

Inspection of St Saviour's Infant Church School

Spring Lane, Larkhall, Bath, Somerset BA1 6NY

Inspection dates: 8 and 9 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

St Saviours Church School is a warm and welcoming place to learn. Pupils enjoy school. They talk positively about the school's values and how they feel part of one family. Leaders encourage pupils to take on responsible roles, such as school councillors and OPAL (outdoor play and learning) ambassadors. Pupils become more confident and independent and like these special jobs.

Leaders and staff create an environment where all pupils feel listened to and valued. Pupils know that adults will help them if they have any worries. Relationships between staff and pupils are supportive and caring. Pupils behave well. Bullying and unkind behaviour are rare. Pupils say every adult listens to them and will sort out any concerns. As a result, they feel safe in school.

Leaders place a strong emphasis on supporting pupils' social and emotional well-being. Through carefully planned assemblies and visitors to the school, pupils learn how to stay safe and build healthy relationships.

Staff expect pupils to behave well and they do. Parents and carers support the school's work. Many praise the dedication of staff. One typical comment from a parent was, 'The school is compassionate, communicative and warm.'

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

The school curriculum sets out the key knowledge and vocabulary pupils must learn. Teachers have thought clearly about how to deepen pupils' knowledge and understanding over time.

Leaders make improvements to the curriculum. In mathematics, leaders have strengthened plans by breaking learning down into smaller steps. Pupils say this makes it easier to understand new learning. In science, teachers adapt resources so that pupils with special educational needs and/or disabilities (SEND) succeed. However, the implementation of the curriculum in a few subjects is not as strong. Where this is the case, teachers do not use assessment as precisely to identify what pupils know and what they need to learn next. This means pupils' knowledge and understanding are less well developed.

Recently, leaders introduced a new phonics programme. Teachers get regular training and have strong subject knowledge. They use assessment well to identify pupils who need extra help. Staff match pupils' reading books to the sounds they know. This means pupils read with accuracy and fluency.

Leaders prioritise reading. Pupils love reading. They read books that interest and challenge them. Leaders carefully consider which books adults will read to pupils. Leaders choose books that promote diversity. The school environment motivates pupils to read. There are displays that celebrate pupils' reading and writing achievements. Staff introduce pupils to a range of different authors and stories.

They check that pupils learn and understand new vocabulary. Teachers select texts to develop pupils' interests and extend their vocabulary. As pupils move up the school, they become more fluent readers. This helps them to be well prepared for the next stage in their education.

Pupils with SEND achieve well. They access the full curriculum. Staff know how to support pupils with the greatest needs. They provide prompt and effective support for pupils with specific learning difficulties. Teachers adapt learning so that pupils with SEND take part in lessons fully. Specialist staff provide effective support for pupils with social and emotional needs. Leaders check the effectiveness of this provision to know what is working well.

Pupils are growing into confident and responsible members of their community. They understand that they should treat people with respect regardless of who they are. In early years, children gain independence and confidence through clear routines. Children are keen to talk and are enthusiastic about learning. Leaders create a culture where everyone cares and supports one another. Pupils know how to look after their physical and mental health. They have an age-appropriate understanding of healthy relationships.

Forest school and outdoor learning encourage pupils to lead healthy and active lives. In the early years, children enjoy creating their own stories as part of outdoor learning.

Pupils come to school regularly. Leaders track attendance closely and follow up on any issues.

Leaders consider staff's workload, mental health and well-being. Governors are knowledgeable about the school's work. They hold leaders to account effectively. Trust leaders know what is going well and what needs further improvement. Staff speak positively of the opportunities to learn and develop within the school and trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure pupils' safety and well-being are at the forefront of their work. They only appoint adults who are suitable to work with children. Leaders make sure staff know the signs that pupils may be at risk of harm. Staff share concerns they have about pupils' welfare with leaders responsible for safeguarding. Leaders keep thorough records to track any concerns. Leaders' well-judged decisions ensure that pupils and families get the help they need. The curriculum gives pupils a good understanding of how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not ensure that assessment is used consistently well enough to check what pupils know in all subjects. As a result, in some subjects, pupils develop gaps in their knowledge. Leaders must ensure that assessment is used consistently well in all areas of the curriculum.

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	145514
Local authority	Bath and North East Somerset Council
Inspection number	10227715
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	136
Appropriate authority	Board of trustees
Chair of trustees	Nigel Daniel
Headteacher	Joe Beament (Executive Headteacher) Sophie Hunt (Head of School)
Website	www.stsavioursbath.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Bath and Wells Diocesan Academies Trust.
- St Saviours Infant Church School converted to become an academy school in March 2018. When its predecessor school, St Saviour's CofE Infant School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, the head of school, senior and curriculum leaders and governors. Inspectors also held discussions with the chair of the trust and the assistant director of education.

- Inspectors carried out deep dives in reading, mathematics, science and geography. In each subject, inspectors discussed the curriculum with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.
- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors observed pupils' behaviour in class and at breaktimes.
- Inspectors reviewed the responses to the online survey, Ofsted Parent View, including the free-text comments.
- Inspectors considered the responses to the survey for staff.

Inspection team

Richard Vaughan, lead inspector	Ofsted Inspector
Steve Wigley	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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