

Inspection of a good school: Lincoln Christ's Hospital School

Wragby Road, Lincoln, Lincolnshire LN2 4PN

Inspection dates:

6 and 7 June 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

This school is a true community. Leaders and staff care for the pupils and want them to do well. Pupils, parents and staff are proud of the school, and work together well. Older pupils, including those in the sixth form, support and look after younger pupils.

Pupils work hard. The atmosphere in almost all lessons is calm. Pupils say that they feel safe in the school. They get on well together and show respect. Bullying is rare, and when it happens staff deal with it well.

Staff are ambitious for pupils to achieve well. However, the planned curriculum is not always delivered consistently well in lessons. As a result, not all pupils make the progress they should.

Leaders ensure that pupils have a wide range of experiences to support the curriculum, including the opportunity to take part in dance and drama performances. They have worked hard to make sure that extra activities have returned following the COVID-19 pandemic. Pupils receive good guidance when they are moving on to the next stage of their education or training.

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

Leaders have created a curriculum that is broad and balanced. Subject leaders have designed ambitious curriculums which set out the important knowledge that pupils need. They have ensured that they take account of pupils' interests and the school's context. For example, as part of the topic on 'empire', Year 8 pupils study a 'women in history' unit which links to wider work on the place of women and girls in the curriculum.

In some subjects, teachers ensure that lessons build pupils' knowledge and skills over time in a logical sequence. However, teachers do not consistently follow the curriculum design closely enough across all subjects. In some, teachers do not consistently ensure that pupils' learning becomes more sophisticated over time. This lack of consistency means that their understanding is not secure enough to achieve as highly as they should.

Teachers do not always provide pupils with opportunities to recall and apply their knowledge. As a result, pupils do not consistently remember what they have studied. In some subjects, teachers use assessment well to identify misconceptions and plan next steps. However, some teachers do not use effective strategies to check pupils' understanding. When teachers identify misconceptions, they do not routinely help pupils to correct them.

Teachers use effective strategies to adapt what and how they teach, so that pupils with special educational needs and/or disabilities (SEND) can study the same curriculum as their peers. Teaching assistants provide effective support to help pupils with SEND to develop their knowledge.

Leaders promote reading through the regular sharing of books, which teachers read aloud to pupils. Staff provide effective support to help pupils who have weaker reading skills to become confident readers. Few pupils read for pleasure outside lessons. Consequently, they do not have sufficient opportunities to practise their reading skills.

The sixth-form curriculum is well sequenced in the different subjects students study. Students enjoy their learning and achieve well. They play a prominent role in the life of the school. They take on leadership roles, including the mentoring of younger pupils. Sixth-form students have high aspirations for their next steps.

Leaders have set up a detailed programme of careers advice and guidance. They give pupils a wealth of information about their next steps. Students receive support when completing university applications. They say that they find this helpful.

Although it has improved during the year, leaders have rightly identified attendance as a priority. They have put a range of measures in place to support pupils who are frequently absent to attend more regularly. These measures have had some impact. However, too many vulnerable pupils do not attend regularly enough.

Leaders support pupils' personal development well. Pupils learn about a range of relevant issues in the curriculum, such as how to build good relationships with others. Leaders ensure that pupils learn about local issues. Dedicated staff know the pupils well. They provide good pastoral support. They appreciate the variety of clubs and activities on offer, including the opportunity to take part in a wide range of sports and games.

Governors are knowledgeable and experienced. They give good support to school leaders. However, they have not accurately identified weaknesses and provided effective challenge in all areas.

Teachers feel well supported by leaders. They say that leaders take account of their well-being and workload in their decision-making.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. There are robust systems in place for reporting and tracking any concerns about pupils' welfare. Staff and governors take part in regular and comprehensive training in relation to safeguarding. They have a good understanding of safeguarding procedures. Staff know when they should report any concerns they may have. Leaders respond quickly to these concerns, so that pupils receive the right support at the right time.

Pupils know that there is someone to talk to if they have a problem. In lessons and assemblies, they learn how to keep safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the order in which teachers teach pupils key knowledge and skills does not enable pupils to deepen their understanding over time. As a result, pupils do not routinely achieve as highly as they should across all subjects. Leaders should ensure that, in all subjects, knowledge is taught in an order that enables pupils to deepen their understanding over time, so enabling them to achieve well.
- Some teachers do not use effective strategies to check pupils' understanding and address identified misconceptions. Some fail to provide pupils with sufficient opportunities to practise and recall prior learning. As a consequence, there are occasions when pupils either have gaps in their knowledge or do not have the necessary time to reflect on and remember what they have learned. Leaders should make sure that teachers know best how to check pupils' knowledge, to clarify any misconceptions and to help secure pupils' understanding.
- Although it is falling since the return to school after the COVID-19 pandemic, pupil absence remains high, particularly for pupils with SEND. Those pupils who do not attend regularly miss out on opportunities to learn and to develop their social skills. Leaders should ensure that those pupils who require it receive the necessary support to help them to attend regularly.

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 March 2018.

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	137447
Local authority	Lincolnshire
Inspection number	10269156
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,292
Of which, number on roll in the sixth form	224
Appropriate authority	Board of trustees
Chair of trust	Hayley Allison-Warby
Headteacher	Martin McKeown
Website	http://www.christs-hospital.lincs.sch.uk
Date of previous inspection	27 February – 6 March 2018, under section 5 of the Education Act 2005

Information about this school

- The school uses the services of one registered alternative provider.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

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.
- Inspectors carried out deep dives in five subjects: English; mathematics; history; science; and physical education. For each deep dive, inspectors met with subject

leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with a wide range of senior leaders, including the special educational needs coordinator and leaders responsible for behaviour and personal development.
- Inspectors met with trustees.
- Inspectors looked at information about behaviour and attendance.
- Inspectors spoke to a range of staff.
- Inspectors talked to leaders in charge of safeguarding arrangements. They met with staff and pupils and looked at documentation to evaluate the effectiveness of safeguarding practices and procedures.
- Inspectors considered the responses to Ofsted Parent View and considered the results of the Ofsted staff questionnaire.

Inspection team

Paul Heery, lead inspector	Ofsted Inspector
Christine Horrocks	Ofsted Inspector
Sean Kelly	Ofsted Inspector

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