Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lutterworth College

Vision

Enabling every young person to learn, flourish and succeed.

"Train a child in the way they should go, and even when they are old they will not turn from it." Proverbs 22:6

Lutterworth College is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- Christian values are recognised and celebrated. A clear and impactful vision shapes a culture where people are valued and contribute to the wider community.
- Adults and students are treated well and have a strong sense of belonging. Positive relationships and pride in the school contribute to their wellbeing and holistic growth.
- Students develop a strong sense of responsibility towards others, recognising their capacity to make positive change. Eloquent and confident student leaders positively influence their peers and wider community as they inspire a culture of advocacy.

Development Points

- Ensure daily worship takes place consistently across school. This is so students can experience meaningful opportunities to engage in prayer whilst growing in confidence to express their beliefs.
- Develop leaders' identification and evaluation of planned moments for spiritual development. This is so these are regularly embedded across the curriculum and can deepen students' spiritual growth over time.
- Extend core religious education (RE) provision to Year 13. This is to secure RE as an entitlement across all year groups and improve students' understanding of religion and worldviews.

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Inspection Findings

Vision and Leadership

At Lutterworth College, the distinctive Christian vision shapes the strategic direction of the school. The college has undergone significant change, expanding its age range and serving a broader community of learners. Leaders have responded thoughtfully to this expansion, ensuring the vision remains relevant to the needs of the community. Their understanding of the school's context has informed a vision that is inclusive of varied faiths and none. The school values provide a clear Christian expression of this vision, rooted in the example of Jesus. These are recognised by students and adults across the school. The values shape culture where people are encouraged to grow and contribute. Staff commitment is reflected in strong retention and engagement beyond their subject or area of responsibility. Many staff lead initiatives which reflect the school's vision and values. They choose to engage in the wider life of the school by leading charity initiatives and co-curricular opportunities. Consequently, the community includes many individuals with a deep personal investment in its success. As a result, the Christian vision provides a clear foundation for school life and informs decision-making across the community.

Vision and Curriculum

The school's vision shapes an inclusive curriculum. Leaders recognise that academic success does not define a person's worth and value. The co-curricular programme offers enriching activities. Students engage with opportunities that build resilience and responsibility. International experiences broaden horizons and contribute to the growth of staff and students. Staff work together to deliver these encounters. Students influence what provision is offered, reflecting the interests and needs of the school community. The Mainstream+ pathway provides short-term support for students unable to access the full curriculum. It builds confidence and readiness, enabling students to reintegrate into increasing proportions of mainstream learning. Investment in staffing continues to strengthen support for vulnerable learners. As a result, more students access a broad curriculum alongside their peers. Leaders see spiritual development as an aspect of flourishing. Staff identify curriculum opportunities that may support spiritual growth. However, these are not intentionally planned or evaluated across the curriculum.

Worship and Spirituality

Planned, daily collective worship creates space for staff and students to pause and reflect. Students respond respectfully and recognise its place within school life. Leaders evaluate delivery and impact, identifying stronger engagement where worship is delivered consistently. The inclusive 'pause for thought' approach enables students of both religious and secular worldviews to participate comfortably. Church partnerships expose students and staff to Anglican traditions throughout the year. Harvest, Christmas and Easter provide regular opportunities to engage with Christian traditions. Positive participation in the student Christian Union also demonstrates a deeper engagement with faith by some students. However, collective worship is not central to the life of the school. Student participation is respectful but does not enable those with faith to respond meaningfully. Occasions for students and adults to engage actively in prayer are limited. As a result, worship can feel routine rather than spiritually formative. Consequently, collective worship contributes to spiritual flourishing but does not realise its full potential across the school community.

Vision and School Culture

Leaders use the vision to strengthen a caring culture across the school. By recognising gaps in learner progress and taking action to address them, students are supported to succeed academically. This enables them to feel included and valued. Human dignity and wellbeing are central to discussions, resulting in support that meets the needs of students and staff. Leaders create opportunities for the community to come together through initiatives such as a baking competition, enrichment days and a student-led magazine. Consequently, students develop pride in their school and a stronger sense of belonging. They recognise the compassion shown by staff, particularly during difficult times. Staff also feel supported by senior leaders, with an open-door approach enabling them to seek advice and support when needed. The school's values are celebrated when lived out, helping to create consistency across the school community. Engagement from the local church further strengthens the support offered to staff and students. Behaviour systems focus on recognising positive choices, while restorative practice supports students following disputes or incidents. As a

result, suspensions have reduced, positive recognitions are increasing and students are supported to re-engage successfully with learning. This contributes to a school where people are treated with dignity and respect.

Vision, Justice and Responsibility

Lutterworth College's Christian vision creates a culture in which students are enabled to develop holistically. Leaders are passionate about students growing academically while also developing the character, confidence and values needed to contribute positively to society. The college sustains excellent partnerships that enrich their experiences and support those in need. Through their work in a dementia care home, they build meaningful relationships and learn the importance of service to others. They engage thoughtfully with issues affecting them as young people and are keen to share their views. Sixth Form students actively encourage younger year groups to participate, demonstrating a strong culture of leadership and advocacy. The house system, led by House Captains, makes a significant contribution to fundraising. Lent provides a particular focus for charitable action, which encourages students to live out the school's values through practical generosity. The college's partnership with the local church's foodbank also generates substantial donations and support for the wider community. Through these opportunities students develop empathy and social responsibility. They flourish as individuals by recognising their capacity to have a positive impact on the lives of others.

Religious Education

In RE, students engage meaningfully with a diverse range of religious beliefs and secular worldviews. They consider perspectives that differ from their own and discuss these with sensitivity and respect. They participate enthusiastically in lessons and engage well with challenging philosophical and ethical questions. They consider different viewpoints thoughtfully. Students are keen to succeed in RE, whether following the short or full GCSE course, demonstrating the subject's value within school. Most teachers are specialists and teachers of RE receive appropriate support to develop their knowledge of the curriculum. This enables misconceptions to be addressed effectively and strengthens understanding of religious beliefs and teachings. RE is expertly led. Recent curriculum developments have increased both breadth and challenge. Year 12 students engage positively with core RE and recognise its value in broadening their understanding of religion and worldviews. However, this provision does not continue into Year 13. This limits sustained engagement with RE and prevents students from developing their knowledge and understanding throughout Sixth Form.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Bitteswell Road, Lutterworth, Leicestershire, LE17 4EW		
Date	9 October 2026	URN	138150
Type of school	Voluntary controlled	No. of pupils	1586
Diocese	Leicester		
MAT	The Laurels Academies Trust		
MAT Chair	Dominic Lane		
Headteacher	Dominic Lane		
Chair of Governors	Becky Edwards		
Inspector	Kirsty Lacey		

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