

St Martin's Church of England Primary School

Address: Spring Hill, Worle, Weston-super-Mare, Somerset, BS22 9BQ

Unique reference number (URN): 144921

Inspection report: 28 April 2026

Exceptional	
Strong standard	● ● ● ● ● ●
Expected standard	●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils know that high attendance is important. Attendance figures have continued to rise in the years since the COVID-19 pandemic. Published data does not reflect the high overall rates of attendance for pupils, including pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND), who are currently at the school. Leaders are committed to ensuring that pupils attend as regularly as possible. Their efforts make a notable difference to many pupils.

Pupils behave impeccably. They show high levels of self-discipline and dedication to their learning. Lessons are rarely disrupted by inappropriate behaviour. When needed, reasonable adjustments, adaptations and support for pupils with SEND have a demonstrable impact on improving their behaviour and attitudes to learning. Pupils move calmly, safely and sensibly around the school. They show consideration for others. For example, at playtimes, pupils cooperate, share equipment and wait their turn patiently. Pupils are clear that bullying is not an issue. They usually resolve any minor conflicts by themselves. Nevertheless, help is there if needed. Staff do not tolerate discrimination or harassment in any form. Although rare, any instances are dealt with quickly, consistently and effectively.

Curriculum and teaching

Strong standard ●

The curriculum is of consistently high quality across subjects and year groups. It is clearly sequenced in all subjects and makes clear what pupils need to learn at each point. The curriculum is taught consistently well by skilled staff. Teachers make highly effective choices about what to teach, how to teach it and how to make adaptations to remove barriers to learning for individual pupils. Teachers check pupils' work regularly to ensure that they are achieving well. Staff identify gaps in pupils' learning promptly. Effective teaching and support ensure that gaps close quickly. Where needed, additional support helps pupils to get back on track. Pupils, particularly those with special educational needs and/or disabilities and pupils with other barriers to learning, benefit from skilful adjustments.

Leaders' decisions reflect their sense of urgency for pupils to secure the key knowledge they need for future learning in communication, reading, writing and mathematics as soon as possible. For example, handwriting is taught systematically from the Reception Year upwards so that pupils write fluently in all subjects by the time they reach key stage 2. Teachers consistently develop pupils' spoken and written language. For example, in mathematics, pupils learn to structure sentences using correct mathematical vocabulary. This helps them to think about how to work problems out mathematically and explain their thinking.

Early years

Strong standard ●

Staff in the early years ensure that children receive a nurturing, inclusive and ambitious start to their education. Before children join the Reception Year, staff get to know children by

visiting them at home and observing them closely when they visit the school. This enables staff to accurately identify children's needs and provide tailored support from the outset.

The curriculum is intricately planned and carefully adapted to secure children's knowledge and progress across all areas of learning. This lays the foundations for future success. For example, staff support children's personal, social, emotional and language development effectively. They teach children how to communicate confidently.

High-quality interactions between staff and children, along with a sharp focus on developing children's early reading, writing and communication skills, are fully embedded into daily routines. Skilled staff deliver individualised support, including speech and language programmes, to meet children's needs. As a result, children make highly positive progress from often very low starting points. This prepares them very well for the move to Year 1.

Staff are highly attuned to children who struggle to settle into school life or who may have additional needs. They provide the emotional support and high-quality teaching needed to ensure that these children settle quickly and achieve well.

Inclusion

Strong standard ●

Leaders' approach to inclusion is highly successful. They demonstrate an unwavering commitment to enable pupils to thrive. Leaders take the time and use expertise to gather detailed information about pupils' starting points and personalities. As a result, staff thoroughly understand pupils' needs and how to best support them. Staff's actions ensure that pupils with special educational needs and/or disabilities, those known (or previously known) to social care, those who speak English as an additional language and others who have barriers are safe, well and ready to learn. Leaders use additional funding highly effectively to benefit pupils who are disadvantaged.

Teaching is skilfully adapted to meet the diverse needs of pupils. Leaders implement a robust approach to accurately check, track and secure the progress and achievement of pupils with additional needs and those with other barriers to their learning. Leaders work proactively with parents, carers and external professionals to promote pupils' independence and emotional security.

Leaders' sharp focus on accurately identifying and meeting pupils' needs fosters academic progress, resilience and a deep sense of belonging in pupils. Leaders rarely use alternative provision. When they do, it is because that is the best way to reduce barriers to achieving and thriving for individual pupils.

Leadership and governance

Strong standard ●

Leaders are determined to give pupils the very best experiences and prepare them well for their next steps. Leaders focus all their actions around this singular aim. Leaders use detailed and insightful analysis of the school's performance to identify, monitor and act upon priorities for improvement. This has led to consistently strong standards across most areas of the school's work and in the sustained improvement in achievement.

Leaders go to great lengths to engage meaningfully with parents, carers and the wider community. Leaders work collaboratively across the trust to ensure that pupils in the school benefit from wider expertise. They seek external input to assure themselves that they are doing all they can to achieve their aims.

Trustees have strategic oversight of the school's work, its successes and its challenges through robust and well-embedded systems. They use this insight to shape decisions about the school and its direction. Local governors hold school leaders to account and ensure that statutory duties are met.

Staff feel valued. Leaders in the school and the trust care about staff wellbeing. Staff appreciate the ways in which leaders take their workload into account.

Leaders provide a highly effective professional learning programme for staff. It combines targeted subject-specific training with a wide range of optional development opportunities. This ensures that teachers deliver the curriculum consistently well. Training is delivered by recognised experts in their fields. Individual coaching and support help staff to put into practice the insights gained from training.

Personal development and wellbeing

Strong standard ●

The school's comprehensive and coherent personal development programme ensures that pupils learn how to keep themselves safe and healthy. Pupils understand how to protect themselves from online and offline risks, and how to have healthy relationships. The programme includes far-reaching opportunities and experiences that build pupils' self-awareness, confidence, resilience, sense of responsibility and personal fulfilment. Leaders and staff go to great lengths to ensure that pupils are safe, happy and have a sense of belonging in the school. Their actions focus on leaders' commitment for pupils to thrive and be ready for the next steps in education and life.

Pupils are extremely positive about their school experiences. Staff are kind, supportive and ambitious for pupils' success. Pupils are safe, cared for and respected. Their views are listened to and taken seriously by staff. They relish the opportunities to contribute to school life and to take responsibility.

Pupils have a deep understanding of fundamental British values and why these are important. They understand fairness and equality and show respect for diversity. For example, they talk with interest and enthusiasm about the countries, languages and cultures of their own and others' heritage.

Pupils, including those who are disadvantaged, pupils with special educational needs and/or disabilities and those with other barriers to their wellbeing, benefit equally from the school's personal development programme. Leaders make sure they fully understand pupils' interests, wants and needs. Leaders tailor the programme to the needs of each cohort and support individual pupils to thrive. Leaders and staff identify effectively the specific support each pupil needs, such as pastoral, financial or emotional support. This ensures pupils overcome barriers, participate fully in the programme and benefit from what the school has to offer.

Expected standard

Achievement

Expected standard

Pupils develop the knowledge and skills they need to be ready for the next stage of their education. For example, pupils secure essential accuracy and fluency in word reading, spelling and handwriting by the end of Year 2. This enables them to successfully read and write across the curriculum in key stage 2. Pupils' readiness for secondary education is reflected in their attainment in national curriculum tests. Pupils who are disadvantaged perform particularly well. They attain in line with pupils nationally who are not disadvantaged.

Pupils achieve well across the curriculum, including pupils with special educational needs and/or disabilities and others who face barriers to achievement. This shows in the consistently high-quality work that they produce and in their confident recall of taught knowledge.

Previously, the curriculum in some subjects was not well defined. As a result, in wider curriculum subjects, some older pupils have gaps in their knowledge and do not recall prior learning securely.

What it's like to be a pupil at this school

Pupils at St Martin's Church of England Primary School feel safe, valued and included. From the moment they arrive, staff provide a warm welcome and ensure that individual pupils' needs are met. Some pupils face barriers to learning. The school's deep commitment to inclusion means that adaptations start right from pupils' arrival at the school. Pupils with additional needs benefit from tailored support, such as the opportunity to sit in a quiet space for a calm start. Pupils know that staff care about them and are willing to help if they have concerns.

Pupils access a curriculum that is purposeful and engaging. Pupils enjoy lessons and speak positively about their teachers, describing them as kind and supportive. They enjoy their learning, understand the importance of hard work and aspire to succeed. High-quality teaching ensures that they achieve well. Pupils, particularly those who are disadvantaged, make notable progress from their starting points.

Pupils are proud of their school. They attend regularly and behave impeccably. From the Reception Year onwards, pupils learn to follow the expectations to be ready, safe and respectful. Older pupils model this consistently for younger pupils. They conduct themselves with self-discipline and consideration for others throughout the day.

Playtimes are a joyous experience. Pupils relish the wide variety of outdoor activities on offer. They play sensibly together, taking turns, sharing equipment and helping each other to be creative, solve problems or negotiate physical challenges. Pupils do not bully one another. They are skilled at resolving conflicts for themselves, knowing that help is on hand.

The school's personal development offer is expertly coordinated, enabling pupils to benefit personally, socially and emotionally. Pupils value the opportunities to participate in enrichment activities, such as outdoor learning, trips and clubs. Leadership roles, such as looking after the school's library, help pupils develop responsibility and confidence.

Next steps

- Leaders and those responsible for governance should continue to improve curriculum implementation to achieve and sustain exceptional standards of teaching which have a consistently strong impact on the achievement of all pupils, including those with special educational needs and/or disabilities.
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About this inspection

This school is part of the Kaleidoscope Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Simon Marriott, and overseen by a board of trustees, chaired by Dr Tristan Cogan.

The executive headteacher of the school is Susan Elliott.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the head of school, the executive headteacher, other senior leaders, the CEO, the chairs of the trust board and local governing body, staff, pupils, parents and carers during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Bath and Wells. The last section 48 inspection was on 17 November 2023.

The school currently uses no alternative provision.

Head of school: Tracey Thomas

Lead inspector:

Sandy Hayes, Ofsted Inspector


Team inspectors:

Matthew Shirley, Ofsted Inspector

Helen Large, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

304

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

17.11%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.63%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.20%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	61%	Close to average
2024/25 (final)	64%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	59%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (final)	81%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	72%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	72%	Close to average
2024/25 (final)	74%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	69%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	73%	Close to average
2024/25 (final)	72%	74%	Close to average
2023/24 (final)	69%	73%	Close to average
2022/23 (final)	69%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	46%	Close to average
2024/25 (final)	63%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	41%	46%	Close to average
2022/23 (final)	41%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	62%	Close to average
2024/25 (final)	81%	63%	Above
2023/24 (final)	59%	62%	Close to average
2022/23 (final)	59%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	59%	Close to average
2024/25 (final)	81%	59%	Above
2023/24 (final)	65%	58%	Close to average
2022/23 (final)	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	60%	Close to average
2024/25 (final)	75%	61%	Above
2023/24 (final)	41%	59%	Below
2022/23 (final)	52%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	68%	-21 pp
2024/25 (final)	63%	69%	-7 pp
2023/24 (final)	41%	67%	-26 pp
2022/23 (final)	41%	66%	-26 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (final)	81%	81%	0 pp
2023/24 (final)	59%	80%	-21 pp
2022/23 (final)	59%	78%	-19 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	78%	-13 pp
2024/25 (final)	81%	78%	3 pp
2023/24 (final)	65%	78%	-13 pp
2022/23 (final)	56%	77%	-22 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	80%	-25 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	41%	79%	-38 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	52%	79%	-27 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	6.3%	5.5%	Above
2022/23 (3 term)	6.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.1%	13.0%	Close to average
2023/24 (3 term)	16.1%	14.6%	Close to average
2022/23 (3 term)	14.9%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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