

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Martin's Church of England Primary Academy

Vision

Developing hope and resilience, building a community of aspiration, inspired by the love and teachings of Jesus Christ to be the best that we can be.

St Martin's Church of England Primary Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision is transformational and lived with integrity by all members of the school community. It shapes a culture of hope, belonging, and aspiration across every aspect of school life.
- Leaders act with compassion and commitment, meeting the needs of the community through timely, thoughtful, and vision-driven support.
- School leaders draw effectively on a respectful, vision-aligned relationship with Infinity Academies Trust. They use the timely guidance offered to lead with confidence, clarity, and integrity.
- Collective worship is inclusive, reflective, and biblically grounded, offering pupils and adults regular opportunities to grow spiritually.
- Purposeful, outward-facing partnerships, rooted in Christian service, strengthen worship, enrich teaching, and affirm the school's role in the wider community.

Development Points

- Embed the trust's governance model to ensure clarity of roles and responsibilities. This is to strengthen the work of governors and complement trust structures as they support St Martin's ongoing improvement journey as a Church school.
- Extend the work on spirituality so that there is a shared and consistent understanding across the school. This is to ensure that both planned and spontaneous opportunities for spiritual flourishing are fully realised.
- Embed the new religious education (RE) syllabus so pupils engage meaningfully with diverse lived experiences of faiths and worldviews. This is to deepen pupils' understanding, respect for others and development of their own worldview.



Inspection Findings

The Christian vision is deeply rooted in St Martin's identity as a community of aspiration. It shapes a culture of care, belonging, and shared responsibility. Leaders make decisions through the lens of this vision, building trust and fostering collaboration. Adults feel valued and empowered, and support for families is compassionate and timely. The vision continues to guide the school's improvement as a Church school. Partnerships are purposeful and grounded in Christian service. Leaders work closely with the church, the diocese, and the trust to strengthen the school's Christian distinctiveness. These relationships reflect a shared commitment to flourishing and embody the call to be the best we can be. Church volunteers enrich worship, and external partners offer encouragement, expertise, and challenge. Staff grow in confidence through shared reflection and support. As a result, pupils and adults flourish in a vision-led community. The school is well supported by the trust. Academy champions, embedded within governance arrangements, work alongside school leaders, offering encouragement and constructive challenge. They understand the actions being taken to strengthen the school's work in line with its Christian vision and are committed in supporting this. The trust provides clarity around roles and responsibilities and ensures champions receive regular training and guidance. The way governance works is not fully established, therefore, these arrangements do not fully support Church school improvement.

Leaders shape the curriculum in line with the school's Christian vision. It is aspirational, inclusive, and rooted in the needs of the St Martin's community. Planning reflects the Christian focus on hope, resilience, and becoming the best we can be. Learning builds on pupils' strengths and supports individual needs, particularly those who have special educational needs and/or disabilities (SEND). The 'Ready to Learn' curriculum addresses language gaps and supports emotional regulation, enabling confident engagement. Outdoor learning builds resilience and curiosity through hands-on experiences. Thematic work such as 'Dream Big' and 'Let Your Light Shine' encourages reflection on identity and growth. Leaders use support from the trust and partner schools to strengthen the curriculum and subject leadership. Enrichment opportunities, including choir, sports, gardening, and science, are shaped by pupil voice. Leaders remove barriers so pupils can take part, regardless of need or circumstance. As a result, the curriculum enables pupils to thrive both personally and academically, deepening aspiration, belonging, and contribution. The school has a clear focus on spiritual development, and leaders are working to make it a strength within the curriculum and wider school life. Pupils are beginning to articulate spirituality, though their understanding is mostly limited to calm reflection or a sense of wellbeing. Adults show varying confidence in recognising and nurturing spiritual development in the classroom. Leaders have introduced events such as a spirituality day and have begun mapping opportunities across the curriculum. This work is at an early stage, and opportunities for spiritual flourishing are not yet fully realised.

Collective worship plays a vital and purposeful role at St Martin's. It is inclusive, invitational, and rooted in the Christian vision. Worship draws on the Christian calendar, values, and current events, enabling pupils to explore biblical teaching in ways that connect with daily life. One pupil shared that, 'worship makes me stop and think and share my things with others.' This reflects the school's commitment to compassion, reflection, and moral growth. Worship is carefully planned and delivered by staff, pupils, and church partners. Pupil worship leaders contribute confidently, selecting music, preparing reflections, and evaluating impact. Local clergy and Open the Book volunteers deepen biblical teaching and model Christian living. Worship shapes pupils' thinking beyond the school day and influences how they relate to others. Celebration worship welcomes families and affirms growth and achievement. It strengthens community and expresses the vision in action. Leaders evaluate worship regularly and



respond to feedback to deepen meaning and engagement. As a result, collective worship contributes significantly to the school's Christian identity and nurtures the spiritual and moral development of the community.

The Christian vision shapes a culture of belonging and care at St Martin's. It informs how people are treated, how decisions are made, and how relationships are nurtured. Pupils describe the school as kind and inclusive, and adults model patience, respect, and encouragement, showing that the vision is lived out daily. Leaders act with compassion to meet the needs of the community. Pastoral care is responsive and relational, rooted in trust and a Christian commitment to hope, dignity, and shared responsibility. Leaders know families well and remove barriers quickly, so pupils feel safe, known, and ready to learn. Staff wellbeing is prioritised through thoughtful leadership and supported by the trust. Adults describe the school as 'a team and a family' and morale is high. Leaders foster trust and celebrate contribution, creating a climate where staff feel valued and motivated. Inclusion is delivered with integrity. Staff work collaboratively to support pupils who have SEND, ensuring provision is both compassionate and aspirational. Families are welcomed as partners, with support shaped through internal and external expertise. Consequently, the vision shapes the lived experience of pupils, families, and staff, therefore strengthening the community.

At St Martin's, the vision shapes pupils' growing understanding of fairness, inclusion, and moral responsibility. Through curriculum themes, worship, and wider experiences, they gain the confidence to respond to others with compassion and purpose. Pupils recognise that their actions matter and respond to issues of justice with thoughtfulness and empathy. In discussions, they help peers articulate their views, reflecting maturity and a commitment to shared dignity. Pupils describe the school as 'like a big family' and say everyone is welcome, showing increasing awareness of inclusion and the protected characteristics. They support causes such as Dementia Forward and engage in themes rooted in service, like, 'Being Everyday Heroes.' These experiences link faith, learning, and community responsibility. While initiatives are often guided by adults, pupils are beginning to shape their own responses. Leaders foster reflection, dialogue, and pupil voice. As a result, pupils are developing agency and purpose, rooted in the school's theological commitment to community, compassion, service, and shared flourishing.

RE meets the requirements and expectations for a Church of England primary school. Leaders know the curriculum well and act with clarity. They have identified the need to deepen pupils' understanding of how belief shapes identity, belonging and daily life. New approaches and schemes of learning offer varied opportunities to explore different faiths, beliefs and ways of living. Leaders are prioritising their implementation, which is at an early stage in shaping teaching and learning. Pupils are beginning to engage thoughtfully with lived experiences of religion and belief. They show developing respect for difference and are gaining insight to reflect on their own beliefs and values. However, the changes are not embedded. Therefore, the impact is not fully realised.

RE is well led and monitored with clarity and purpose. Leaders demonstrate strong subject knowledge and understand how RE contributes to the school's Christian vision. Assessment is used effectively, and teaching is increasingly consistent and well supported by leaders. Partnership with the trust and diocese builds capacity, strengthens curriculum development, and improves teaching and learning across the school. Pupils' work shows secure knowledge and appropriate progress. Because of strong leadership, RE is effective and improving.

Information

Address	Burnham Road, Owston Ferry, South Yorkshire DN9 1AY		
Date	3 July 2025	URN	151081
Type of school	Academy	No. of pupils	95 (Plus 14 Nursery)
Diocese	Lincoln		
MAT	Infinity Academies Trust		
Headteacher	Daniel Callaghan		
Chair of Governors	Claire Noonan and Sally Moorman		
Inspector	Paul Bowlas		