

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

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

#### Vision

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

St Martin's Church of England Primary 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, with its strong biblical underpinning, is well matched to the context of the school. It is central to the life of this community and is lived out in daily practice.
- The vision of the school is enhanced by that of the trust. Collaboration and effective partnerships ensure that the flourishing of pupils and adults is prioritised.
- Collective worship is a joyful expression of the vision and values of the school. Together with opportunities for personal reflection, it nourishes pupils and adults' spiritual development.
- The curriculum reflects the vision and enhances pupils' personal and spiritual development. Pupils with special educational needs and/or disabilities (SEND) and those considered vulnerable are included well. This enables them to thrive socially and in their learning.
- A strong sense of community rooted in the Christian vision means that adults and pupils are appreciated and loved for who they are. As a result, they feel valued and flourish.

#### Development Points

- Extend opportunities and support for pupils to notice and reflect on issues of injustice. This is in order to equip and empower them to act positively for justice and make a difference.
- Develop the religious education (RE) curriculum, to include a clearer emphasis on Christianity as a global religion. This is to strengthen pupils' understanding of the diversity of practices and beliefs in world religions.
- Extend the variety of assessment and feedback approaches in RE, to provide teachers with a clearer analysis of pupils' progress. Improve planning for next steps in pupils' learning as a result.



## Inspection Findings

### Vision and Leadership

The school's Christian vision is thoughtfully chosen to be simple and relevant to pupils and adults. Leaders' engagement with staff, families and pupils to revise the vision has drawn the community together. Parents actively share examples of their children's light shining at home, such as by helping siblings. Trust networks, in close partnership with the diocese, support staff and school leaders exceptionally well. This builds community and expertise, enabling colleagues to thrive professionally and personally. As a result, they are well-equipped to educate pupils at St Martin's and support their personal, social and spiritual growth. Governors visit regularly and have a strong focus on hearing directly from pupils and staff. They know the school well and evaluate its effectiveness as a Church school carefully, enabling it to continue to improve. The trust's Christian founding principles welcome people of all faiths and worldviews. These are rooted in the belief that every person has God-given gifts and talents to be nurtured. The deeply Christian leadership of the trust resonates with and enhances the work of the school. Together, they enable staff and pupils to flourish.

### Vision and Curriculum

Leaders' determination to ensure the vision is put into practice has a strong impact on the curriculum. It encourages pupils, including those with SEND, to shine and to develop their unique talents. Supported by the trust, leaders are developing opportunities for pupils' spiritual development across the curriculum. Pupils reflect and think deeply about their beliefs and values in RE and in personal, social and health education. They also discuss social and ethical questions, such as migration and belonging in English and history lessons. Such experiences nourish spiritual reflection on issues of personal identity and global relationships. Learning how to express their views and feelings respectfully also strengthens pupils' empathy and emotional development. Leaders choose resources and literature with care to reflect the spiritual richness of diverse cultures. For example, the music curriculum celebrates different global traditions. These approaches ensure that pupils encounter examples of success that they can relate to, so boosting their aspiration for the future. Community events such as 'St Martin's Got Talent' creatively celebrate the Christian vision that every pupil has gifts to share.

### Worship and Spirituality

Daily collective worship is central to school life. It provides an oasis for stillness and contemplation as pupils gather, then offers opportunity for joyful praise. Worship leaders provide positive role models, leading prayers and readings from the Bible. Pupils enjoy opportunities to consider their own ideas and share these enthusiastically during worship. This strengthens their appreciation of the relevance of Bible stories and how Jesus' teachings might apply to their own lives. A key feature of the carefully structured programme is the weekly worship led by the vicar from St Martin's Church. It fortifies the school's connection to its parish and deepens pupils' understanding of Anglican traditions and faith. Pupils and adults are invited to develop spiritually through whole-school and class-based worship, whatever their personal faith or worldview. They participate in storytelling, drama, and music, or quietly writing prayers and sharing thoughts. This extends to reflection areas in classrooms, used by staff and pupils to interact or take time for stillness. Such a range of inspirational experiences empowers pupils and adults to take ownership of their personal spiritual journey.

### Vision and School Culture

Leaders live out the school's Christian vision through their commitment to adults and pupils in this community. They show steadfast love and support for families, pupils and staff. This enables pupil and adult flourishing, including in challenging circumstances. The school's values and vision impact directly on pupils' positive relationships. They often describe the vision of their light shining in terms of kindness and doing good deeds. This culture of compassionate care is demonstrated by older pupils helping younger ones and those with SEND in the playground. When disagreements arise, adults support pupils to understand the impact on others. This leads to actions that rebuild trust and restore relationships. Pupils who have SEND and those considered vulnerable



are supported well. They participate successfully with their friends in class as well as when learning in a specialist base. Pupils with SEND thrive as a result of this personally tailored provision. Trust and school leaders prioritise positive mental health of pupils and adults. Staff grow professionally as a result of partnerships with the trust. Firm yet compassionate school leadership further promotes their professional development alongside personal support when needed. Leaders are relentless in enabling adults and pupils' lights to shine, so that they can flourish.

#### Vision, Justice and Responsibility

The Christian vision actively shapes a culture of justice and responsibility. It encourages adults and pupils to use their God-given gifts in service to others, promoting compassion, fairness and moral responsibility. Charitable activities enable pupils to put this into action, such as by donating to the foodbank. The school's continuing to distribute donations through school holidays lives out the values of compassion, trust and perseverance. Pupils are encouraged to reflect on respecting difference, for instance during anti-bullying week. This provides a focus on issues of fairness, impacting strongly on their views. Some challenging questions relating to justice and responsibility in the curriculum are evaluated through a Christian lens in worship. Pupils engage with various leadership roles, taking responsibility across the whole school, as well as in their classes. They are able to express their views when they feel a situation is unfair. For example, a class decided to write letters of complaint to a leisure provider who could not accommodate wheelchair users. Nonetheless, opportunities for pupils to engage meaningfully and independently with issues of justice are at an early stage.

#### Religious Education

RE has a high profile as expected in a Church school. Subject leadership is highly effective and evaluative. As a result, a review of the RE curriculum is underway to ensure that provision is accurate and relevant to the context of the school. The curriculum is well-balanced including Christianity, a range of world religions and a unit on non-religious worldviews. However, Christianity is not explored in depth as a world faith. This limits pupils' appreciation of its wide-ranging global traditions. The trust and diocese provide effective support to the school in revising the curriculum. This includes staff training and collaboration in piloting some new units. An effective partnership with the parish church enhances pupils' learning of Anglican traditions. Regular visits provide helpful context to learning about Christian faith and make learning relevant.

Lessons are interesting and enriched by a range of effective resources and displays. Pupils enjoy RE, especially discussions and interactive opportunities. For example, enacting the baptism ceremony brings learning to life. Pupils recognise that understanding about world religions and Christianity enables them to appreciate each other's beliefs and perspectives. Teachers provide regular feedback to pupils and sometimes help them extend their ideas through extra questions. However, the assessment format restricts opportunity for pupils to demonstrate their knowledge and understanding fully. This limits analysis of pupils' progress, so hampers planning for the next stage of their learning.

## Information

Address	Rowan Road, West Drayton, Middlesex UB7 7UF		
Date	12 February 2026	URN	140484
Type of school	Academy	No. of pupils	208
Diocese	London		
MAT	Frays Academy Trust		
MAT Chair	Chris Cole		
Headteacher	Johann Coates		
Chair of Governors	Aruna Verma		
Inspector	Rachel A Jones		