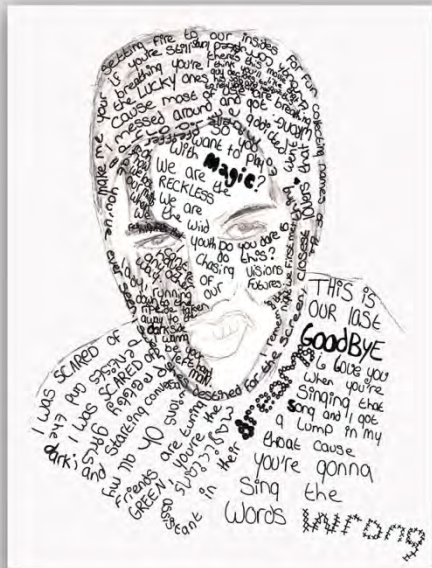
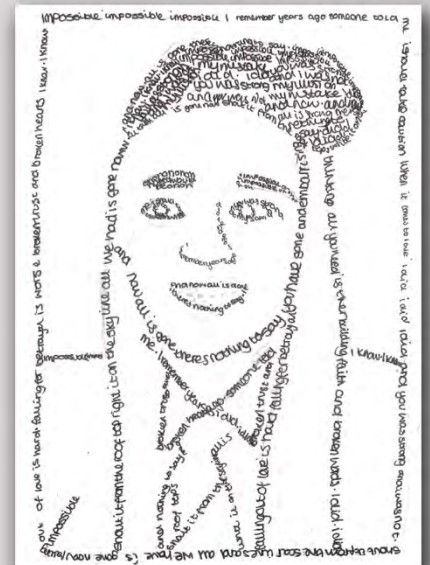
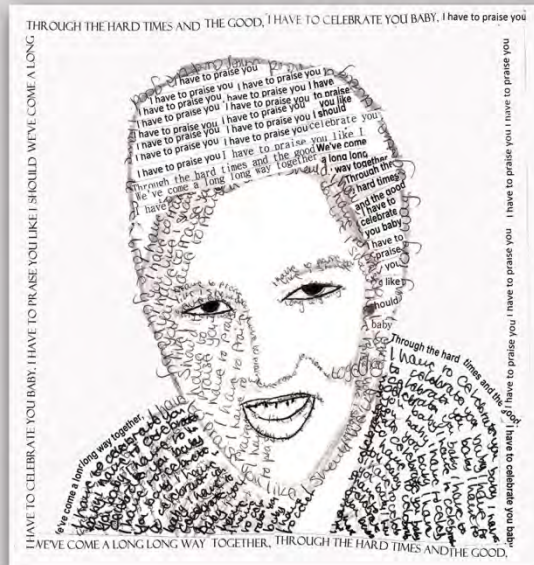
Students have studied letters and their uses in art and design. Students have explored the composition of different font styles and shapes to create these A3 final pieces.

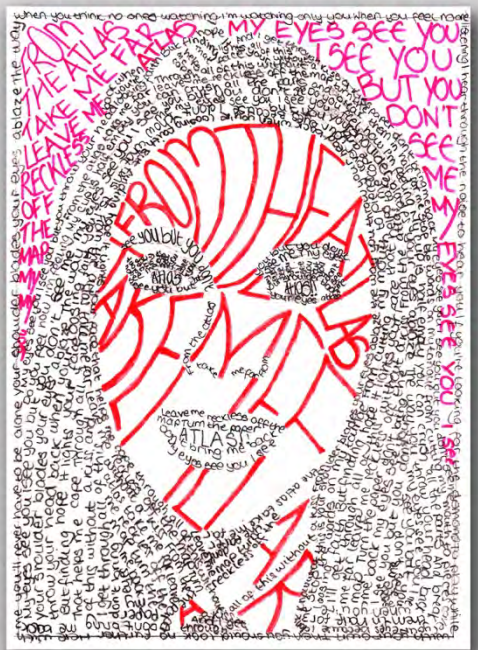
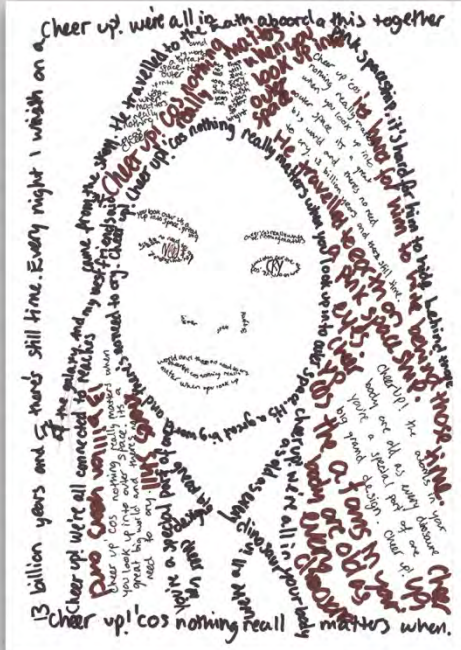
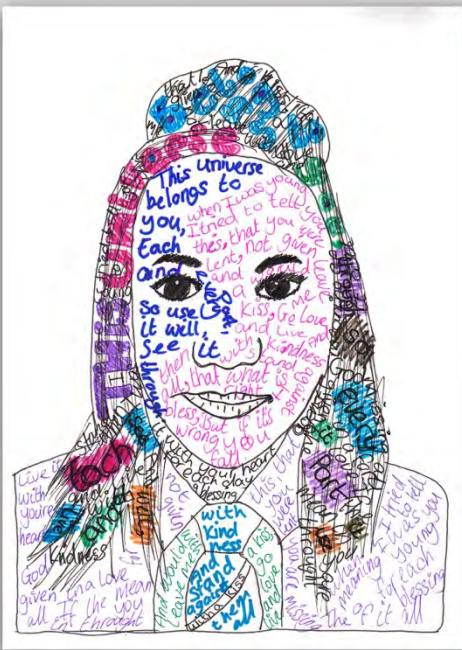
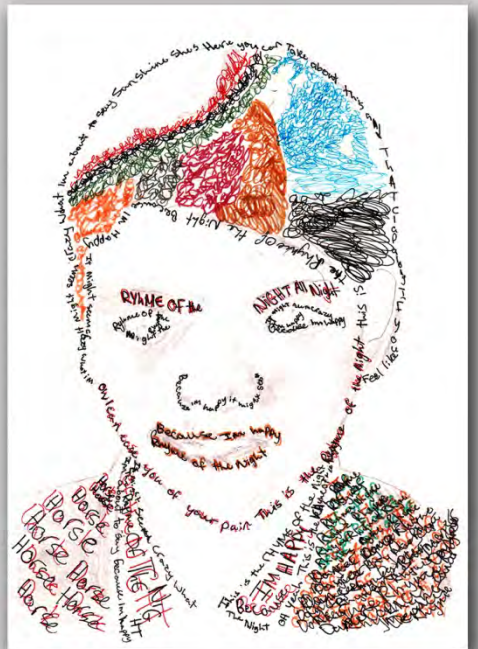
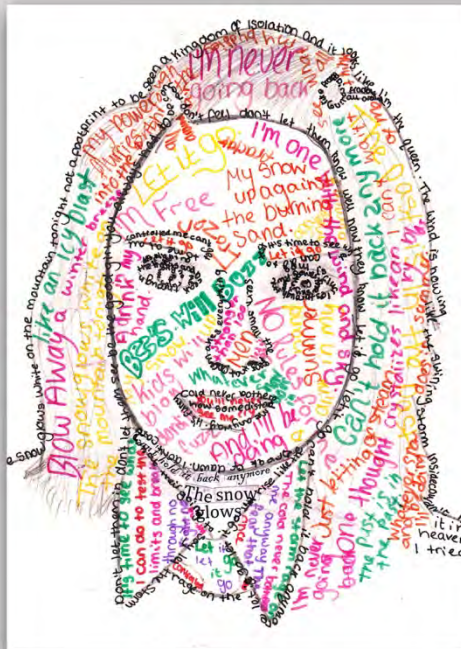




YEAR 9 Typography Portraits

Exploring Line, Tone and Composition.

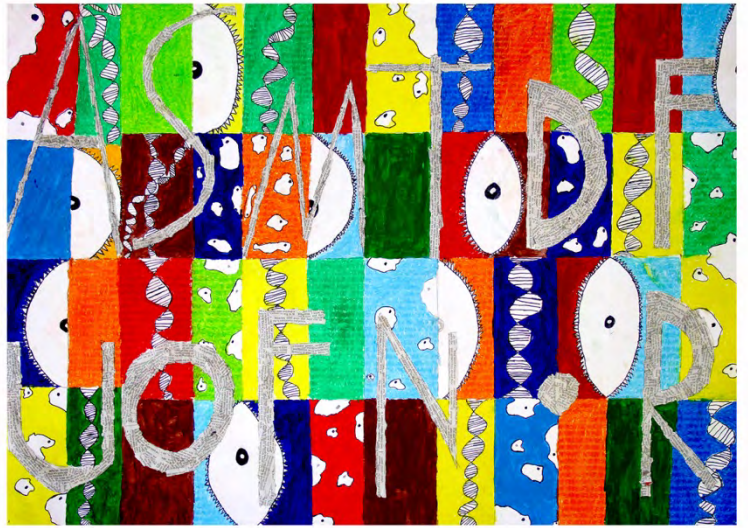


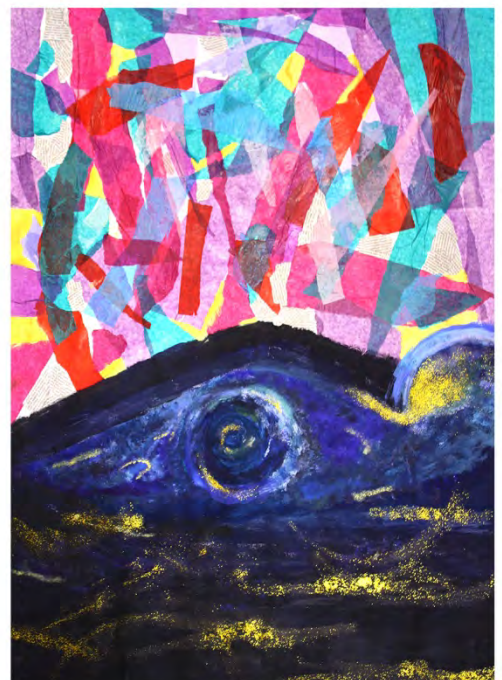


10 YEAR









St Luke's Science and Sports College

Harts Lane, Exeter, EX1 3RD

30–31 January 2014

Inspection dates

Previous inspection:

This inspection:

Good

Good

Good

Good

Good

Outstanding

2

2

2

2

2

1

Overall effectiveness

Achievement of pupils

Quality of teaching

Behaviour and safety of pupils

Leadership and management

Summary of key findings for parents and pupils

This is a good school.

- St Luke's is a good school with outstanding leadership, where students make good and consistent progress in relation to their below-average starting points.
- The drive for excellence shown by the leadership and management of the school is outstanding because their actions are strongly improving teaching and accelerating students' learning.
- Teaching in most subjects is good, with some that is outstanding.
- The college's specialism in sport contributes exceptionally well in developing students' performance, personal skills, confidence and self-esteem.

It is not yet an outstanding school because

- Although it is improving well, there is not enough outstanding teaching overall.
- Achievement in mathematics is improving well but is not as high as that in English.

- Students very much enjoy school life in the happy, positive atmosphere. They take immense pride in their achievements and those of the college.
- The college takes particularly good care of the most vulnerable students and prepares them very well for life beyond school.
- Students' spiritual, moral, social and cultural development is excellent. Students show high levels of respect throughout the school through the tolerance and care modelled by staff.
- Students are friendly, polite and well-mannered. The governing body works very closely with the headteacher and has established a clear vision and ethos to move the school forward.

We are pleased with our special mention in the recent Ofsted report

Inspection report: St Luke's Science and Sports College, 30–31 January 2014

5 of 10

The quality of teaching

is good

- The quality of almost all teaching is good or outstanding. Teachers know the needs of their students in detail and plan learning activities accordingly. The best teaching is characterised by high expectations of students and relationships that are always highly positive. Making even more use of outstanding teaching in the school as a model for further improvement already features in school forward planning.
- Outstanding teaching in art enables students to receive individual coaching to maximise their chances in the forthcoming GCSE examination. As a result all students understand the requirements for each grade, discuss them effectively and aspire to reach the higher grades.
- Expert questioning challenges students to think deeply and to develop mental resilience. For example in a Year 7 geography lesson, students were investigating the weather and climate. Students used writing frames and vocabulary lists to develop the story of rain. Detailed discussion broadened their understanding and the challenges set by the teacher, and resulted in high quality work being produced by all students.
- Teachers routinely use information on students' progress well to plan to challenge students and build on their prior learning. As a result, activities are well sequenced, imaginative and stimulate students' curiosity. Students are encouraged to learn from each other and work happily together.
- The high quality marking commentaries used by teachers have a big impact on students' progress. Students often enter into a two-way dialogue with their teacher which enables them to understand what they have to do to improve their work and what they need to do to make better progress. This dialogue also recognises the insight shown by students in the quality of their responses.
- Teaching assistants intervene effectively and play an important role in supporting the learning of different groups of students, including disabled students and those who have special educational needs, so that the students are able to make the same progress as others in the class.
- More-able students are not always given sufficiently challenging activities and this leads to them making good rather than outstanding progress.



Ms. Thomas



Mrs. Wiseman



Mrs. Boundy



Miss Stone