

Inspection of a good school: The St Faith's Church of England Infant and Nursery School, Lincoln

West Parade, Lincoln, Lincolnshire LN1 1QS

Inspection dates:

23 and 24 May 2023

Outcome

The St Faith's Church of England Infant and Nursery School, Lincoln continues to be a good school.

What is it like to attend this school?

St Faith's is a happy school. Parents, pupils and staff say that it has a real family feel. As one parent stated: 'It is an important part of our neighbourhood. The positive environment of the school has a lovely knock-on effect in the community.' Pupils are proud to attend. They talk fondly of their experiences. They are proud to be active participants in their school. There are a range of responsibilities available for pupils, such as 'digital leaders' and 'peace monitors'.

Leaders have high expectations. They expect all pupils to live up to these. This extends beyond the academic. At the heart of all that the school does are its values: 'friendship, respect, compassion, service in the community, trust and justice'. These values, along with the school's rules of 'ready, respectful and safe', ensure that pupils behave well. Pupils develop a robust understanding of British values. These help them to become responsible citizens.

All are welcome at St Faith's. Staff get to know new pupils and their families quickly. Leaders make sure that parents and carers receive the information they need to support their children at home. Consequently, pupils settle quickly into school life.

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

Pupils are taught to read as soon as they join the Reception Year. There is a consistent approach to teaching reading. Staff quickly spot when pupils begin to fall behind. Pupils receive the support they need and soon catch up. Leaders prioritise reading and pupils' access to books. There is an extensive library in the school and a mini library at the end of the school drive. Considerable investment ensures that quality books support learning across the curriculum. Books promote equality, diversity and inclusion. Trips to the local

library encourage pupils to make regular visits. Leaders invite 'secret readers' to come and read to the pupils. As a consequence, pupils enjoy reading.

Leaders have a clear vision for their curriculum. They ensure that knowledge builds cumulatively over time. However, in a few subjects, there is too much content. As a result, some content is missed. This results in gaps in pupils' knowledge. However, teachers plan lessons which engage pupils. They make regular checks on what pupils know and remember. They use this information to plan subsequent lessons. For instance, in mathematics the 'stop, pause, play' approach ensures that pupils receive extra practice or support when they need it. Leaders provide regular training for staff. However, in a few subjects, teachers lack some subject knowledge and, as a consequence, confidence.

Children get off to a good start in the early years. They learn to work independently and collaboratively. Children learn to become resilient. Teachers ensure that the early years environment helps children to develop their understanding of the world around them. For instance, in the 'mud kitchen' children concoct recipes to feed the recently hatched butterflies; they grow herbs in the home area. Leaders place a strong emphasis on language development. Staff are skilled at helping children to improve their communication and language skills.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders ensure that staff have the information that they need to support these pupils. A range of adaptations in lessons enables pupils with SEND to learn the same curriculum as their peers.

Pupils enjoy attending school. Consequently, they attend well. Pupils say that behaviour is good. They know how to behave in different areas of the school. For instance, they know they need to be quiet in the 'peace garden' and the 'magical story meadow'. Pupils learn to manage their own behaviour. 'Regulation stations' in each class provide prompts and ideas for pupils to be calm and know how to relax. They access these independently.

Leaders are keen for pupils to develop beyond the academic. Pupils learn to be environmentally aware. They regularly raise money for charity. They recently raised money to buy a defibrillator for the school, and for the use of the whole community. Older pupils support younger pupils as 'shepherds', helping them move calmly around the school. Pupils learn about equality, diversity and inclusion. As one pupil typically stated: 'If we are different, it doesn't matter. We all have to be tolerant and get to know people.'

Leaders care about their staff. They consider workload issues and provide support wherever it is needed. Support from the local authority has been particularly effective.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe at school. They know that there is always a 'trusted adult' that they can go to if they have any concerns. They learn how to keep themselves safe, including when learning online.

Leaders have established a strong culture of safeguarding. Staff know how to identify pupils who may be at risk of potential harm. The systems for reporting concerns are rigorous and robust. Records are regularly reviewed and, where necessary, acted upon. Leaders are quick to seek support for pupils when required. Leaders provide robust challenge if they feel pupils are not getting the help that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is well structured. However, in a small number of subjects there is too much content. As a consequence, some content is missed and gaps develop in pupils' knowledge. Subject leaders should revisit their intended curriculum and make the necessary changes to ensure the curriculum is manageable, taught and remembered.
- In a few subjects, some teachers lack subject knowledge and, as a consequence, confidence. This means that a few staff do not make learning clear for pupils and, in turn, pupils do not remember all they have learned. Subject leaders should ensure that they provide these teachers with more support and training to deliver the intended curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2017.

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.

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	120562
Local authority	Lincolnshire
Inspection number	10227219
Type of school	Nursery and Infant
School category	Voluntary controlled
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	296
Appropriate authority	The governing body
Chair of governing body	Robert Parker
Headteacher	Amanda Konrath
Website	www.st-faiths.lincs.sch.uk
Date of previous inspection	January 2017, under section 5 of the Education Act 2005

Information about this school

- There have been no significant changes since the last inspection.
- The school does not make use of any alternative education providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and the special educational needs and/or disabilities coordinator.
- The inspector carried out deep dives in three subjects: reading, mathematics and computing. To do this, he met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. He also looked at extensive curriculum documentation on the school website.
- The inspector met with three members of the governing body, including the chair.
- The inspector met with a local authority representative.

- The inspector took account of the responses to Ofsted’s free-text service for parents, the Ofsted Parent View survey, and Ofsted’s staff and pupil surveys. The inspector spoke informally to parents outside the school.
- Records of attendance, behaviour and safeguarding were scrutinised. This included the school’s single central record. The inspector also conducted meetings with leaders to discuss the safeguarding of pupils.
- The inspector considered pupils’ behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector

His Majesty’s Inspector

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