



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tipton St Martin's Church of England VC Primary School	
Address	Lower Church Lane, Tipton, Dudley, DY4 7PG

School vision
<p>‘I can do all things through Christ who gives me strength’ – Philippians 4:13</p> <p>Our vision is to provide a transformative educational experience for every single one of our children. We value the importance of fostering love, respect and celebrating difference. We want all of our children to have the drive, courage and resilience to achieve personal and academic excellence. Children from St. Martin’s will stand out: they will be reflective, think deeply and will look to make a positive difference to God’s world in all that they do. Our shared values are Friendship, Respect, Empathy, Sharing, and Humility (FRESH).</p>
School strengths
<ul style="list-style-type: none"> • Pupils reflect the loving, inclusive ethos modelled by staff and leaders. They demonstrate this in their relationships with each other in school and in the wider community. • Reflection is a key strength of the school, and where appropriate, is developed into prayer. • Vulnerable pupils are nurtured with loving care that embraces them. This enables them to flourish as individuals, supported by the whole school community. • The curriculum explores a wide range of justice issues. Pupils have ample opportunities to develop responsibility and care for God's world and others. • The religious education (RE) curriculum is effectively designed to equip pupils to understand the diverse range of world beliefs.
Areas for development
<ul style="list-style-type: none"> • Re-examine the theological roots of the vision so that adults and pupils can better articulate the link between vision and flourishing. • Ensure that the worship experience builds upon the biblical stories of Jesus' life and teaching to enhance spiritual flourishing. • Embed assessment in RE to evaluate the effectiveness of the curriculum.
Inspection findings
<p>St Martin's school community values every child and adult for who they are. This inclusive ethos drives the school to nurture pupils and adults to be their best. It is a school where all flourish as part of a family.</p> <p>The school's 'FRESH' values are demonstrated in the relationships of staff and pupils. However, pupils' knowledge of Bible stories that form the roots of these is inconsistent. Some, such as humility, are powerfully expressed through Jesus washing his disciples' feet. Others, such as sharing, are not well articulated. Pupils tell the story of St. Martin to demonstrate how they can show empathy and respect for others. The link between the values and the vision, including the biblical</p>



motto, is not articulated by staff.

The school has faced many challenges, including three headteachers in the past three years, the parish church closure and vacancies in the governing body. However, the leaders work effectively together to drive its development as a church school. The partnership with the diocesan team supports them in this journey. However, some aspects require further support and training. This includes equipping the school to effectively articulate the links between the vision and the evident flourishing.

The curriculum is designed to nurture spiritual, emotional and academic flourishing. A variety of clubs and activities are available which are well attended by vulnerable pupils. This is a result of the leaders' poverty proofing actions. Strong external partnerships ensure the best outcomes for those with specific needs.

St Martin's is a reflective school, with deliberate moments of pause or prayer built into the day. Recent spirituality training from the diocese has embedded the 'windows, mirrors and doors' approach throughout. This includes various prayer and reflective activities in the newly developed spiritual space in the conservatory. Pupils from various beliefs and worldviews value and feel included in these times. They express how this supports them in their spiritual journeys. For example, one Lenten promise was to 'read my Qu'ran more'. Each classroom has a worship/reflective area. However, pupils do not regularly use these, limiting their effectiveness.

Pupils value their times of collective worship as they allow them to reflect. They are invited to join in as they feel comfortable, including in the joyous singing. As a result of this invitational approach, the worship council reflects the school's diversity, including religious beliefs. However, their meetings focus more on developing further ideas for reflection rather than evaluating the times of collective worship. Staff ensure that pupils who are unable to access the whole school sessions are given opportunities to develop their spirituality. The worship life of the school is inclusive. However, due to the pattern of worship across the week, pupils' knowledge of the life and teachings of Jesus is limited.

The school has developed a culture and curriculum that challenges injustice. This extends from the spiritual aspect of caring for others to challenging inequality. Pupils explore issues of justice across a range of subjects. This includes sessions exploring current world news that increase their awareness of global events and injustices. As a result, pupils are very aware of the need to protect 'God's property'. The active eco council and children encouraging their families to collect litter enable this to move from awareness to action. The value of respect is ingrained into the life of the school as it promotes anti-racist attitudes. This results in an ethos that moves beyond tolerance to a welcome 'embrace' for all. This extends to caring for others. For example, pupils support residents of a local care home, leading to the school becoming a dementia friendly school.

The strong, caring family ethos ensures that everyone is respected and cared for as an individual. Policies and procedures are in place to enable staff and pupils to navigate challenging times. Leaders and governors prioritise the staff's mental health. Careful consideration of work-life balance ensures that staff can be their best. This includes external support that is accessible to all. Every child has a named adult to talk to about any issues they might be experiencing. Parents and carers value this supportive approach from the school. Partnering with outside agencies and deliberate decisions about staffing have improved attendance, enabling children to thrive. Vulnerable pupils benefit from adapted timetables. Effective behaviour systems enable them to develop socially as part of the loving school family. The school community treats everyone with respect and dignity so that they may flourish.



The diocese has supported the restructuring of the RE curriculum. It is based on the Sandwell syllabus plus additional resources to support teaching about Christianity. This enables pupils to study a wide range of religions and other worldviews, which serves the school's diverse context well. Previous learning is revisited to enable them to build upon these connections. Pupils take pride in their RE work and value the opportunities to share their beliefs. Leaders regularly monitor the subject. However, the school has not developed an RE assessment model to evaluate the curriculum's strengths and weaknesses.

The inspection findings indicate that St Martin's Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	12 March 2024	URN	103987
VC/VA/Academy	Voluntary controlled	Pupils on roll	246
Diocese	Lichfield		
MAT/Federation			
Headteacher	Rachel Rought		
Chair	Vicki Kavanagh		
Inspector	Mark Harrington	No.	2208