

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Martin Church of England Primary School

Vision

Learning Together, in God's Love

At Bishop Martin, we inspire and empower all members of our school community, providing the knowledge to enable everyone to thrive and flourish. Guided by our Christian Values, we are all determined to serve and lead the diverse world we live in treating everyone with compassion, dignity and respect. Hope and aspiration support all to grow and believe that "...with God all things are possible." Matthew 19:26.

Bishop Martin 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 lies at the heart of the school's ethos and practice. It informs strategic leadership decisions that foster a culture where pupils and adults are valued and supported.
- The school's bespoke Inspire Curriculum is thoughtfully designed and underpins the Christian vision. Through rich and engaging learning experiences, pupils are encouraged to work collaboratively. They develop their individual gifts and grow as curious learners.
- Collective worship is central to the life of the school and makes a significant contribution to the flourishing of pupils and adults. It also deepens their understanding of others and fosters a strong sense of belonging and community.
- 'Learning Together in God's Love' underpins school life. Rooted in the Christian belief that everyone is loved by God, it inspires kindness, compassion and mutual respect. As a result, pupils and adults are empowered to thrive in a nurturing and inclusive environment.
- The school demonstrates a strong culture of justice and responsibility. Pupils are encouraged to care for others and are empowered to take meaningful action on issues that matter to them. Pupils make a positive difference in the lives of others in the school community and the wider world.

Development Points

- To develop the Religious Education (RE) curriculum further so that pupils gain a deeper understanding of diverse worldviews. This is to encourage thoughtful reflection and an appreciation of the beliefs and values that shape people's lives.



Inspection Findings

Vision and Leadership

The vision of 'Learning Together in God's Love' is clearly lived out at Bishop Martin and lies at the heart of the school's daily life and work. It provides a strong foundation for strategic decision-making and shaping policies. The recent decision to expand the school in response to increasing demand was carefully considered. Leaders are committed to ensuring that growth serves the community while maintaining the school's distinctive character. The vision creates a culture in which staff are valued, supported and empowered. This enables them to fulfil their roles with commitment and care. As a result, pupils flourish within a nurturing and inclusive environment. Parents speak highly of the school's Christian ethos and many choose Bishop Martin because of its values and strong sense of community. As part of the Liverpool Diocesan Schools Trust (LDST), the school builds on its strengths through collaborative leadership. It is a valued contributor, sharing effective practice that strengthens provision across the Trust. The school recently led a conference, inspiring pupils across the trust to become agents of positive change. This illustrates the school's confidence and commitment to living out its vision beyond its own community.

Vision and Curriculum

The Inspire Curriculum is deeply rooted in the vision and is carefully designed to enable pupils to flourish. It motivates pupils to be curious about the world around them and to develop a sense of wonder, appreciation, and responsibility. Planned opportunities for spiritual development, known as Spirituality Spotlights, are woven throughout the curriculum. These ensure pupils are encouraged to ponder on life's bigger questions and explore their place in the world. They further enrich learning by highlighting moments across different subjects where pupils can pause, consider and appreciate the experiences of others. For example, in geography pupils reflect on the differences between life in the United Kingdom and Kenya. They show gratitude for their own circumstances, growing in empathy and understanding. Parents are active partners in their children's learning and are regularly invited into school through monthly Inspire Together sessions. They engage with and celebrate learning across the curriculum. Pupil leadership groups also play an important role in evaluating and shaping curriculum provision, ensuring that pupils contribute meaningfully to its ongoing development. As a result, the curriculum illustrates the school's vision in action. It nurtures and engages learners.

Worship and Spirituality

Collective worship is central to the life of the school and plays a significant role in living out the vision. It is inclusive, providing opportunities for pupils and adults to reflect, respond, and grow spiritually. Worship is planned around Christian values and the church calendar, ensuring pupils experience Christian traditions and festivals. Parents join class worship and celebrations, strengthening community links and spiritual engagement. Pupils evaluate worship and recognise it as a time to consider how God calls them to live and how their actions can affect others. The school's Inspire Worship, celebrates people who have made a difference. This motivates pupils to act on issues that matter to them. Stories about people challenging injustice encourage pupils to appreciate the difference they can make too. Worship is varied and inclusive, ensuring that pupils can engage and participate. Staff lead worship, promoting shared ownership and responsibility. The Ethos Group contributes through insightful drama and thoughtful prayers. Strong links with the local church consistently enrich worship. The annual Communion service is a highlight, particularly for pupils who wish to receive the Eucharist. As a result, worship contributes strongly to spiritual development, moral understanding and belonging within the life of the school.



Vision and School Culture

The school's culture is deeply rooted in its Christian vision. It is clearly displayed in the daily experiences of both pupils and adults, particularly through the quality of relationships. Leaders have intentionally created an environment that offers respect, value, and support. This is demonstrated in the use of therapeutic classrooms and a dedicated wellbeing space for staff. They promote reflection, restoration, and care for mental health. It is evident and validated by staff that this culture has a positive impact on their wellbeing and sense of belonging. Each day begins with a warm and inclusive welcome, with pupils greeted and supported where needed. This establishes a tone of care and mutual respect. Parents appreciate this nurturing environment and recognise its foundation in the school's Christian vision and ethos. Pupils feel listened to, known and valued, strengthening their confidence and engagement. The behaviour policy is rooted in the vision and implemented through restorative practice. Staff model fairness, care and high expectations, fostering responsibility and reconciliation when difficulties arise. This builds relationships and a calm learning environment. Staff know pupils well and respond to emotional and social needs with compassion, enabling pupils to feel secure and ready to learn. As a result, pupils demonstrate respect and participate fully in school life.

Vision, Justice and Responsibility

The school has an active culture of justice and responsibility rooted in its Christian vision. This encourages pupils and adults to recognise responsibility towards others and take meaningful action on injustice. Pupils are empowered to understand that their voice matters and that they can make a positive difference within school and the wider world. During We Serve Week, pupils identify a cause to support in their classes. For example, pupils write letters and share jokes to encourage and uplift children in hospital. Pupils knowing they can make a difference is developed through leadership and enrichment opportunities. These inspire pupils to act with compassion and purpose. Parents are also involved in making a difference and have championed the school's Growing Together project, revitalising the school entrance through planting and care. This has led to a gardening club, promoting stewardship and community pride. Every pupil contributed a tile to a mosaic celebrating 50 years of the school, symbolising identity and belonging. Pupils extend their commitment beyond school, supporting the preservation of the local cinema and taking part in a cathedral sleep-out to highlight homelessness. As a result, pupils grow as confident, compassionate, active citizens motivated to serve others and contribute positively to their community.

Religious Education

The RE curriculum is balanced and provides opportunities for the systematic study of world religions. It is clearly rooted in the school's vision, as pupils are encouraged to explore different beliefs with respect, curiosity and openness. The curriculum is further enriched through World Religions Week and visits to places of worship. They provide memorable experiences that support pupils in making connections between different religions. As a result, the curriculum contributes well to pupils' spiritual and cultural development. It shows the school's commitment to preparing pupils for life in a diverse world.

Teaching in RE is effective and underpinned by teachers secure subject knowledge. Pupils are engaged in their learning and produce work of a high standard, demonstrating recall of key knowledge and concepts. They show some understanding of the significance of religion and belief in people's lives. While pupils' factual knowledge is secure and they participate positively in lessons, their deeper understanding of a range of worldviews is not secure. They are less confident in engaging critically with the diversity of beliefs and practices encountered in the wider world. Assessment is used effectively to check learning. It informs next steps, supporting progression over time.

Information

Address	Church Road, Woolton, Liverpool. L25 5JF		
Date	16 June 2026	URN	145438
Type of school	Academy	No. of pupils	236
Diocese	Liverpool		
MAT	Liverpool Diocesan Schools Trust (LDST)		
MAT Chair	Maggie Swinson		
Headteacher	Jill Broom		
Chair of Governors	Steve Row		
Inspector	Helen Kelly		