

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Faith and St Martin Church of England Junior School	
Address	Hampton Street, Lincoln, Lincolnshire, LN1 1LW
School vision	
<p>To deliver the highest quality of education for our pupils by providing a safe and stimulating environment, which empowers pupils to maximise their personal, spiritual, creative and academic potential in order to become lifelong learners.</p> <p>We will teach wisdom, model and expect respect for all. We will nurture perseverance, patience, responsibility, creativity, honesty and hope, equipping our children for life in all its fullness as honest adults in our diverse and ever-changing world.</p> <p>We aspire to work collaboratively with our diocese, local authority, national and global communities through our motto and vision which calls for all seeds in our community to be nourished together:</p> <p style="text-align: center;">‘Behold, how good and how pleasant it is for us to dwell together in unity’ (Psalms 133:1)</p> <p style="text-align: center;">Motto: 'We are a team that achieve amazing things every day!'</p>	
School strengths	
<ul style="list-style-type: none"> • The school has a well-crafted Christian vision that drives decisions taken by leaders throughout the school. As a result, pupils and adults flourish in this nurturing environment. • Spirituality is embedded across the school’s curriculum and it contributes significantly to pupils’ deep understanding of what it means to be spiritual. • Adults’ and pupils’ spiritual flourishing is enhanced and enriched by collective worship, which is inclusive, invitational and inspirational. • The school’s Christian vision enables all to live well together in unity, as a community where pupils and adults are valued and they are enabled to flourish. • The religious education (RE) curriculum is well designed and resourced. It, enables pupils to develop deep knowledge of a range of religious and non-religious worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Extend the opportunities for pupils to challenge injustice so that they are able to act as agents for change in the community and the wider world. 	
Inspection findings	
<p>St Faith and St Martin’s Christian vision of unity and living well together is evident throughout the school. The vision is deeply rooted in biblical teachings. It makes clear that by living, working and playing together, pupils and adults in school will be supported to flourish. The vision is clearly understood by pupils, staff, governors and parents and it is reflected in the relationships between them. The adults within school know the pupils and their families well. This contributes to parents feeling that they and their children are cared for and valued.</p>	



The school's Christian vision drives decision making by leaders throughout the school. Governors and staff demonstrate how the vision is central to their thinking when instigating change or intentionally maintaining policy and practice. Leaders carefully consider the impact of decisions, taking into account their context, for example the decision to provide an extended offer for the summer playscheme during the school holiday. The leadership structure of the school also demonstrates the school's vision is driving decisions, with priority given to both academic and pastoral support. Leaders always aim to demonstrate compassion in decision making that enables pupils and adults to flourish. Pupils, staff, governors and parents understand the school's vision and how school staff strive to support everyone within the school community to face challenges and succeed.

The curriculum is shaped by the school's Christian vision. There are opportunities for spirituality across the curriculum, and these are planned carefully by leaders. Pupils are able to articulate what spirituality means to them, appropriate to their age and stage of development. They reflect on spirituality as an opportunity to connect with oneself, with others, with the created world and with something greater than themselves. They can identify opportunities to be spiritual across the curriculum, most notably in RE and personal, social and health education (PSHE). Pupils understand how mindfulness allows them to be spiritual through calm reflection. The spirituality pupil leadership group are enthusiastic about the opportunity to prepare and lead collective worship.

Collective worship is highly valued within the life of the school. Pupils and adults value it as a time to come together. They know that it provides opportunities for reflection centred on the school's vision and values. Adults leading worship seek to engage pupils by providing time and space for reflection and response to key themes, whether worship is being led by teachers and leaders in school or local clergy. The planning of collective worship uses a range of resources, which are drawn together into a coherent sequence. Plans for class worship are adapted to better suit the age of the children in each class. Children talk with enthusiasm about the reflection areas in each class, including the prayer tree. This mirrors an opportunity to share prayer in the hall, which is used by children and adults. Collective worship reflects the Anglican foundation of the school and is written with guidance from diocesan advisors and clergy. The school's approaches to collective worship encourage pupils and adults to engage with it and enables them to flourish spiritually.

Nurturing relationships that support the realisation of human potential are a striking characteristic of this school. In their interactions pupils demonstrate care for each other. They are supportive of peers when learning; when moving around the school they are courteous and respectful of each other and of adults. They know that through their choices they show unity. Pupils understand the school's values and how these are lived out, such as the benefit of honesty in difficult situations. Where necessary, adults use restorative approaches to help pupils understand the consequence of their actions and how they can improve a situation. Staff provide support according to the needs of each child, including academic interventions and strategies for pupils' social and emotional development. Pupils have opportunities to share concerns and they know that staff will support them. Parents feel that they and their children are cared for, referring to the school as a loving family. One parent commented, 'There is always someone from the schools' leadership team in the playground to share whatever you are carrying into school that day.' Staff also feel well supported pastorally. The school's vision is also shown through leaders' actions and peer support. Staff value the actions taken to improve their workload and well-being. They also know that they will be listened to when changes are being proposed by leaders.



Pupils are all members of one of the school’s leadership groups, each with a different focus. These groups give pupils opportunities to have a voice in their chosen area of school life. One of these groups supports collective worship by evaluating it regularly and leading school services in the local church, such as Christmas and Easter. Pupils are very enthusiastic about their role and changes senior leaders have made following their discussions. An example is incorporating more drama within worship. Pupils speak with pride about the school’s support for national fund-raising events and incidents of child-led fund-raising, focused on animal welfare and homelessness. Pupils know that if they have an idea adults will support them if appropriate, but opportunities taken by pupils to act as agents for change in the world are less evident.

The school’s RE curriculum is structured to reflect the local guidance. It is well-sequenced and progressive. Resources including Understanding Christianity are incorporated well. Educational visits enrich the curriculum. Pupils can articulate how learning builds over time, using their learning about places of worship as an example. The curriculum for RE reflects the diversity within the school. Through the curriculum, pupils develop an in-depth knowledge about a range of religions. Within the school staff team there is a wealth of subject knowledge. Teachers are well supported through curriculum plans and professional development. Leaders access training to ensure they have a good understanding of best practice and share this with staff.

The inspection findings indicate that St Faith and St Martin Church of England Junior School is living up to its foundation as a Church school.

Information			
School	St Faith and St Martin Church of England Junior School	Inspection date	19 June 2024
URN	120561	VC/VA/Academy	VC
Diocese/District	Lincoln	Pupils on roll	358
MAT/Federation			
Headteacher	Martin Kyle		
Chair of Governors	Stefan Millson		
Inspector	Vincent Hampton	No.	c.23/24