

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

## Savile Town Church of England (VC) Infant and Nursery School

### Vision

At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We aim to inspire future generations of our school and community to become lifelong learners.

Proverbs 2: 10 – ‘For wisdom will enter your heart and knowledge will fill you with joy.’

### Strengths

- The school lives out a strongly embedded Christian vision. This creates a nurturing and loving culture where children and adults grow with joy.
- Adults are inspired by the Christian vision to provide rich experiences for children. These enable them to thrive academically and spiritually.
- Collective worship permeates school life. Children find it a joyous yet reflective celebration. It is thought provoking, and moments for prayer or reflection are used to enhance spiritual development.
- The wellbeing of children and adults is a priority for school leaders. Consequently, the vision provides a strong foundation for people to flourish.
- Children benefit from well-planned religious education (RE). They make progress and speak about their learning demonstrating respect and curiosity.

### Development Points

- Deepen awareness of non-religious worldviews. This is to further enrich children’s ability to form their own opinions and beliefs.
- Extend opportunities for children to improve the lives of others. Consequently, they will broaden their understanding of injustice.



## Inspection Findings

Savile Town Church of England Infant and Nursery School is a nurturing community with a culture of care and compassion. Inspired by its well-established Christian vision, it offers opportunities for adults and children to flourish in mind, body, and spirit. This is a truly transformational Church school, serving a richly diverse area. Leaders are dedicated to ensuring individuals develop their gifts and flourish in heart and mind. Staff recognise the uniqueness of children and work hard to empower them to use their gifts. This vision shapes the values of happiness, caring, kindness, respect, diversity, aspiration and community. These are not merely aspirational, they are actively integrated into the school's ethos. An example of this is Opera North delivering violin lessons to the children. Savile Town works effectively with families to dismantle barriers that might limit life chances.

The school is federated with Thornhill Lees Church of England Infant and Nursery School. This is a highly successful partnership that pools expertise and resources to the benefit of both establishments. These include opportunities for joint curriculum work, and, most markedly, shared leadership and governance. Governors and school leaders are dedicated and proactive. Their strategic decision making, framed within the vision, shapes the community. Governors effectively monitor and evaluate the implementation of the vision and values, using this to shape policies and strategies. For example, their strategic decisions consider the workload of staff, in this way they offer challenge and ongoing support for Savile Town as a Church school.

Relationships within the school are exceptionally strong. There is an overwhelming sense of being enveloped in Christian love, which is supporting and increasing children's attendance. Children show courtesy to adults, play well together and enthusiastically help each other during the day. Children and staff proudly celebrate Savile Town as a 'family with a big heart' and clearly live this out daily. It is a highly inclusive school, all views are welcomed and staff wellbeing is of the utmost importance. Staff report feeling supported personally and pastorally. Cohesive relationships amongst staff exemplify the school's vision. This is seen in the emotional and practical support that they offer each other. The provision that adults receive through family learning, is exceptional. Many parents and family members access the range of activities that the school offers. Reporting that this has led to employment, which has transformed their lives.

Leaders are responsive to the needs of families. They organise 'stay and play' to support families new to school giving families confidence that their child will flourish. The green room is a rich learning environment which supports children with special educational needs and/or disabilities (SEND). Children really flourish in this nurturing environment. Leaders ensure that emotional or targeted learning provisions are readily available. All staff communicate well with families, which provides children with a loving foundation upon which to grow. The exciting curriculum offers children moments of spiritual growth, for example joyful singing in the playground. Opportunities to engage with spiritual experiences and practices are well thought out and securely embedded within the curriculum. This makes them intrinsic to the daily experiences of pupils. The curriculum allows spontaneous moments for spiritual development. For example, one pupil who fed cucumber to tadpoles watched them grow into frogs. This helped him understand how God wanted everyone to grow. The school's approach to spirituality helps children to develop strategies to regulate emotions and to resolve disputes amicably. This means they are happy, behave well and feel safe at school.

Adults are committed to underpinning the curriculum with the Christian vision. This is expressed through values, which are expertly woven through a variety of rich experiences. For example, the collective worship group spreading messages of kindness by making and delivering biscuits to members of the community. The school lives out its Christian vision because it teaches children about making a difference to the lives of others. Pupils articulate how the school's vision motivates them to make age-related ethical choices. For example they understand that outdoor school activities teach them to respect and be kind to the environment. They take



practical action, such as litter picking within the locality. Through supporting national and local causes pupils are learning to show respect for others in different circumstances. Meaningful contributions at harvest time originated because families wanted to give something back to the wider community. Any fundraising which takes place is purposeful and in response to need. Consequently, they understand local and national social justice issues, but have limited opportunities to improve the lives of others globally. This is important to help children to reflect and understand the differences in the world around them.

Collective worship is central to promoting the vision and is the focal point of the school day. It is inspirational, thought-provoking, and inclusive. There is a bubbling intense excitement and expectation from the very youngest child as they wait for worship to begin. Worship conscientiously addresses the needs of an infant school cohort so that their experience is age appropriate. Pupils understand worship as a vibrant, joyous, yet reflective experience. It maintains Savile Town's Christian distinctiveness, which considers all backgrounds. Leaders are sensitive to the needs of the richly diverse community and plan creatively. Carefully selected greetings acknowledge that children have a variety of religious and non-religious backgrounds. Everyone is invited to pray allowing all to engage or sit respectfully. Children make thoughtful responses, such as 'Peace be with you' in various languages. They are provided with opportunities to share their own prayers within class reflection areas. These spaces offer areas to reflect or be calm within the school day. The use of bible stories enthalls the children, and the loaves and fishes Bible story sparked many different discussions. Inspiration is sought from the Christian Bible and sacred texts from several religious traditions. Children benefit from practical learning, speaking enthusiastically about visits to the local church and Dewsbury minster. Wherever possible, teachers include visitors to share their religious beliefs and practices.

The skilled leadership of RE ensures that children are experiencing meaningful and exciting learning opportunities. Well selected questions support children who are inquisitive and respect each other's views. Children are taught about religious worldviews and can recount many different stories. However, there are limited opportunities to learn about non-religious views. Children readily share their learning about the life of Jesus. Significant specially designed resources introduce children to a variety of biblical stories. As a result, they can recount stories such as the parable of the lost son and sheep. Applying this to the school's lost frog who returned to school and seeing it made their hearts sing.

## Information

Address	Warren Street, Savile Town, Dewsbury WF12 9LY		
Date	16 September 2024	URN	107702
Type of school	Voluntary Controlled	No. of children	95
Diocese	Leeds		
Federation	Thornhill Lees Church of England (VC) Infant and Nursery School		
Executive Headteacher	Debbie Douglas		
Chair of Governors	Kate Allen		
Inspector	Elaine Bowers		