

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Faith's Church of England Infant and Nursery School

Vision

Our inclusive St. Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated, and our genuine love and high expectations make a difference to all.

'Aspire not to have more, but to be more.' (Oscar Romero)

St. Faith's Church of England Infant and Nursery School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision, with love at its core, has been thoughtfully crafted to reflect the needs of the school community. It underpins leaders' decisions and consequently has a transformational impact on the lives of pupils and adults.
- The culture of wellbeing is exceptional. It leads to a flourishing learning environment where individuals are nurtured to achieve their full potential.
- Pupils thoroughly enjoy opportunities to make a positive difference to the world around them. This enables the vision for 'a community of hope and friendship' to permeate beyond the walls of the school.
- Collective worship is creatively planned and enriched by close relationships with local churches. This creates meaningful opportunities for spiritual growth.
- The religious education (RE) curriculum is highly effective and encourages pupils to be inquisitive. Thoughtful adaptations ensure it is appropriate for all learners, including those who have special educational needs and/or disabilities (SEND).

Development Points

- Embed the shared approach to spirituality across all aspects of the curriculum. This is to enhance the way that the curriculum strengthens opportunities for pupils to flourish spiritually.
- Extend opportunities for pupils to review collective worship. This is to widen the opportunities they have to develop spiritually, enhancing the way worship is relevant and engaging.



Inspection Findings

The Christian vision of the school, based on love, reflects the needs of the diverse community that it serves. Individuals are valued and cared for as unique children of God and their many talents are celebrated. As a result, pupils and adults feel a sense of belonging as part of the 'St. Faith's family'. The vision underpins the strategic direction of the school and, consequently, has a transformational impact on lives. The associated values of friendship, respect, compassion, service, trust and justice are confidently articulated by the school community. Pupils understand why they are important and can recognise the values in both themselves and others. Therefore, they guide the way the vision is lived out each day. A robust self-evaluation process is in place to support leaders, including governors, in their continual drive for excellence. Consequently, bold decisions, such as those around staffing, are confidently made. Close links with the diocese allow good practice to be shared. In addition, opportunities for pupils to work with those beyond their own school extends their learning experiences.

The vision 'to enable all to achieve their full potential' purposefully shapes the curriculum. Carefully planned progress meetings ensure individualised support, where necessary, is put in place in a timely manner. This supports the school in its desire to help pupils to 'keep up' rather than 'catch up'. The continual review and adaptation of the curriculum ensures it remains appropriate and relevant for learners. The integration of an increasingly diverse range of learning resources supports the celebration of different cultures. Consequently, the curriculum facilitates the academic flourishing of pupils, including those who have SEND. Forest school allows pupils to explore and discover the natural world, whilst 'I wonder' questions encourage deeper thinking. These provide opportunities for spiritual growth. Following careful consideration, a shared approach to spirituality has been developed to extend such opportunities throughout the whole curriculum. However, this is not embedded across all subject areas, limiting its impact on pupils' spiritual flourishing. Learning is extended beyond the classroom through a well-planned enrichment programme. Pupils enjoy educational visits to the theatre and participate in extra-curricular activities such as choir and dance. As a result, pupils are supported to develop into well-rounded individuals, in line with the school's vision.

Collective worship is intricately planned to be welcoming and thought provoking. It takes place in a variety of forms and supports pupils to think deeply about carefully chosen themes. The children in Early Years benefit from their own bespoke 'jack in the box' worship. This ensures pupils, from the oldest to the youngest, have opportunities to develop and grow spiritually. Creatively designed areas provide opportunities for moments of individual reflection. These are respected and well-used. Consequently, prayer and reflection are an invitational, but natural, part of the school. Pupils within the worship council take on leadership roles. Carefully selected training supports them to plan and deliver worship for their peers, helping to ensure it remains relevant. Whilst there is helpful feedback from this council on ways to further enhance worship, this does not extend to all pupils. This narrows the breadth of opportunities they have to shape the way future developments enrich their personal spirituality. Very close relations with St. Faith's Church further enriches collective worship. The whole school is welcomed into the church to celebrate key Christian festivals. The church also regularly visits the school to deliver invitations to family events and services. This results in close links being developed between home, church and school which extends opportunities for spiritual development.

Pastoral care is a real strength and bespoke to individual needs. The creative 'treehouse' provision provides additional support through activities such as drawing and talking therapy. Pupils also benefit from health and happiness days throughout the year, such as 'Wonderful Wednesday' which promote positive mental wellbeing.



Driven by the Christian vision of hope, the school's high expectations for pupils also benefit families. This has led to innovative practice such as family learning sessions and a school foodbank. Consequently, pupils, and their families, are supported to flourish. The wellbeing of adults is a high priority. Staff appreciate the open-door policy of leaders and are actively encouraged to develop professionally. Recent training has resulted in the introduction of sensory circuits. These short activities help pupils regulate their senses ready for learning. As a result, staff feel valued and are supported to achieve their full potential. Relationships throughout the school are built upon respect. This is driven by the vision for a 'respectful and flourishing learning community'. It enables the whole school community to live well together.

Inspired by the life of the late South American priest Oscar Romero, pupils are encouraged to consider the needs of others. Numerous opportunities are provided for pupils to help to create 'a community of hope and friendship'. The school has successfully achieved, and maintained, Plastic Free School status. The impact of this extends into the community through initiatives such as providing party packs for families to borrow. Pupils engage passionately with projects to improve their local area. They are actively planning ideas around reducing litter, improving road safety and increasing the number of plants and trees. Their work includes discussions with a local councillor, the writing of letters and the creation of posters. This demonstrates their understanding of how to bring about positive change. In addition, regular visits to a local care home, help pupils recognise how they can make a difference to the lives of others. Pupils embrace opportunities to develop as leaders and actively seek to use their personal responsibility for the good of others. The school council is democratically elected and empowers pupils to have a voice in decision making. Digital ambassadors also support their peers to learn about e-safety. Consequently, pupils are developing their skills for the future.

RE has a central place in the curriculum and is overseen by an experienced leader who works closely with the diocese. Learning in RE is well-sequenced and thus allow pupils to build on prior knowledge. It incorporates a variety of carefully selected resources and is brought to life through experiences such as Christingle and Baptism workshops. As a result, pupils can articulate their learning and are inspired to ask big questions to deepen their understanding. RE is continually reviewed to ensure it is appropriately challenging and meets the needs of the current learners. Recent developments to a unit of work on festivals have allowed more connections to be made between different religions. Consequently, pupils have an age-appropriate knowledge and understanding of a variety of religions and worldviews.

Information

Address	West Parade, Lincoln, LN1 1QS		
Date	27 November 2024	URN	120562
Type of school	Voluntary Controlled	No. of pupils	279
Diocese/District	Lincoln		
MAT/Federation			
Headteacher	Amanda Konrath		
Chair of Governors	Dave Vincent		
Inspector	Kelly Wall		