

Inspection of Lincoln Christ's Hospital School

Wragby Road, Lincoln, Lincolnshire LN2 4PN

Inspection dates: 12 and 13 November 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good

The headteacher of this school is Martin McKeown. This school is a single-academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Hayley Allison-Warby.

What is it like to attend this school?

Lincoln Christ's Hospital School is caring and welcoming. Pupils enjoy learning here and feel well supported. The school has high expectations of what pupils can achieve. The school provides a broad and ambitious curriculum for all. Most pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well.

The school's values of perseverance, respect, optimism, unity and determination (PROUD) help pupils to understand what is expected of them. Pupils appreciate being rewarded by the school for meeting these expectations. For example, they go on reward trips and receive PROUD badges, which they wear with delight.

The school is calm and orderly. Most pupils behave well in lessons and at breaktimes. Pupils feel safe in school. They know that they have staff who they can talk to if they have concerns. There are positive relationships between staff and pupils.

The school provides many opportunities to develop pupils' character and interests. Pupils enjoy taking part in the school production and public speaking events. Pupils are also proud to take on leadership opportunities, for example, by being school ambassadors and part of the school council. There is a range of extra-curricular activities that many pupils enjoy attending, such as sports clubs, chess and gardening club.

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

The school has designed a curriculum that sets out what pupils will learn and in what order. This supports pupils in building on prior learning. The school has taken effective action to improve how well teachers deliver the curriculum. This helps pupils to learn and remember more than they did in the past. This is not reflected in the school's published key stage 4 outcomes from 2023. Pupils who have experienced the improved curriculum do not yet have published outcomes. Students in the sixth form benefit from a curriculum that meets their needs. They achieve well.

Teachers have good subject knowledge. They receive regular training that helps them to present new topics clearly. Most teachers check pupils' understanding well and quickly address gaps in learning or misconceptions. As a result, most pupils develop a secure understanding of what they have learned.

On occasion, some pupils do not produce high-quality work. For example, some pupils do not spell key words correctly or use correct punctuation. Some teachers do not address these errors. This means some pupils do not develop their writing skills as well as they could.

The school identifies the needs of pupils accurately. Teachers receive clear information about how to meet the needs of pupils with SEND. They use this well to support these pupils to access the curriculum. For example, teachers adapt resources and regularly

'check in' with these pupils to ensure that they are learning well. Teaching assistants also support pupils with SEND effectively so that they learn with increasing independence.

The school uses assessment well to identify pupils who need extra help to read. These pupils get well-thought-out support that meets their needs. As a result, these pupils develop the knowledge and skills they need to be able to read well. This supports their learning across the curriculum.

The school has high expectations of pupils' conduct. There are clear routines that pupils understand and follow. Most pupils are polite and respectful to each other and to staff. They have positive attitudes to learning. Students in the sixth form engage well with learning activities. The school provides effective support for pupils who struggle to meet the school's expectations. As a result, the number of pupils who are suspended from school is reducing.

The school has prioritised improving attendance. Staff use a range of strategies to support pupils to attend more often. This is having an impact. Pupils' rates of attendance are improving.

Pupils are well prepared for life in modern Britain. They learn how to keep safe online and in the community. Pupils learn about healthy lifestyles and relationships, and different religions and cultures. This helps to develop their understanding of the fundamental British values. Pupils learn about the importance of showing respect and being tolerant to others who may have backgrounds different to their own. Teachers provide pupils with opportunities to debate and discuss various topics. Pupils do this sensibly and respectfully.

The school has developed an effective careers programme that prepares pupils for their next steps. For example, students in the sixth form get careers advice and guidance that helps them make informed decisions about their future studies or employment.

Leaders have an accurate view of the school's strengths and what still needs to improve. Staff are proud to work at the school. They appreciate how leaders take account of their workload and well-being. Those responsible for governance know the school well and provide appropriate support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not produce high-quality written work. They do not spell key words correctly or use correct punctuation. Some teachers do not address these errors with pupils. As a result, some pupils do not develop their writing skills as well as they could.

The school should ensure that teachers have high expectations of the work pupils produce so that pupils know how to spell key words and use punctuation correctly.

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 special educational needs and/or disabilities (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	137447
Local authority	Lincolnshire
Inspection number	10324136
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	1,261
Of which, number on roll in the sixth form	165
Appropriate authority	Board of trustees
Chair of trust	Hayley Allison-Warby
Headteacher	Martin McKeown
Website	www.christs-hospital.lincs.sch.uk
Dates of previous inspection	6 and 7 June 2023, under section 8 of the Education Act 2005

Information about this school

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

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors spoke with the headteacher and other senior leaders.
- The lead inspector met with trustees and a member of the governing body.
- Inspectors carried out deep dives in these subjects: mathematics, art and design, English, geography and science. For each deep dive, inspectors held discussions about 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 discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited registration sessions and an assembly.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND. Inspectors spoke with pupils at breaktime and lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff survey.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Paul Sweeney	Ofsted Inspector
Jeremy Spencer	Ofsted Inspector
Julie Sheppard	Ofsted Inspector
John Harrison	Ofsted Inspector

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