

Inspection of St Martin’s Garden Primary School

Lympsham Green, Odd Down, Bath, Somerset BA2 2UN

Inspection dates: 18 and 19 July 2023

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

What is it like to attend this school?

Pupils are proud of their school. It is inclusive, and pupils feel safe. Whether pupils learn in the resource base or in mainstream classes, leaders take care to ensure that the experiences of all pupils prepare them for the next stage of their education.

Pupils understand the expectations leaders have of them. Pupils with complex needs are well supported. Staff manage pupils' emotional needs skilfully. In lessons, most pupils follow the routines and expectations. Pupils listen and concentrate on their learning. However, sometimes, a minority of pupils in mainstream classes do not focus as well as they could.

Pupils are respectful towards one another. Although pupils do not recall the school values, they do exemplify the values of kindness and forgiveness. They say that bullying rarely happens in school. Pupils learn how to manage the issues they may encounter outside of school. When there are friendship fallouts, staff are quick to help to resolve the problem.

Pupils enjoy the leadership roles on offer. They are familiar with the fundamental British values, including the meaning of democracy. Pupils apply these values. For example, 'Class Presidents' have contributed to planning new play equipment. Pupils represent the school in the pupil parliament that runs across the trust.

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

Leaders have planned an inclusive and broad curriculum for all pupils. However, the order of what pupils will learn, and when, is not as clear as it should be. As a result, pupils do not remember their learning. They do not have a secure base of knowledge to which they can refer and build on. Teachers plan to help pupils with their learning. They have identified the important vocabulary pupils need to know. However, this is not explicit. Pupils do not remember the correct words. They make guesses using the prompts teachers provide to help them.

In Reception, leaders have planned a curriculum to prepare children well for their formal learning. They support learning with wider experiences, such as pond dipping, forest school and cultural days. Staff listen attentively to the needs of the children. They encourage children to be curious. As a result, children sustain their interest in learning.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers make adaptations for pupils with SEND to ensure that all pupils follow the same curriculum. Staff use clear procedures to identify and support pupils with SEND. This has led to the identification of some older pupils with SEND.

Leaders have introduced a new phonics programme to support pupils who are learning to read. This is well implemented. Children start to learn their letters and

sounds as soon as they join school. By following the programme carefully, leaders make rigorous checks on pupils' learning. When pupils need help to catch up, daily 'knowledge lessons' help pupils to secure the sounds they are learning. Pupils read books matched to the sounds they know. Leaders ensure that pupils practise their reading regularly with an adult. Once pupils have built confidence in their reading, they read a wide range of fiction and non-fiction texts with diverse content.

Leaders are ambitious to provide all pupils with a wide range of experiences. They make sure that all pupils can take part in clubs, trips and educational activities. For example, all pupils visit a farm, and they all learn basic first aid. Older pupils attend trips to the theatre, and all pupils take part in a range of sports events and competitions against other schools. After-school clubs are mainly sports based. Pupils would like more choice. However, clubs are well attended. Members of the eco-group actively look after the school environment and suggest ways to reduce energy use. Leaders plan events to encourage different talents, such as choral projects and dance.

Leaders provide a personal, social and health education (PSHE) curriculum for all pupils. They learn about relationships and different beliefs, and older pupils learn about puberty in a timely and age-appropriate manner. Pupils have good recall of their PSHE lessons.

Trust leaders provide effective support for leaders and governors to sharpen their skills. This has ensured that leaders identify the priorities to focus on to develop the school and improve published outcomes for pupils. As a result, governors feel more confident in challenging leaders effectively. Leaders encourage staff to develop their subject-specific knowledge. Teachers have trained together on how to implement the curriculum, although this has not yet had the impact leaders intend. Staff feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff receive regular training. As a result, staff are alert to the welfare of pupils and report their concerns. Leaders act efficiently to respond to issues. They follow up with safeguarding partners to support pupils and their families.

Leaders prioritise pupils' mental health. Trained staff help pupils to manage their well-being, providing social and emotional support. As a result, pupils feel cared for.

Pupils learn how to keep safe, both online and in the community. They learn to swim in the on-site swimming pool. Leaders teach pupils to stay healthy. For example, pupils focus on oral hygiene.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The sequencing and implementation of the curriculum in some subjects does not help pupils to build on their learning. As a result, they do not remember their learning over time. Leaders need to ensure that the curriculum is planned to allow pupils to build on their existing knowledge.
- Staff do not teach pupils to use subject-specific vocabulary effectively. This means that pupils do not have secure subject terminology for their learning. Leaders must make sure that pupils learn the key vocabulary they need to be able to succeed in each subject.
- Leaders have not been precise in identifying and acting on the important school priorities. Support from the trust is helping new leaders, including governors, to develop their expertise. Leaders at every level should ensure that they have the training they need to develop their skills.

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	143108
Local authority	Bath and North East Somerset Council
Inspection number	10268232
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	Board of trustees
Chair of trust	Ruth Balch
Headteacher	Claire Parfitt
Website	www.stmartinsgarden.org.uk
Date of previous inspection	11 and 12 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school is sponsored by Palladian Academy Trust. This is a multi-academy trust of 11 secondary and primary schools.
- The school has an inclusive resource base for pupils with autism spectrum disorder.
- The school has a breakfast club.
- The school does not use any alternative provision.

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.

- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher, senior leaders, teachers, the special educational needs coordinator, trust leaders, trustees, and members of the local governing body.
- The lead inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on adults working in the school. They met with the designated safeguarding leader and examined records.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments. They also considered the responses to the staff and pupil surveys.

Inspection team

Rachel Hesketh, lead inspector

His Majesty's Inspector

Marcia Northeast

Ofsted Inspector

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