

Inspection of a school judged good for overall effectiveness before September 2024: St Saviour's C of E Primary School

Alum Rock Road, Saltley, Birmingham, West Midlands B8 1JB

Inspection dates:

7 and 8 May 2025

Outcome

St Saviour's C of E Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils thrive in this nurturing and inclusive school community. They feel safe, valued and supported. Strong relationships between staff and pupils create a calm and focused atmosphere throughout the school. Pupils behave well. They show consistently positive attitudes to learning and engage enthusiastically in both lessons and wider school life.

The school promotes high expectations for behaviour and achievement. Clear routines and consistent expectations ensure that classrooms are orderly and productive. Pupils take pride in their work and their school. They feel safe and know who to turn to if they have a concern. Pupils trust that adults will listen and respond appropriately.

The school's ethos, rooted in the value of 'live life in all its fullness', is woven into everyday life. Pupils respect one another. They talk confidently about fairness, equality and celebrating differences. Assemblies and the wider curriculum strengthen these principles. Initiatives such as 'KIVA Playground Champions' and the 'Sunshine Room' offer valuable support for pupils' emotional well-being.

Pupils report that bullying is rare and, when it does occur, staff act swiftly and effectively. Pupils clearly understand their rights and responsibilities. This is shaped by the school's rights respecting approach. They are proud of their roles in the school community. They also make valuable contributions to improve the school.

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

The school has thoughtfully redesigned its curriculum with a focus on rich texts and high-quality writing. Pupils benefit from well-chosen books, educational visits and meaningful enrichment opportunities. For example, Year 6 pupils deepened their understanding of the

Second World War by studying 'Letters from the Lighthouse', visiting the Coventry Transport Museum and then completing extended writing tasks. This approach brings learning to life and helps pupils make meaningful connections across subjects.

Reading is a priority at the school. Children begin to learn to read as soon as they start school in the Reception Year. Through the phonics programme, children gain secure foundations on which to build their knowledge of reading. Those requiring extra support are identified early and receive targeted assistance to keep up. As they make progression through the curriculum, pupils become fluent, thoughtful readers who enjoy a wide range of texts, and they read with confidence.

The school accurately identifies pupils with additional needs and makes effective adaptations to support their learning. As a result, pupils with special educational needs and/or disabilities (SEND) achieve well. Teachers have strong subject knowledge and explain new concepts clearly. They use the checks they make on pupils' learning effectively to spot gaps and adjust their teaching. However, in some subjects, pupils who have mastered the intended learning are not given learning activities to deepen their knowledge and understanding further. Opportunities for deeper thinking are not routinely provided. This limits the extent to which these pupils build the rich, secure subject knowledge to the extent of which they are capable.

The school has high expectations for behaviour. Children in the early years learn to follow well-established routines and listen to instructions. They cooperate well, take turns and focus on their learning. Pupils are enthusiastic to learn and enjoy contributing their ideas and opinions to lessons. As a result, classrooms are positive learning environments and social times are calm and orderly.

Personal development is a significant strength. The school offers a wide range of leadership roles and opportunities for pupils to express their views, build confidence and develop strong characters. Pupils are well prepared for life in modern Britain. They learn deeply about the differences between people. Pupils develop a sophisticated understanding of concepts, such as diversity and democracy. Rights Respecting Ambassadors lead projects that promote global citizenship and sustainability, including community outreach and environmental campaigns.

Leaders have a clear moral purpose and high ambition for all pupils, particularly the most vulnerable. The school has responded with integrity and care to the needs of its community. Leaders use detailed information about behaviour, safeguarding and attendance to inform decision-making.

Governors know the school and its community well. They provide insightful challenge and support to ensure that the school keeps improving. Workload is monitored and managed carefully. Staff feel supported and professional development is of high quality. Early career teachers benefit from a strong induction and are well supported to grow in confidence and competence.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils who have securely mastered the intended learning are not given tasks that deepen their knowledge and understanding further. This limits the extent to which these pupils deepen the rich, secure subject knowledge of which they are capable. The school should ensure that teaching strategies include appropriate challenge and provide regular opportunities for deeper thinking, so that pupils can fully extend their learning across the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in January 2020.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	103406
Local authority	Birmingham
Inspection number	10343742
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair of governing body	Father Alan Thompson
Headteacher	Louise Page
Website	www.stsavioursceprimary.co.uk
Dates of previous inspection	8 and 9 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school is a Church of England school in the Diocese of Birmingham. It was last inspected under section 48 of the Education Act 2005 in June 2018.
- The school operates breakfast and after-school clubs on site.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke with the headteacher and other leaders in the school.
- The inspector met with members of the governing body, including the chair of governors.

- The inspector spoke with a representative of the local authority.
- The inspector visited the early years provision and a sample of lessons in key stage 1 and 2 classes. They also spoke to some pupils about their learning and looked at samples of pupils' work. They also listened to some pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke with parents as they dropped their children off at school. They also considered parents' responses to Ofsted Parent View, including their free-text responses.
- The inspector considered responses to Ofsted's online survey for staff and spoke with members of staff.
- The inspector observed pupils' behaviour at breaktimes, in lessons and around school. They also spoke to pupils about their experiences at school.

Inspection team

Max Vlahakis, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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