

Inspection of a good school: St Saviour's Junior Church School

Eldon Place, Larkhall, Bath, Somerset BA1 6TG

Inspection dates:

24 and 25 May 2022

Outcome

St Saviour's Junior Church School continues to be a good school.

What is it like to attend this school?

St Saviour's Junior Church School is a welcoming and caring school that embraces all pupils. They are ambassadors of the school's values. Pupils know that everyone is different and that all will be included in their school.

Pupils are proud to be members of their school community. Members of the school council, members of the e-team, playtime leaders and house captains support the calm and purposeful atmosphere in school. They help staff provide a rich range of extra-curricular activities. Pupils and staff are particularly proud of their Outdoor Play and Learning (OPAL) platinum award for their outside play area.

There are many opportunities for pupils to develop both socially and academically. Visits, trips and after-school clubs mean that all pupils can develop talents and pursue their interests.

Pupils live up to the high expectations set by adults. Pupils behave well and listen attentively in lessons. Pupils are polite and courteous to each other. This allows for all pupils, including those with special educational needs and/or disabilities (SEND), to achieve well.

Pupils feel safe in school. They say that their teachers act quickly to resolve any bullying.

What does the school do well and what does it need to do better?

Leaders have an accurate view of the school's strengths and areas for development. They make sure they know what is working well and what needs to improve.

Leaders have designed a well-thought-out curriculum that matches the ambitions of the national curriculum. The school's curriculum supports pupils to use the knowledge and vocabulary they learn to deepen their understanding of key ideas.

In most subjects, leaders have broken down the important knowledge that pupils need to know into well-ordered steps. Teachers carefully introduce and revisit knowledge to check that pupils can remember what has been taught. This helps pupils build their knowledge well over time.

In some subjects, leaders have not established the order in which they want new knowledge to be taught. They have not provided teachers with the guidance they need to build pupils' learning over time. In these subjects, assessment of pupils' knowledge and skills is at an early stage of development. Teachers' checks of what pupils can remember are not as effective as they should be. For example, leaders have started to develop the history curriculum. Pupils know and remember more about important historical events, such as the Egyptians. However, this is not yet consistent across the school.

Ensuring that all pupils are confident readers is a priority for leaders. Pupils are enthusiastic about reading and are proud of their welcoming school library. Leaders make sure that pupils learn to read through the carefully sequenced curriculum. Teachers use high-quality texts to help pupils develop a rich vocabulary and understand more deeply about the books they read. Pupils enjoy listening to stories read by their class teacher. Staff are well trained to support struggling readers. Staff quickly identify those who need extra support and help them catch up.

The mathematics curriculum provides opportunities for pupils to practise and apply their knowledge. Teachers set high expectations for all pupils and have good subject knowledge of the mathematical content they teach. They skilfully plan lessons and use common misconceptions to better support pupils' understanding of key mathematical ideas.

Staff ensure that learning is not disrupted by poor behaviour. Pupils listen well, participate enthusiastically and show a keen interest in learning.

Pupils' additional needs are identified quickly. Leaders and teachers ensure that appropriate support is quickly put in place to help pupils with SEND. This enables pupils with SEND to follow the same curriculum as their peers.

Leaders work with the wider school community to ensure that pupils have a broad range of experiences beyond the curriculum taught in school. Pupils love the opportunities they are offered to support their personal growth and well-being. For example, pupils take part in charitable fundraising both locally and nationally. Pupils enjoy working with the local community, such as the Archie Project in a local care home.

Leaders consider staff's well-being carefully. Staff appreciate the efforts leaders make to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders keep meticulous records to ensure that the procedures in place protect pupils from harm. Staff are well trained to know how and when to refer any concerns promptly. Leaders provide targeted support for pupils and families who need their help, and seek specialist advice when required. Leaders routinely check safeguarding procedures are robust.

Pupils know how to keep themselves safe, especially when playing outside. Pupils know to report any worries when using the internet, social media or a mobile phone to a trusted adult in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders are in the process of refining the sequence of knowledge they want pupils to learn. This means that teachers are unable to identify the essential knowledge and help pupils build on prior learning. Leaders should finalise these subject curriculums to ensure that teachers have the information they need to build pupils' knowledge across all subjects.
- Leaders' approach to assessment in some subjects is at an early stage. This means that teachers do not check on how well pupils have learned the curriculum. In these subjects, pupils' learning is inconsistent. Leaders should ensure that there are effective assessment systems in place to check whether pupils know and remember the intended knowledge.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, St Saviour's CofE Junior School, to be good in March 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145513
Local authority	Bath and North East Somerset Council
Inspection number	10227712
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of trust	Nigel Daniel
Headteacher	Joe Beament (executive headteacher); Jenni Simmons (head of school)
Website	www.stsavioursbath.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- St Saviour's Junior Church School is an academy converter school. It is part of the Bath and Wells Diocesan Academies Trust.
- The last section 48 inspection took place in April 2016.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held discussions with the executive headteacher, the head of school and other members of staff. He also spoke with pupils about their work and their school. The inspector met with members of the governing body and with representatives of the Bath and Wells Diocesan Academies Trust.
- The inspector carried out deep dives into reading, history and mathematics. This involved: discussions with subject leaders, teachers and pupils; visits to lessons;

reviewing pupils' work; and listening to pupils from Years 3, 4 and 5 read to a familiar adult.

- The inspector looked at leaders' curriculum plans.
- The inspector reviewed a range of documentation about safeguarding, including employment checks and the school's single central record. The inspector spoke with staff about the school's procedures and systems for safeguarding pupils. The inspector also discussed with pupils how the school teaches them to keep safe, including when on the internet.
- The inspector observed pupils' behaviour in the classrooms and at social times.
- The inspector considered responses to Ofsted's online survey, Ofsted Parent View. The inspector also spoke with a number of parents at the school gate. The inspector considered responses to Ofsted's online staff survey. No responses were made to Ofsted's online pupil survey.

Inspection team

Richard Lucas, lead inspector

Ofsted Inspector

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