



National Society Statutory Inspection of Anglican and Methodist Schools Report

St Martin's Church of England Infant School

Worple Road,
Epsom,
Surrey
KT18 7AA

Previous SIAMS grade: Outstanding
Current inspection grade: Outstanding

Diocese: Guildford

Local authority: Surrey
Date of inspection: 7 May 2015
Date of last inspection: November 2009
School's unique reference number: 125157
Headteacher: Linda Hutchings
Inspector's name and number: Glyn Willoughby 637

School context

St Martin's Infant is an average size school. The majority of pupils are of a white British heritage with the percentage from ethnic minority groups broadly in line with the national average. One in four speak English as an additional language. The percentage with special needs or disabilities and those eligible for pupil premium is below the national average as is the number eligible for free school meals. St Martin's Infant school is on a shared site with the junior school and is consistently oversubscribed. The school was last inspected by Ofsted in 2009 when it was judged to be good.

The distinctiveness and effectiveness of St Martin's Infant as a Church of England school are outstanding

- The strong spiritual leadership of the headteacher, supported by governors, in sustaining the distinctive Christian ethos and values that are fully integrated throughout the school community.
- The impact of the Christian ethos on pupils, enabling them to flourish socially and develop a love for learning.
- Excellent relationships informed by Christian values of respect and trust and nurtured by inclusive staff.
- The impact of religious education and collective worship upon pupils' spiritual growth.

Areas to improve

- Provide a framework for governors and future leaders to measure that the impact of the strong Christian ethos on pupils' well-being and academic achievement is sustained over time.
- Provide opportunities for pupils to be more actively involved in the planning, leading and evaluation of worship.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Distinctive Christian values are explicit and deeply embedded in this inclusive school. The headteacher and staff model the Christian ethos and draw on Bible stories as examples of how pupils can 'live out' these values, being motivated to act with kindness as they apply them to their daily lives. They speak highly of the way teachers make learning 'fun' and inspire them to want to learn. Pupils enjoy taking part in a wide range of activities such as dance and singing in the community and excellent relationships result from a strong sense of mutual respect. Pupils listen well to the views of others of different faiths and there is an acceptance and respect for other religions, including a growing awareness of diversity and difference.

Christian values are taught through the creative curriculum with links to religious education (RE) and collective worship which have a significant impact upon spiritual, moral, social and cultural development. From Reception, pupils are encouraged to develop a spiritual awareness through opportunities to express their thoughts and views as they reflect on questions about meaning and purpose. They enjoy school, develop self-confidence and have a love for learning. Behaviour is excellent. A positive climate for learning forms the basis for very good academic progress and well-being.

Recent data analysis shows pupils make very good progress to achieve results that are above national expectations. Pupils eligible for pupil premium and those with special educational needs achieve results that are broadly in line with schools nationally.

The impact of collective worship on the school community is good

Worship is a central feature of school life and makes a strong contribution to pupils' spiritual development. It is well planned and linked with religious education and the Christian calendar. It promotes the school's Christian values and helps pupils to relate the themes to their own experiences. They can recall Bible stories, link them to Christian values and explain the meaning for them personally.

Local clergy regularly lead worship and this helps develop their understanding of Christian tradition and practice. Worship is held in church on special occasions such as Easter. Parents who attend 'celebration' assemblies recognise the importance of these occasions in promoting a strong sense of community and in growing their children's self-confidence. Pupils enjoy worship and participate with enthusiasm and understanding. There is a quiet time for reflection.

Worship is informally monitored with pupils sharing their views. The monitoring of class worship has shown inconsistent practice across the school. The school now plans for pupils to be more actively and regularly involved in the planning, leading and evaluation of worship.

The effectiveness of the religious education is outstanding

For the majority of pupils, standards in religious education (RE) are at least in line with national expectations and compare well with other core subjects, which are significantly above the national average. Pupils of all abilities, including those with additional educational needs, make very good progress throughout the school.

The experienced RE co-ordinator is passionate about the subject and together with colleagues has developed a robust system to monitor and track assessment data in order to inform planning and progress. They know why standards are high and have plans for further improvement.

The creative RE curriculum enables pupils to explore ideas in stimulating ways, including outdoor education and visits to the local church, that link with Christian values and underpin spiritual, moral, social and cultural development. The highlighting of areas in school life that promote spirituality, together with the use of 'awe and wonder' books to record 'things that make the school exciting', ensure pupils and staff make the most of opportunities for spiritual

and moral development throughout the school.

Pupils have very positive attitudes to RE and evidence shows that the teaching is very good and at times outstanding. There is a growing development of an emotional vocabulary, allowing them to share personal reflections, knowing what they say is valued and listened to. Members of the school community are given an opportunity to talk about their different faiths and through stories of real life experiences, pupils develop a good understanding of different beliefs and practices through celebrating festivals such as Diwali.

The effectiveness of the leadership and management of the school as a church school is outstanding

The clear Christian vision of the headteacher is shared by all members of the school community. Christian values are fully integrated resulting in an inclusive school with a strong sense of community that enables pupils to thrive academically, socially and spiritually.

The governing body has a good understanding of the school and makes an active contribution to its work and direction. It is fully committed to sustaining and further enriching the school's Christian distinctiveness, actively encouraging development opportunities for all staff as leaders in church schools. However, the current informal arrangements to record their monitoring and evaluation as a church school do not measure the impact that the Christian character has on pupils' achievement and well-being.

The leadership of the school is enriched by a strong partnership with the parish church and the Diocese. The vicar and parish team are regular school visitors who embed the nurturing ethos through their support and guidance. Pupils benefit from this partnership and other local and wider links.

Actions arising from the previous inspection have been addressed. The school meets the statutory requirements for collective worship and religious education.

SIAMS report, May 2015. St Martin's Church of England Infant School,
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