

# Inspection of St Martin's Church of England Primary School

Wallace Road, Bradley, Bilston, West Midlands WV14 8BS

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Inspection dates: 25 and 26 April 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

St Martin's is a nurturing school. At the heart of the school are its Christian values of respect, resilience and compassion. Pupils demonstrate these through their learning and play. There is a strong sense of community and mutual respect. A view expressed by a parent that this is 'a caring school that fosters an excellent community spirit' is shared by many others.

Pupils enjoy school and are happy. Bullying does not worry them. Pupils know leaders will respond to any reported incidents of bullying and take effective action. Pupils meet leaders' high expectations for behaviour. Teachers make sure that pupils follow the school rules, but also support pupils who need help to manage their behaviour. Therefore, lessons run smoothly.

Leaders are ambitious for what pupils can achieve. All pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Pupils' experiences are broadened by trips and by visitors in school. For example, local authors come into school to share their books with the pupils. Pupils visited a local place of worship. Pupils value these experiences.

Leaders help pupils to become responsible, active citizens. They can be a digital ambassador, a member of the school council or a worship leader. Pupils regularly raise money for charity. Pupils take on these responsibilities willingly.

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

Directors of the trust, members of the local academy committee (LAC), school leaders and staff all have a clear vision for the school, that is for pupils to thrive. This vision is realised.

Leaders are tenacious in helping all pupils get the most from their time at school. Missed learning during the COVID-19 pandemic meant that some pupils did have gaps in their knowledge. This is no longer the case. The sharp focus given by leaders to English, including reading, and mathematics means that current pupils are catching up quickly.

Leaders have started to improve other subjects over the last year. New schemes of work have been introduced. Teachers have taken on responsibility for leading subjects. Lessons are well planned and sequenced. The things pupils learn build on what they have learned before. However, there remains some variability in teachers' subject knowledge across subjects. For example, in science, not all staff use key scientific words well in their teaching. This hinders pupils' learning.

The teaching of early reading is a key school priority. Every classroom has a reading area. The school library is warm and welcoming. It has a good range of fiction and non-fiction books. All classes have a daily story time. There is an effective reading

programme in place. This starts in Nursery. Staff receive regular training. Leaders check how pupils are doing. They put help in place quickly for those who need it. Pupils are developing into confident, fluent readers as a result.

Children get off to a good start in Nursery. Adults are highly attentive and know how to support children effectively. Leaders quickly identify children who may need extra help. Staff seek specialist advice from external agencies when needed. For example, the speech and language therapist gives advice to staff about how to meet pupils' additional needs across year groups. Teachers and teaching assistants use this advice well to plan support for those who need it. This includes pupils in the SEND resource base. Leaders make sure that pupils in the base follow a curriculum that is bespoke to their needs. So, pupils with SEND achieve well.

Leaders provide pupils with many opportunities for spiritual, moral, social and cultural development. This includes weekly assemblies that celebrate cultural and religious differences. Clear routines and structures also help children settle well into the early years. These high expectations for pupils' conduct continue throughout the school. Pupils live up to these expectations. Behaviour at all times is good.

Pupils have many experiences beyond the classroom. At breaktime and lunchtime pupils keep themselves physically active by playing on the trim trail or playing football. The school provides a range of clubs to develop pupils' interests and talents. This includes sport and music. However, a small number of pupils do not attend school regularly enough. They miss out on these experiences. This hinders both their academic and personal development.

Staff speak positively about the support leaders give them. This includes staff who are at an early stage in their career. Leaders consider staff well-being. For example, they have set up a staff well-being group. Staff from the group say leaders act upon their suggestions. Consequently, all staff enjoy working at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils feel safe in school. Parents agree. Staff report concerns, confident in the knowledge that leaders will take effective action. Staff receive regular training. The pastoral team works well with external agencies. This means pupils and their families get the right help when they need it.

The school completes all the appropriate checks on all adults who work at or visit the school.

Leaders makes sure pupils know how to keep themselves safe through lessons and assemblies. This includes e-safety. Pupil digital ambassadors help their peers know how to stay safe when working online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have not yet ensured that all staff have the appropriate subject knowledge to teach all subjects in the curriculum. This is contributing to the inconsistency in the quality of implementation of the new curriculum in some subjects. Leaders should continue to ensure that all teachers have the necessary subject knowledge to teach the curriculum.
- A small number of pupils do not attend school regularly enough. This hinders their academic and personal development. Leaders need to continue to work with parents and carers to improve the attendance of pupils who are regularly absent from school so that they are in school, learning well and making better progress.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141825
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10268895
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	266
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Daniel Lee
<b>Headteacher</b>	Lauren Smith
<b>Website</b>	<a href="http://www.stmartinsprimary.org.uk">www.stmartinsprimary.org.uk</a>
<b>Date of previous inspection</b>	30 January 2018, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, in December 2021, a new head of school has been appointed. Two new assistant headteachers have also been appointed since then.
- The school is part of St Martin’s Multi-Academy Trust, which consists of three schools.
- A diocesan inspection to evaluate the distinctiveness and effectiveness of the school as a Church of England (CofE) school took place in March 2016. Inspections take place approximately every five years.
- The school does not use alternative provision.
- The school has a before-school club operating on the site. This provision is managed by the school.
- The school has a nursery that admits three-year-olds.
- The school has a specially resourced provision for pupils with SEND. All these pupils have an education, health and care plan. Their primary SEND need is autism spectrum disorder.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- The inspectors met with the head of school, other leaders, directors, a member of the LAC, the chair of the LAC, staff and pupils.
- The lead inspector spoke on the telephone with a representative of the diocese.
- The inspectors carried out deep dives in early reading, science, art and mathematics. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to some pupils read.
- The inspectors also talked to pupils and staff at unstructured times during the day.
- The inspectors talked to parents at the school gate.
- The inspectors evaluated a range of school documents and looked at information on the school's website.
- The lead inspector checked the single central record of checks on adults in school and met with the school's safeguarding leaders to discuss how the school keeps its pupils safe.
- The inspectors reviewed the responses to Ofsted's staff survey and considered the responses to the online questionnaire, Ofsted Parent View, including free-text responses.

## Inspection team

Lesley Yates, lead inspector

Ofsted Inspector

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His Majesty's Inspector

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