

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Martin's Church of England Junior School

#### Vision

We believe every child is precious and welcome all in unconditional love. We serve our community with respect, so all may enjoy life's fullness. Together, we learn to strive, aspire and succeed: as unique individuals, as members of a global society and as stewards of the Earth gifted to us.

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

#### Notable Strengths

- The Christian vision and associated values of friendship, responsibility, honesty, love, courage and respect are a lived reality. As a result, pupils and staff flourish.
- Daily collective worship brings the school community together through a range of approaches. This supports pupils and adults to thrive spiritually, enabling them to feel included, valued and joyful.
- Pupils are celebrated as unique individuals. Provision is strong for pupils, including those with special educational needs and/or disabilities or from vulnerable backgrounds.
- Leaders work closely with a range of partners to serve the school community and beyond. This supports the vision for all to enjoy life's fullness.

#### Development Points

- Enhance opportunities to ask and discuss big questions in relation to beliefs. This is to strengthen pupil understanding of religions and worldviews and the impact they have on life.
- Establish a whole school approach to spirituality. This is so that pupils' and adults' personal spiritual experiences can be enriched, recognised and celebrated.
- Plan purposeful opportunities to develop pupils' understanding that they have a voice which can be actioned. This is to develop their sense of responsibility towards others and the environment.



## Inspection Findings

### Vision and Leadership

The Christian vision is embedded at the heart of the school. Rooted in the parable of the Good Samaritan and the example of Saint Martin, it inspires strategic decisions. Leaders are committed to ensuring the school community has a range of opportunities and support to 'strive, aspire and succeed.' This includes academic rigour and guidance alongside an exciting enrichment programme. The vision drives an inclusive approach within which pupils are known and valued. Governors have a clear understanding of the vision. A strong system of accountability ensures that governors' strategic decisions align with the school's vision and values. Partnership with the trust promotes the Christian foundation of the school. Its Christian ethos, to look for 'the least, last and lost', aligns with the story of the Good Samaritan. As a result, pupils are nurtured and equipped to succeed and thrive.

### Vision and Curriculum

The ambitious school curriculum is threaded through with the Christian vision. Leaders have carefully considered how it reinforces each of the six values of friendship, responsibility, honesty, love, courage and respect. Purposeful adaptations ensure that pupils access the curriculum at their own level. Pupils are encouraged to become global citizens and to use their Christian values to make a positive difference for others. They enjoy their lessons. Carefully considered learning spaces, such as the forest school, music and nurture rooms, provide an inclusive environment within which pupils flourish. For example, through teamwork, managed risks outside and emotional resilience via creative activities. Opportunities to collaborate and share books with peers within the school and the trust develop teachers' professional expertise. Consequently, they assess confidently and expertly. Intentional planning to promote pupils' spiritual development is in the early stages of development. Some pupils articulate an understanding of spirituality, for example, feeling close to God when drawing a picture of the Trinity. However, leaders have not developed a shared understanding of spirituality. As a result, opportunities for pupils to thrive spiritually are not identified or recognised.

### Worship and Spirituality

Worship is joyful, inspiring and engages pupils and staff. It brings the school community together. Structured around principles of pause, ponder, perspective, praise and prayer, a well-planned schedule ensures rich and varied approaches towards worship. It is delivered by senior leaders, teachers, the incumbent and a local charity. Pupils enjoy singing. They embrace the invitation to pray and reflect on Bible stories engaging positively with the interactive elements. Celebration assemblies acknowledge pupils' successes and deepen understanding of the school's Christian vision and values. Pupils use their talents to serve the community, for example, playing the piano. They relish having a safe space to think about their beliefs and share these with peers. Staff cherish the time to come together and look forward to the lovely start worship brings to each day. This shared experience strengthens spiritual wellbeing, fosters reflection and builds a sense of community amongst staff and pupils. Pupil prayer leaders serve larger gatherings in the hall and lead worship in class. They flourish through servant leadership within the school community. Acts of worship impact on pupils' actions. For example, choosing an item from the supermarket for the local foodbank following a harvest celebration.

### Vision and School Culture

Leaders, staff and pupils live out the Christian vision in their daily lives. As a result, the school has a strong nurturing ethos within which wellbeing is prioritised. Staff see each pupil as a 'unique individual', embedding a culture that meets pupils where they are and supporting them. Teachers are given time to profile every pupil. Consequently, they know the specific needs within their class and pupils feel loved. Leaders consider staff wellbeing when making decisions. They thrive within a caring close-knit family team. Investment in a school and family liaison worker enables families to feel well supported, known and cherished. Parents appreciate 'over-



'and-above' care and support that they are given during difficult times. Pupils, staff and parents are proud to be a part of the school community.

#### Vision, Justice and Responsibility

The Christian vision calls for community and action as 'members of a global society.' The ethos and culture of the trust which states 'together we can' supports the school vision. This is reflected in the celebration of the breadth of nationalities represented in the school. Pupils identify the global community within their classrooms and are proud to be part of it. Strong and purposeful partnerships enrich the life of the school, enabling pupils to experience 'life's fullness'. For example, a local sustainability collaboration supports the vision of 'stewards of the Earth' through a recycling project. However, opportunities to develop a sense of personal responsibility are not embedded. Purposeful learning experiences to develop pupils' understanding of justice and an actionable voice remain at a developmental stage. As a result, pupils are not empowered to actively engage in social action and become agents of change.

#### Religious Education

Religious Education (RE) is valued and has a prominent place in the curriculum which is well-structured and carefully planned. It provides opportunities for pupils to develop a clear sense of acceptance and difference within the school. The curriculum secures subject knowledge through balanced coverage of world religions, including Christianity and worldviews. It ensures clear progression by systematically building on pupils' prior knowledge. Through regular visits from the trust, leaders have a deepening understanding of theological concepts. Incisive evaluation has enabled leaders to identify priorities. These include professional development to ensure the curriculum is fully effective. Leaders are proactive in seeking training to support ongoing subject and support.

Pupils enjoy RE and engage positively in lessons. They understand its role in promoting respect, tolerance and understanding of others. Pupils make appropriate progress in their knowledge of religious beliefs and practices. Their books demonstrate an understanding of key religious concepts. However, religious literacy is not securely developed across the curriculum. As a result, progress in RE is weighted towards facts about religions.

Opportunities to ask and discuss big questions in relation to beliefs are not consistently embedded or evidenced in learning. This means that pupils are less able to understand the impact of faith on the way people live their lives. Leaders recognise that strengthening assessment is necessary for pupils to gain broad and deep understanding in the subject.

## Information

Address	Ashley Road, Epsom, Surrey KT18 7AD		
Date	15 January 2026	URN	125142
Type of school	Academy	No. of pupils	360
Diocese	Guildford		
MAT	Enlighten Learning Trust		
MAT Chair	Mike Boddington		
Headteacher	Maggie Down		
Chair of Governors	Jaynn Taylor		
Inspector	Kate Evans		