

Inspection of St Martin's CofE Primary School

Lake Lane, Liskeard, Cornwall PL14 3DE

Inspection dates: 23 and 24 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

St Martin's is a happy and thriving school. Leaders promote pupils' achievements and talents through the 'Bring It!' philosophy. Vibrant displays showcase this throughout the school. Pupils talk with pride about their school. They say that teachers expect them to work hard but make learning fun. Parents' views of the school are overwhelmingly positive. They feel that staff care for their pupils well.

Leaders have improved behaviour since the previous inspection. They have ensured that staff understand and apply the behaviour policy consistently. Pupils talk about how learning is now free from low-level disruption. They feel safe. Pupils appreciate the various rewards for positive behaviour, such as sitting at the 'top table' at lunchtimes. They say if they have any worries then adults help them to sort it.

Leaders place great emphasis on pupils developing their character through enrichment activities and trips. They experience carefully planned residentials which develop their knowledge of contrasting locations in modern Britain. There is a strong, realised vision of pupils learning through the outdoors. Children in the Nursery enjoy regular visits from a pony which spark their curiosity. This develops their speaking and listening skills. Pupils enhance their sporting abilities through a range of clubs and competitions.

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

Leaders have significantly improved the school since the last inspection. Previously, pupils did not learn as well as they should. This, along with the pandemic, affected outcomes in the 2022 national curriculum tests. However, pupils now learn more than in the past. Leaders have raised expectations of what pupils should achieve. This includes those with special educational needs and/or disabilities who have the curriculum carefully adapted to help them achieve well.

Leaders have formed a strong team. Staff morale is high. In conjunction with the trust, leaders regularly check the school's effectiveness and make improvements. They draw upon external support where necessary. Consequently, leaders, including governors and the trust, know the strengths and weaknesses of the school well.

Leaders have established a well-designed curriculum. It is carefully sequenced so that it builds on what pupils have learned before. For example, in the early years, leaders have considered how children's knowledge develops from the Nursery through to the end of Reception Year. Using expertise from within the trust, leaders have created detailed curriculum plans. These support teachers to know how best to teach concepts. As a result, they implement the curriculum consistently well.

Teachers provide work that matches closely with what they want pupils to learn. In most subjects, pupils deepen their knowledge over time. However, leaders have made changes to some subjects recently, such as art. In these subjects, pupils do

not make strong links to their prior learning. Consequently, they do not have the same depth of knowledge across the curriculum.

Leaders have prioritised reading. From the early years to Year 6, pupils learn to read a rich range of carefully planned texts. Children in the Nursery listen to a range of stories and rhymes so that they are well prepared for Reception Year. Pupils then learn to read through a highly systematic approach. Leaders make frequent checks and work alongside staff to ensure the quality of what pupils learn is high. Staff value this feedback. As a result, staff teach reading with confidence and with effective subject knowledge. Leaders have clear strategies to identify where pupils' gaps are. Those pupils who do fall behind catch up quickly through carefully targeted support.

Leaders have ensured this strong start continues into key stage 2. Pupils study a range of carefully sequenced books. Teachers ask questions designed to extend pupils' thinking. Pupils enjoy these sessions. They say reading is important as it helps them to extend their vocabulary. Pupils talk enthusiastically about their favourite books and authors.

The early years is a hive of activity. Leaders have considered how the national lockdowns affected children's early development. Leaders and staff are rightly proud of the bespoke outdoor setting for the Nursery. Teachers plan tasks carefully to complement what children learn during their indoor sessions. As a result, they display resilience with tasks, share equipment with one another and learn how to take risks.

Pupils value the various leadership roles they have in the school such as school parliamentarians, eco- and playground leaders. They make meaningful contributions to the school. For example, pupils chose new equipment for the playground. Through the personal, health and social education curriculum, pupils learn about different types of relationships. They talk knowledgeably about equality. Pupils know how to stay safe online and to report any concerns they have.

Safeguarding

The arrangements for safeguarding are effective.

Leaders manage a high level of safeguarding concerns well. They have established clear systems so that important details do not get missed. Staff note any low level concerns they have about a pupil. This helps leaders to build up the complete picture. Leaders escalate significant concerns about pupils to the local authority swiftly. They coordinate work with a range of agencies. This ensures families get the ongoing support they need. This includes support from the school itself.

Leaders make appropriate checks on staff's suitability to work with children. Governors and the trust make regular checks on aspects of the school's safeguarding work.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the implementation of the curriculum is at an early stage. This means that pupils do not learn content in the same depth as other subjects and make links to prior learning. Leaders need to ensure that pupils learn the knowledge they need in all areas of the curriculum.

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

Unique reference number	140347
Local authority	Cornwall
Inspection number	10256713
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	287
Appropriate authority	Board of trustees
Chair of trust	Sue Morrish
Headteacher	Thomas Riggs
Website	www.st-martins.cornwall.sch.uk
Date of previous inspection	15 June 2021, under section 8 of the Education Act 2005

Information about this school

- The executive headteacher took up his post in July 2022.
- The school is part of St Barnabas Multi Academy Trust.
- The school runs its own breakfast club.
- The school uses one registered alternative provision.
- The school is designated as having a religious character. Its last Statutory Inspection of Anglican and Methodist Schools took place in 2020 when it received a good judgement.

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 the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher and other senior leaders, groups of staff, executive leaders from the trust, a trustee, a member of the governing body and an external school improvement partner.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also spoke to pupils and looked at samples of work in geography and science.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding measures. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors spoke to parents at the start of the school day. They also considered the responses to Ofsted Parent View, Ofsted's online survey, the pupil survey and the staff survey.

Inspection team

Jason Edge, lead inspector	His Majesty's Inspector
Matthew Shanks	Ofsted Inspector
Jane Dennis	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023