

Inspection of a school judged good for overall effectiveness before September 2024: The St Faith and St Martin Church of England Junior School, Lincoln

Hampton Street, Lincoln, Lincolnshire LN1 1LW

Inspection dates: 19 to 20 November 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Everyone at The St Faith and St Martin Church of England Junior School lives out its motto of 'We are a team that achieve amazing things everyday'. Staff care deeply about pupils. All pupils are taught to be resilient and independent learners and achieve well. Published outcomes show that pupils achieve highly in mathematics and English. Pupils' achievement is also reflected in the high-quality work that they complete across a range of different subjects.

Pupils feel safe and happy in school. They know that there are trusted adults that they can talk to if they have any worries. Routines are always followed diligently and pupils settle to their learning quickly. Due to excellent expectations of all pupils, behaviour across the school is exemplary. Pupils listen intently to their teachers and are eager to learn. All pupils, including those with special educational needs and/or disabilities (SEND), want to do their very best.

Pupils are very proud of their school. They appreciate how their 'Pupil Leadership Teams' help them contribute to the school's development, including, for example, by designing new science experiments and running a school fayre. Pupils enjoy the range of extra-curricular clubs and enrichment opportunities that is on offer.

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

The school's highly ambitious and well-sequenced curriculum supports all pupils, including those who are disadvantaged, to achieve exceptionally well. The school has mapped out

precisely the key knowledge that pupils need to learn. Teachers carefully check what pupils know and adjust activities accordingly to address any misconceptions in pupils' understanding. Pupils have opportunities to practise their new learning and to make connections with their previous work. Assessments are used skilfully to identify any gaps pupils may have in their knowledge and understanding. Staff ensure that these gaps are addressed effectively. As a result, pupils recall their learning confidently in a range of different subjects.

The reading curriculum clearly sets out what pupils need to learn. Pupils enjoy their reading using the school's 'Reading Pathways'. They experience a comprehensive range of different genres. Pupils love their visits to the 'Mr Rowlands' Library' and name their favourite authors, providing reasons why.

There are thorough systems to identify pupils' individual needs, including those with SEND. The school ensures that these pupils are fully included in all aspects of the school and are supported well to achieve their targets.

The school's personal development offer is exemplary. As a result, pupils are very well prepared for life in modern Britain and enjoy celebrating difference and mutual respect. They know that discrimination is wrong and are united in their view that 'everyone is welcome here'. Pupils enjoy their diverse and different 'school family'. Books such as 'Wonder' and 'Being You' support pupils' understanding of resilience, positivity and self-esteem. Pupils are taught about age-appropriate relationships and staying safe, including when online. The curriculum ensures that pupils' spiritual, moral, social and cultural understanding is strong. Pupils also benefit from learning about different careers.

The tenacious approach to regular school attendance ensures that pupils attend the school well. When concerns do arise, the school works carefully with families to secure swift improvements.

Almost all parents and carers hold a high opinion of the school. As one parent, with comments that were typical of many, said, 'This is a wonderful school. All the staff just seem to care so much.' Parents particularly like the school's sense of community and its open-door policy. They value highly the pastoral offer that is provided for pupils and their families.

Leaders know their school well. They have taken highly effective action to ensure that all areas of the school's work have improved. Staff are provided with extensive training to support their roles. As a result, they help to set the high aims for all the pupils.

Governors play a highly effective role in shaping the school's strategic direction. They share the school's relentless ambition for excellence and continuous improvement. Governors understand their statutory duties and perform their roles with understanding and persistence. Staff unanimously say that their workload and well-being are well supported.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in January 2020.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120561
Local authority	Lincolnshire
Inspection number	10347436
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	The governing body
Chair of governing body	Stefan Millson
Headteacher	Martin Kyle
Website	www.sfsm.co.uk
Dates of previous inspection	28 and 29 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school provides a breakfast and after-school club, which is managed by the local governing body.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other school leaders. He also met with members of the local governing body and spoke to a representative from the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke to parents at the start of the school day.
- The inspector considered the responses to the online survey for parents, Ofsted Parent View, and reviewed the responses to the school staff and pupil surveys.

Inspection team

Jon Brown, lead inspector

Ofsted Inspector

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