

Inspection of Sir Francis Hill Community Primary School

Bristol Drive, Lincoln, Lincolnshire LN6 7UE

Inspection dates:	8 and 9 July 2025
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils at Sir Francis Hill school can talk with enthusiasm about the school's values of wisdom, community and kindness. They are proud to demonstrate these values and represent the school at a range of musical and sporting events. These events help them to develop their talents and interests.

The school has recently undergone a period of change. Leaders have quickly established the priorities for improvement and have begun to ensure that the school is ambitious about what pupils can achieve. In some subjects, pupils benefit from a high-quality curriculum. This is not consistently the case. In other subjects, the development of the curriculum is still in the early stages. This means that teaching is not consistently good across all subject areas. The school does not provide some pupils with special educational needs and/or disabilities (SEND) with the right adaptations they need to access their learning. Pupils do not achieve as well as they should.

In most lessons, particularly in the early years, behaviour is calm and orderly. Most pupils feel safe and know who they can talk to if they have any worries or concerns. Staff do not routinely use the school's systems to ensure that the high expectations of pupils' behaviour are upheld.

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

The curriculum has recently been strengthened. In some subjects, it now sets out clearly the important knowledge that pupils should learn and when they should learn it. In these subjects, pupils build their knowledge and achieve well. In other subjects, this is not the case. When this occurs, teachers are not able to design learning opportunities that help pupils to build their knowledge. They are not able to check how well pupils have developed their knowledge. Pupils' misconceptions are not consistently identified and addressed. Some pupils make the same mistakes over time in the work that they produce. The school does not help pupils well enough to remember previous learning.

Reading has been prioritised at the school. Children begin the process of the learning to read from the moment that they start at the school. The school's phonics programme is delivered consistently well. Teachers put support in place at the earliest opportunity. This enables pupils who need additional help to improve the accuracy and fluency of their reading.

Staff identify promptly the needs of pupils who may require additional support with their learning, including those with SEND. However, currently, the school does not adapt the curriculum well enough to ensure that pupils with SEND are able to access the curriculum and develop their knowledge and understanding.

In the majority of lessons, pupils show a positive attitude to their learning and are keen to join in. However, the school has not ensured that pupils receive the help that they need to behave well, particularly during social times. Staff do not demonstrate consistently high expectations. This is because they do not routinely use the school's agreed strategies to

manage pupils' behaviour. Therefore, some pupils demonstrate behaviours that do not contribute to positive experiences for their peers at lunchtimes. Some pupils do not attend school as often as they should. However, the school has clear systems in place to support pupils and their families to reduce absences. As a result, attendance is improving at the school.

The school's offer for pupils' personal development does not prepare pupils for life beyond school as well as it could. Some pupils do not engage with opportunities that the school provides to develop their talents and interests. The school's work to develop pupils' understanding of fundamental British values and protected characteristics has not been as effective as it could have been. However, pupils do benefit from opportunities to build their confidence, including through residential visits. Older pupils embrace opportunities to make a difference to the school, including becoming house captains. The school provides age-appropriate relationships education and guidance to help pupils to stay safe online.

Children in the early years have a positive start to their time in school. There is a focus on developing children's learning and communication skills. Children are able to talk about their learning and the new skills that they have developed since starting school. They quickly develop trusting relationships with staff, and clear routines are established. Staff support children to develop curiosity through play and a range of stories.

School leaders and governors have a clear understanding of what is needed to improve the school further. The plans that they have in place to address some areas of the school's work are still in the early stages. The school does not have systems in place to review some aspects of its provision. This means that in these areas, actions to develop and support staff have not been undertaken swiftly enough to ensure the best possible outcomes for pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not check closely enough how well pupils are learning the curriculum. In some subjects, there is little assessment of what pupils know and do not know. Teachers do not consistently pick up pupils' misconceptions in lessons, or in their written work. As a result, pupils do not always have a secure understanding of the important curriculum content that they need to remember. The school must ensure that any gaps in pupils' learning are identified and addressed swiftly.
- Staff do not make adaptations to tasks and activities to ensure that pupils with SEND can access the curriculum consistently well. As a result, pupils with SEND can become confused and do not develop their knowledge and understanding as well as they

should. The school must support teachers to make appropriate adaptations to learning so that pupils with SEND develop the knowledge and skills they need.

- The school has not ensured that all staff have a clear understanding of how to apply the behaviour systems, particularly during social times. This means that some pupils are not able to regulate their behaviour effectively. The school should ensure that all staff and pupils understand and apply high expectations for behaviour at all times during the school day.
- The school's strategic oversight of some aspects of its work is not sufficiently robust. As a result, the school does not have a strong enough understanding of aspects of its work or check whether strategies have the intended impact. The school needs to put effective systems in place to ensure successful school improvement.

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	120427
Local authority	Lincolnshire
Inspection number	10379540
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	592
Appropriate authority	The governing body
Chair of governing body	David Reed MBE
Headteacher	Carole Scally (Acting Headteacher)
Website	www.sfh.lincs.sch.uk
Dates of previous inspection	8 and 9 November 2022, under section 5 of the Education Act 2005

Information about this school

- The acting headteacher has been in place since October 2023.
- The school has appointed a new headteacher, who is due to start in September 2025.
- The school makes use of one registered alternative provision.

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.
- Inspectors met with the acting headteacher, assistant headteachers, other school staff and members of the governing body, including the chair. The lead inspector also met via telephone with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and religious education. 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, listened to pupils read and looked at samples of pupils' work.
- 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.
- Throughout the inspection, inspectors met with groups of staff and considered the opinions expressed through the staff survey.
- Inspectors considered the views of parents expressed through Ofsted Parent View and met parents at the school gate.

Inspection team

Roxanne Fearn-Davies, lead inspector	His Majesty's Inspector
Michelle Thompson	Ofsted Inspector
Tim Leah	Ofsted Inspector
Tom Hawkins	Ofsted Inspector

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