

Inspection of Belgrave St Bartholomew's Academy

Sussex Place, Longton, Stoke-on-Trent, Staffordshire ST3 4TP

Inspection dates:	11 and 12 March 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

The principal of this school is George Barlow. This school is part of the St Bart's Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lisa Sarikaya, and overseen by a board of trustees, chaired by Johnny Anderson.

What is it like to attend this school?

Pupils prosper at this warm and inclusive school. The school has high expectations of pupils. This includes for pupils who attend the school's specially resourced provision for pupils with special educational needs and/or disabilities (SEND). From different starting points many pupils achieve very well. Many parents agree, with one comment being typical of many when they stated, 'Belgrave is a welcoming, community school. It is where my children have succeeded and thrived.'

Beginning in the early years, children learn explicitly how to behave and develop positive attitudes to learning. Relationships are warm and positive. Pupils learn how to understand their feelings and behaviour. There is an extremely harmonious atmosphere across school. As a result, behaviour throughout the school is exceptional.

Pupils play an important part in shaping their school through the many opportunities provided for them to lead and be active citizens. The school ensures that pupils understand potential risks in the local community and learn how to overcome these.

The school uses technology in innovative ways in all aspects of its work. Pupils are highly competent in using technology as part of their learning as well as using it to report any issues they may have in school.

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

The school has designed a thoughtfully ordered, ambitious curriculum that develops inquisitive pupils who love to learn. There are strong connections between the important learning in each subject. For example, in computing, pupils in Year 1 learn how to animate a simple image. In Year 4 they use stop motion animation. By Year 6 they are able to plan and script their own 3D animations. This structured approach enables pupils to build their knowledge effectively over time.

Children thrive in the early years. From the very start they develop important language, vocabulary and communication skills. This is then developed further in key stages 1 and 2. For example, pupils learn 'STAR' words in lessons which enables them to understand and use vocabulary such as 'poised' and 'submerged'. There are systems in place for pupils who attend the specially resourced provision to learn how to communicate. These include the use of pictures and signing. Since the previous inspection, leaders have made great strides to secure this. However, staff are not yet adept at using these systems effectively. This impacts on some pupils' ability to learn and to communicate their needs.

Teachers have excellent subject knowledge. In early years, they make every interaction an opportunity for learning. Teachers' checks on pupils' learning to support pupils' understanding are very effective. Pupils regularly review what they have previously learned. As a result, pupils' misconceptions are addressed quickly.

The school sees reading as 'the window to all knowledge.' The approach to teaching early reading begins in Nursery and continues until pupils are confident and capable readers.

The teaching of phonics is meticulously delivered by well-trained staff. Pupils at the early stage of reading receive timely and effective help that ensures they are well supported to catch up. Pupils develop into fluent readers and love reading.

The school identifies pupils with SEND quickly. These pupils receive effective support, particularly through the use of technology. This enables many pupils with SEND to learn very well.

The school's work to improve attendance has had a big impact. It encourages pupils to see the school as 'the best party in town.' As a result, they want to attend school regularly. Pupils develop a sense of community which ensures that their behaviour is exemplary.

The school's provision for pupils' personal development is impressive. Underpinning this are the school's values of 'courage, compassion and respect', as well as the story of 'the good Samaritan'. Pupils enjoy well-planned trips which broaden their horizons and deepens their learning. For example, pupils can explain how a visit to a space museum has enabled them to understand gravity in science. Pupils have residential experiences which develop teamwork, courage and resilience. Pupils, including the specially resourced provision, benefit from a wide range of clubs. These change regularly to reflect pupils' talents and interests. This ensures that pupils are extremely well prepared for life within the community and beyond.

Leaders, including the trust and local governing committee, are relentlessly ambitious for their pupils and wider community. Staff work together for the greater good of the pupils. They feel particularly well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have worked assiduously to improve the quality of education in the school's specially resourced provision. However, staff do not consistently implement pupils' communication systems well enough for them to access learning. This impacts on some pupils' learning and progress. The school should provide support for staff to ensure that communication systems are used effectively so as pupils with SEND can learn well.

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	136549
Local authority	Stoke-on-Trent
Inspection number	10343948
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	542
Appropriate authority	Board of trustees
Chair of trust	Johnny Anderson
CEO of the trust	Lisa Sarikaya
Principal	George Barlow
Website	www.belgraveacademy.org.uk
Dates of previous inspection	18 and 19 July 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school operates a before and after-school club.
- The school is part of the St Bart's Multi-Academy Trust, which consists of 23 schools.
- The school is a Church of England school, within the Diocese of Lichfield. Its latest section 48 inspection was in November 2017. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The school's next section 48 inspection will take place within eight years from the previous inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The inspectors discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspectors held meetings with the principal, vice principal, subject leaders, groups of staff and pupils.
- The lead inspector met with representatives from the trust and local governing committee.
- To evaluate the effectiveness of safeguarding, the inspectors 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 inspectors carried out deep dives in English, including early reading, mathematics, geography and computing. They met with subject leaders, visited lessons, spoke with teachers and pupils and viewed examples of pupils' work. Inspectors also spoke with pupils about some other subjects.
- The lead inspector heard pupils in key stages 1 and 2 read.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the online staff and pupil surveys. An inspector spoke to parents at the beginning of the school day.

Inspection team

Barry Yeadsley, lead inspector

His Majesty's Inspector

Nina Sangha

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