

# Inspection of St Martin's Primary School

St Martin, Guernsey GY4 6HN

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Inspection dates: 2 and 3 November 2022

The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development and welfare	<b>Excellent</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>

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

Pupils feel safe and well cared for in this welcoming and inclusive school. The motto, 'Being different, succeeding together' is at the centre of the school's work. Pupils understand and demonstrate the importance of treating everyone equally and with respect. Relationships between pupils and adults are highly positive.

Leaders and staff have high aspirations for all pupils. They have focused on ensuring that pupils learn from a knowledge-rich curriculum. Recent improvements are beginning to pay off, especially in reading. However, leaders have not clearly set out the most important knowledge they want pupils to know and remember in all subjects.

Pupils have complete confidence in the way that leaders manage behaviour. In lessons and during social times, pupils follow the 'St Martin's Six' rules. Bullying is rare. When it does occur, pupils know that adults will deal with it quickly and effectively.

Leaders meticulously plan experiences to enrich the curriculum, based on the United Nations Convention on the Rights of the Child. Leaders listen carefully to pupils' opinions. Pupils talk with delight about the many opportunities they have to take on responsibility, such as 'rights squad' leaders. They describe this as 'part of the magic' of their school.

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

The headteacher has instilled a strong sense of teamwork throughout the school and community. Along with other senior leaders, she leads with integrity and purpose. Staff are proud to work at the school. They know that leaders keep a close check on their well-being and workload. Staff value the support and guidance they receive to strengthen their expertise.

Leaders have taken decisive action to improve the school's curriculum. They have mapped out the end points that they want pupils to learn from Reception through to Year 6. However, in some subjects, such as history and mathematics, leaders have not broken down this important knowledge into small, manageable chunks. As a result, pupils do not progressively build their knowledge in these subjects. In addition, teachers do not regularly check that pupils remember what they have been taught in lessons and over time.

Leaders have transformed the quality of early reading. They have raised expectations and put in place a consistent approach to teaching phonics. Pupils talk about and celebrate the joys of books, storytelling and poetry. From the start of Reception Year, children learn the basics of numbers and letters well. Staff use assessment effectively to spot gaps in knowledge. Pupils who need help to catch up

with reading receive it. Well-trained staff ensure that pupils read books matched to the sounds they know. This helps to improve their fluency and confidence.

Older pupils understand the importance of learning to read. Many enthuse about reading. They enjoy how staff share recommended reads and inspire them to read more. School-wide initiatives such as 'star reader' and 'reading roadmap' help to develop a love of reading.

Pupils with special educational needs and/or disabilities (SEND) receive focused intervention from skilled staff. Adults know pupils and their individual needs well. They identify these early, including when children start in Reception. Specialist support helps pupils to overcome their challenges and learn the full curriculum. Nevertheless, some teachers do not tailor learning activities sufficiently well for pupils with SEND. As a result, some do not learn the intended curriculum as well as they could.

Pupils attend school regularly. Leaders have effective systems in place to monitor absences. The learning environment is typically calm and orderly from Reception through to Year 6. Pupils behave well because they respect that everyone has the right to learn without disruption.

The work of leaders to develop pupils' experiences beyond the classroom is impressive. Pupils are enthusiastic about the school and their place within it. They regularly give back to the local and wider community. For example, pupils organise charity collections and visit a centre for the elderly. Pupils confidently challenge discrimination, including gender stereotyping and racism. Leaders celebrate pupils' achievements. Pupils are proud to earn 'puffling' badges for their teamwork, resilience and independence. They are growing into responsible and caring young citizens.

Most parents and carers are positive about the school. One commented that, 'My child is not a number but an individual who is encouraged to flourish'. Other parents echoed this view.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. They ensure that keeping pupils safe is everyone's responsibility. Staff know the procedures to follow when reporting concerns. Leaders act quickly and offer timely support to families in need of help. They work effectively with the Education Office to manage recruitment checks carried out on staff working at the school.

Through the curriculum, pupils learn how to keep themselves safe in different situations. They know ways to stay safe when online and in the local community.

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

- Leaders have not precisely defined the important knowledge they want pupils to know and revisit in some curriculum subjects. As a result, teachers do not have the necessary information to plan lesson sequences that progressively develop pupils' knowledge in these subjects. Leaders must ensure that curriculums for all subjects identify the key knowledge that pupils need to learn and in what order. Leaders should also consider how they will check to make sure that pupils remember the intended subject knowledge they need as they move through the school.
- Pupils with SEND benefit from effective interventions to meet their precise needs. However, the curriculum is not adapted well enough for some pupils with SEND. This prevents these pupils from progressing through the curriculum as well as they could. Leaders should continue their work to ensure that the curriculum is adapted and implemented successfully for all pupils with SEND.

## School details

<b>Inspection number</b>	10259485
<b>Type of school</b>	Primary School
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	546
<b>Appropriate authority</b>	The States of Guernsey
<b>Headteacher</b>	Clare Giles
<b>Website</b>	<a href="http://www.stmartins-school.co.uk">www.stmartins-school.co.uk</a>
<b>Date of previous Ofsted inspection</b>	Not previously inspected by Ofsted

## Information about this school

- St Martin's Primary School is a three-form entry school, located in St. Martin's, Guernsey.
- The headteacher was appointed in September 2021. The deputy headteacher started in January 2022, following a period of interim senior leadership.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 35 of the Guernsey Education Law 1970.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, other school staff and a representative of the Education Office.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and music. For each deep dive, 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.
- Inspectors met with leaders and looked more widely at curriculum documentation in history and personal, social, health and economic education.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.

- Inspectors analysed a range of documentation, including leaders' self-evaluation and action plans for improvement.
- The lead inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. Inspectors talked to staff and pupils about how the school keeps everyone safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke with a range of staff to discuss how leaders support their well-being.
- Inspectors considered responses to the pupil and staff questionnaires issued at the time of the inspection, including the Guernsey Parent Survey.

### **Inspection team**

Dale Burr, lead inspector	His Majesty's Inspector
Heather Barraclough	His Majesty's Inspector
Sarah McGinnis	His Majesty's Inspector

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