

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Saviour's Church of England Junior School, Larkhall	
Address	Larkhall, Bath, BA1 6TG
School vision	
<p>‘Every child values their voices, leading to success in life and the community’.</p> <p>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 clear direction to improvements. The extensive work on developing pupils’ communication skills enriches their ownership of their learning. • 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. • New initiatives in religious education (RE) further raises the impact the subject has. Curriculum planning is detailed, deepening pupils’ thinking so they see the relevance of belief and faith in people's lives. • 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. 	
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 in the curriculum. This is to enable pupils to have the language to express their response to spiritual moments within worship and the curriculum. • Extend pupils’ understanding of the impact of injustice and deprivation throughout the world. This is so they are confident to become independent agents for change. 	
Inspection findings	
<p>The distinctively Christian vision is at the heart of the school’s life and enables pupils and adults to flourish. Pupils accurately talk about the parable of the Good Samaritan and how this helps them to understand the vision. Opportunities to deepen pupils’ appreciation of the vision are woven throughout learning. The vision addresses the needs of the community by creating an inclusive</p>	

school family, where all are valued. It drives staff to reach out to parents and families in the community, inspired with the care the Good Samaritan showed. Leaders are passionate and ambitious, providing 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 foci for improvements, providing high-quality provision for pupils with particular needs and enhancing pupils' communication skills. 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. Governors are knowledgeable, providing consistent challenge. Their monitoring is systematic, evaluating all aspects of being a Church school. As a result, new approaches enable pupils to explore diversity in greater depth.

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, they question and 'dig deeper'. New vocabulary is carefully introduced, extending knowledge. Pupils take ownership of their learning, determining the degree of challenge in their work. Through trusting relationships, they appreciate that making mistakes leads to further learning. This rich culture of aspiration grows self-belief and high expectations. As a result, pupils feel their voice is valued, taking leadership roles. For example, actions by the pupils' equality team to develop the library's resources extends the whole school awareness of diversity.

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 a disability (SEND) enhances provision within the school and across the trust. Early diagnosis and skilled staff provide well-focused support. Dedicated spaces, for instance for sensory support, are effective. Pupils are helped to recognise their feelings and share these. Individualised agreed strategies help them to be calm. Effective support for good mental health and positive well are directly guided by the vision. Leaders support families through workshops so they can nurture their children. 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 school is active in the community aware of the challenges each faces. 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 local area who are homeless. Pupils work with care homes, developing an understanding of dementia. The curriculum is shaped by the vision through extending awareness of diversity, for instance, through opportunities to reflect on Black history. Workshops help pupils understand prejudice and stereotyping. This enhances the way that the vision creates a culture where all treat each other well. Whilst pupils challenge on local issues they are less confident to become agents for change beyond this. 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 extent to which 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, 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 that pupils draw upon Jesus' teachings about how to live well together. Pupils show one another a high level of dignity and respect. They appreciate the importance of forgiveness, overcoming mistakes to move on together.

The impact of expert and enthusiastic leadership of RE is evident in the high quality provision throughout the school. The well-sequenced curriculum, progressively extends pupils' knowledge. Lesson plans for every unit enhance pupils' religious literacy. These identify key vocabulary and provide examples of activities. New initiatives, such as 'big questions', engage pupils in robust debates. Pupils are confident to challenge and learn from others, justifying their own ideas. They draw on ideas from the study of religions and those from the human sciences well. Pupils are challenged to reflect on the significance of these questions and how they might respond. Their understanding of religious vocabulary is well-developed, with a secure awareness of core religious concepts. Appreciation of Christianity as a living faith is growing. A thoughtful appreciation of worldviews is evident, recognising where beliefs shape actions. Through effective partnerships with the diocese, RE resources such as 'Understanding Christianity', raise staff and pupils' knowledge of Christianity. Consequently, the vast majority of pupils realise that RE is relevant to their lives and thinking.

Collective worship provides significant opportunities for pupils to explore Christian values. This helps them to understand what the vision looks like. Pupils of all faiths and none, articulate where these make a difference to their lives and thinking. Collective worship welcomes all and allows them to contribute with integrity. There is a variety of worship, whole school and class question time, which enables deeper thinking and debate. Improvements include ensuring collective worship has a clear structure which all appreciate. At present, whilst there are opportunities for pupils to plan and lead worship, this is not fully developed. This reduces the impact that collective worship has on their spiritual development. Pupils articulate a good understanding of festivals and why they are important to Christians. Prayer is used to share ideas with God or valued as a time to be calm and reflect. Planning for collective worship is appropriate, giving guidance and prayers which can be used for particular themes. Governors take an active role in ensuring that the Christian foundation of the school is central to the culture of the school. An example of this is the strengthening pupils' understanding of the Christian value of integrity through effective monitoring of governors.

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

Information			
Inspection date	11 October 2023	URN	145513
VC/VA/Academy	Academy	Pupils on roll	168
Diocese	Bath & Wells		
MAT/Federation	BWMAT (Bath Hub)		
Executive Head teacher	Executive head: Joe Beament Head of school: Jenni Simmons		
Chair	Andy Dillow and Amy McNaughton		
Inspector	David Hatrey	No.	844

