



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Saviour's Church of England Infant School, Larkhall	
Address	Spring Lane, Larkhall, Bath, BA1 6NY
School vision	
<p>‘Every child values their voices, leading to success in life and the community’. We believe that only by being truly inclusive we can create an exceptional learning community. Therefore, our schools stand at the heart of our community and together we help to develop individuals who can discover and develop their own uniqueness for the benefit of everyone.</p>	
School strengths	
<ul style="list-style-type: none"> • The vision drives a culture of inclusion where all are welcomed into this caring community. Pupils treat one another with a high degree of dignity and respect. • Inspired by the vision celebrating the uniqueness of all, the 'purpose pyramid' gives pupils clear direction to improvement. The extensive work on developing pupils' communication skills enables them to verbalise their ideas well and learn from others. • Leaders make bold decisions ensuring the needs of all are effectively met making a significant difference for a number of pupils. The school nurtures families enabling all to flourish and feel valued. • The school offers high-quality provision for pupils' outdoor learning, which enriches relationships and grows leadership skills. These strategies are widely shared with other communities, enabling those beyond the school to thrive. • Leaders, at all levels, are ambitious and passionate in ensuring all learners benefit from high quality support. The staff team live out the vision creating a distinct culture of high aspirations, ensuring that flourishing is a reality for all. 	
Areas for development	
<ul style="list-style-type: none"> • Enable pupils to take a greater role in planning and leading collective worship. This is to enable them to have greater ownership in this area and enhance the impact it has on their personal spirituality. • Ensure opportunities for spiritual flourishing are identified within the curriculum. This is to enable pupils to have the language to express their response to spiritual moments within worship and the curriculum. • Deepen the age appropriate religious literacy of pupils. This is to enhance the way they can confidently articulate their knowledge and understanding in religious education (RE). 	
Inspection findings	
<p>Leaders use the distinctly Christian vision to shape the school's 'caring code', which provides pupils with an accessible language for the vision. This enables pupils of all ages to be able to talk about the 'code' and articulate where it makes a difference for them. Opportunities to deepen pupils' understanding of the vision are effectively woven throughout learning. The parable of the Good</p>	

Samaritan is well-known, which helps pupils to understand the vision's significance. The vision addresses the needs of the community by creating an inclusive school family, where all are valued, meeting their different needs. It drives staff to reach out to parents and families the community, inspired with the care the Good Samaritan showed. Leaders are ambitious to provide pupils with stimulating learning experiences. Through imaginative and collaborative work, the creation of a 'purpose pyramid' enhances the impact of the vision on learning. It gives clear focus for improvements. Christian values permeate throughout the 'purpose pyramid,' so pupils can see the range of areas where they make a difference. A cohesive staff team live out the vision, so all appreciate its importance. Governors are knowledgeable and dedicated, providing consistent challenge. Their monitoring is systematic, evaluating all aspects of being a Church school. As a result, new approaches to exploring diversity are in place.

The way that the figure of the Good Samaritan goes beyond others' expectations inspires pupils to be the best they can be. The vision emphasises that everyone similarly does their best. Enriching pupils' communication skills is fundamental to this, enabling all to fully access learning. Through this, pupils develop a love and curiosity of learning. New vocabulary is carefully introduced, extending knowledge. A rich culture of aspiration grows self-belief and high expectations. This is an impressive example of the school's work.

The school lives out the parable of the Good Samaritan, meeting the needs of those who face challenges on the journey of life. Leaders make bold decisions to implement high quality support to address diverse needs. Expert leadership for pupils who have special educational needs and /or disabilities (SEND) enhances provision within the school and across the trust. Early diagnosis and skilled staff provide well-focused support. Pupils are helped to recognise their feelings, linking these to colours. Individualised agreed strategies help them to be calm. Effective support for good mental health and positive wellbeing are directly guided by the vision. Leaders support families through valued workshops which further enhance the nurturing culture which exists throughout the school. As a result of the way that the Christian vision is lived out, the school is a warm place of welcome for all. This inclusive culture is transformational, changing lives, notably of those who are refugees. The quality of provision for outdoor learning is equally impressive. These approaches provide rich opportunities for pupils to interact, develop leadership skills and make new friends. The impact this has for all is hugely important, recognised by external accreditation. This work is shared with other schools, ensuring that the impact of the vision is felt beyond St Saviour's.

The school is active in the community, very aware of the challenges local families face. Inspired by the vision and the Good Samaritan figure, they show care by creating food share days, giving away produce they collect. This expands to supporting a shelter which helps those in the area who are homeless. International days extend pupils' understanding of difference. They learn about other cultures and food, which they enjoy. Workshops help pupils to understand prejudice and stereotyping. Pupils challenge on local issues, writing to their member of Parliament on how the locality can be improved. Through these practical opportunities, pupils gain insights into ways to be agents for change. Staff are aware of opportunities for pupils' spiritual flourishing through the year. At present, these are not identified as an intrinsic part of the curriculum. This limits the ways pupils can express the way that opportunities for spiritual development impact on them.

The vision of creating a community from which all benefit drives the school's partnerships. The way that the trust enhances the nurturing culture of the school is hugely significant. It grows leaders, guides innovations, provides curriculum support and offers focused evaluations. The school contributes to the trust, notably through expertise in special educational needs, leadership and curriculum support. They effectively nurture other communities. Diocesan evaluations and focused training, notably in RE, enriches provision. The relationship with the local church is growing, for instance through celebrating festivals, such as Harvest. Pupils recognise how their relationships and

actions are inspired by the parable of the Good Samaritan. The vision is lived out in the way pupils draw upon Jesus' teaching about how to live together well. Pupils show one another a high level of dignity and respect. They appreciate the importance of forgiveness, overcoming mistakes to move on together.

Collective worship provides opportunities for pupils to explore their caring code and the Christian vision underpinning it. This enables them to see what the vision looks like in daily life. Collective worship welcomes all and enables each to contribute with integrity. There are a variety of approaches to worship, whole school or class. This allows pupils time to explore ideas at a greater depth. The variety of styles of worship make a positive contribution to pupils' spirituality. At present, pupils have limited opportunities to take an active role in worship. This reduces the impact that collective worship has on their spirituality. Pupils show a good understanding of festivals from a number of faiths, talking thoughtfully about the Christian celebration of Christmas. This has been enhanced by the 'stable trail', where church led workshops focus on different aspects of the story. Prayer is seen as a way of sharing ideas with God, or time to be calm. The leader for collective worship has introduced reflection areas in each class, so pupils have times to be still, which many find helpful. Opportunities for pupils to write prayers or add notes into 'worry boxes' allow them to share thoughts, leading to support where appropriate. Planning for worship is in place. Worship is joyful, providing pupils with valued moments to sing which they really enjoy. It brings the community together and allows much appreciated moments for success to be celebrated. Governors take an active role in ensuring that the Christian foundation of the school is central to its culture. An example of this is ensuring worship has a clear structure.

The RE leader has established a well-sequenced curriculum which progressively extends pupils' knowledge. 'Remember and build' books have been introduced where pupils record new ideas. These are effectively used to reinforce understanding, ensuring new vocabulary and its significance are clear. New initiatives, such as 'big questions', are increasingly engaging and challenge pupils' thinking. Pupils use their communication skills to share ideas as well as listen to and learn from others. A specific reflection question enables pupils to consider the significance of new ideas and shape their thinking. Pupils' understanding of core religious concepts is not fully developed. Through effective partnerships with the diocese, RE resources, such as 'Understanding Christianity', raise staff and pupils' knowledge of Christianity. Pupils show a thoughtful understanding of worldviews and talk about how beliefs shape actions. Pupils talk positively about RE and what they enjoy.

The inspection findings indicate that St Saviour's Church of England Infant Academy is living up to its foundation as a Church school.

Information			
Inspection date	10 October 2023	URN	145514
VC/VA/Academy	Academy	Pupils on roll	149
Diocese	Bath & Wells		
MAT/Federation	BWMAT (Bath Hub)		
Executive Headteacher	Executive head : Joe Beament Head of school: Sophie Hunt		
Chair	Joint chairs: Andy Dillow Amy McNaughton		
Inspector	David Hatrey	No.	844

