

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Saviour's Church of England Primary School

#### Vision

At St Saviour's Church of England Primary School, our vision is rooted in Jesus' promise of "life in all its fullness" (John 10:10). Through our mission of "Opportunities Without Limits," we strive to ensure every child and adult flourishes academically, spiritually and personally. Guided by our Christian values and our commitment to TEAM – Together Everyone Achieves More, we nurture confident learners, caring and responsible individuals, valuing everyone as unique and deeply loved by God.

St Saviours Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- The carefully chosen Christian vision and values resonate with the predominantly Muslim community. This enables the school to live out its vision as an oasis in the community. Leaders make bold decisions to increase the quality of learning opportunities for pupils and adults. This is exemplified in providing a base for pupils with more complex needs.
- The wide curriculum offer enables pupils to increase their life experiences. As a result, pupils enjoy and are inspired by their time in school to 'live life in all its fullness.'
- The pastoral care of pupils and support for pupils considered to be vulnerable is exemplary. As a result, pupils feel safe and enjoy school, leading to their flourishing as individuals. Families see the school as a partner, as they work together as a team to achieve the best outcomes for pupils.
- The gatherings of the wider school for collective worship are skillfully led. This enables a welcoming, inclusive and inspirational space for pupils and adults to engage spiritually. As a result, the shared vision and values are understood and valued by the community.
- Pupils cherish leadership opportunities, such as reading ambassadors or play leaders, as they help each other to 'live life in all its fullness'. They are learning to act with responsibility and know that their voice matters.

#### Development Points

- Ensure that classroom based collective worship enables pupils to reflect upon the life and teachings of Jesus. This is to broaden the opportunities to grow spiritually through worship.
- Increase opportunities to revisit the faiths and non-religious worldviews studied in religious education (RE). This is to enable pupils to retain wider knowledge and understanding beyond Christianity and Islam.
- To develop pupils' understanding of spirituality, so that they can identify and articulate what helps them to flourish spiritually.



## Inspection Findings

### Vision and Leadership

St Saviour's is an inclusive and caring Church school. Many pupils learn English as an additional language (EAL), and the area faces economic challenges. This has shaped the school's vision of 'life in all its fullness', promoting community cohesion and addressing barriers to learning. Parents value the unifying Christian values of respect, care, forgiveness, honesty, perseverance and courage. These are articulated well by pupils, leaders, governors and staff. The vision is lived out through the rich experiences offered, enabling pupils to be confident learners. It drives leaders to remove obstacles to learning and offers a hospitable welcome to families. Link governors work closely with leaders to evaluate strategic development. They make bold decisions for inclusion, such as creating the 'sunshine room' for pupils with complex needs. Adults also flourish, illustrated through leaders' commitment to student teacher placements. This school serves the common good, whilst remaining deeply Christian in its care and inclusivity.

### Vision and Curriculum

Leaders effectively plan an engaging curriculum that provides a range of opportunities to broaden pupil experiences. This includes clubs, trips, and additional learning support to meet their diverse needs. This includes kickboxing and a rock band club. A rich programme of visits enhances the curriculum. Trips to theatres, the cathedral and zoos develop pupils' cultural and life experiences. Opportunities to travel by bus or train enrich these occasions. The curriculum is monitored and evaluated by leaders so that adaptations are made to meet the needs of those deemed vulnerable. The school's strong focus on oracy aids the high number of pupils with EAL to build confidence. As a result, they engage with their learning effectively. Across the curriculum, there are planned moments to pause and reflect on big questions. Staff are growing in confidence with the school's language of spirituality. However, pupils cannot articulate their own spiritual development using this model.

### Worship and Spirituality

Conscious of the school's context leaders ensure that collective worship is invitational and inclusive of different faiths and views. Careful planning ensures that whole school sessions remain faithful to the Church foundation whilst respecting the community's diversity. For example, pupils are invited to respond to prayers in a way that is meaningful to them. They enjoy singing and leading aspects of the sessions. Bible stories reflecting on the school's values enable pupils to link them to their daily lives. For example, they are inspired by how Jesus' life demonstrates perseverance and courage. Their experience of Christianity is further broadened through support from the Birmingham City Mission. Equally, visits to the local church, known as 'God's castle', enrich celebrations of Christian festivals. Classroom reflection spaces are valued for quiet prayer or to offload worries. The use of symbols representing the school prayer and vision enable pupils with communication needs to feel fully included. However, classroom based worship is less effective. In some rooms, it focuses mainly on national events or non-Christian religious festivals. These offer fewer opportunities for Christian reflection and spiritual growth.

### Vision and School Culture

St. Saviour's is built around teamwork, a 'family of people with different labels' working together. The pastoral team and church leaders exemplify this approach. This has a profound effect on families who see the school as a safe place for support and nurture. Leaders and adults model an open-door policy allowing families to feel welcomed. Adult mental health and well-being are prioritised by leaders, ensuring that staff feel cared for and loved. This inspires a concern for each other enabling them to serve families at times of deep need, including during occasions of loss and grief. The team monitors pupils' emotional health through the zones of regulation and 'motional tools'. An effective pupil-led anti-bullying programme and the 'good to be green' behaviour code leads to exemplary conduct. Together, these have improved attendance and resulted in pupils and staff feeling cared for, bringing stability to the school. Furthermore, it inspires pupils to behave in a courteous and respectful



manner beyond the school when on school visits and excursions. Partnerships with organisations support the use of effective early help strategies, including support for bereavement. This results in exceptionally strong partnerships with parents who value the school and its mission.

#### Vision, Justice and Responsibility

Pupils take on active leadership roles through the school council, as play leaders and reading ambassadors. These leaders are proud of their jobs and the right to wear their different coloured jumpers as symbols of their responsibility. They understand that their role helps 'other children to live life in its fullness'. The school works closely with local charities and partners to ensure that they serve their community's needs. Pupils learn about their rights and responsibilities through the relationships, sex and health education curriculum and assemblies. Teachers also plan opportunities to learn about injustice in topics, such as the rainforest, river and air pollution in geography. As a result, pupils value equity and are eager to seek justice. They have written letters to campaign groups and have met with the local member of parliament through the young people's parliament scheme. They are concerned about litter and homelessness and know that 'even a little voice can make a big difference'. The pupils have many ideas for raising awareness about these issues and are starting to make a difference in their local area. Currently, these are mainly adult-led activities.

#### Religious Education

The RE curriculum uses an enquiry approach and adapts resources to fit its context. The school's oracy focus has improved the RE provision, for example, encouraging pupils to debate whether Jesus had free will. Pupils enjoy exploring similarities and differences between faiths. Teaching staff are supported by the RE lead and by regular training opportunities. This has increased their confidence in delivering the curriculum content. Pupils' love of the subject is shown through the effort put into their role play, artwork, debates and written work. Their understanding of Christianity and Islam is especially strong. They readily make connections to their own understanding and beliefs. For example, a Year 2 pupil explaining the distinction between their faith and their culture. Visits to places of worship increase pupils' understanding of the different faiths. However, they retain less knowledge of faiths other than Christianity and Islam. The curriculum includes generic references to non-religious worldviews, which are not explicitly taught, limiting pupils' knowledge of these beliefs.

## Information

Address	Alum Rock Road, Saltley, Birmingham, West Midlands, B8 1JB		
Date	13 March 2026	URN	103406
Type of school	Voluntary Controlled	No. of pupils	403
Diocese	Birmingham		
Headteacher	Louise Page		
Chair of Governors	Alan Thompson		
Inspector	Mark Harrington		

