

# Inspection of St Bartholomew's Church of England Academy

Bredon Avenue, Binley, Coventry, West Midlands CV3 2LP

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Inspection dates: 19 and 20 July 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils are happy and safe at St Bartholomew's Church of England Academy. They enjoy coming to school. Leaders do all they can to make sure pupils attend regularly and on time. Leaders set clear expectations for pupils' behaviour. They make sure any pupil who needs help to regulate their behaviour gets it. Pupils are well behaved in classrooms and at social times. They engage well in their learning. Leaders make sure that any cases of poor behaviour or bullying are dealt with swiftly, so that they stop.

Trips and visits allow pupils opportunities to deepen their learning. These include a safari park visit, a seaside visit and a Greek experience in school. Older pupils have fun developing their teamwork skills on an outdoor residential trip. Sports, singing, art and gardening clubs provide opportunities for pupils to develop their talents and interests.

While leaders want the best for pupils, they are not ambitious enough for all pupils, including those with special educational needs and/or disabilities (SEND). A few parents and carers raised concerns about delays in identification and support, and in communication. There are inconsistencies in the delivery of the curriculum because some staff do not have the knowledge and skills they need to teach this well.

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

Leaders have designed a clearly sequenced curriculum for all pupils. Teachers make checks on what pupils know and understand. However, teachers do not help pupils to reflect on these checks. This means that pupils do not know what to improve or how to improve it. This limits how much progress pupils make.

Pupils enjoy storytelling sessions and choosing favourite books. Younger pupils enjoy practising new sounds when reading books that match the sounds they are learning. This helps pupils to develop a love of reading. Pupils apply their phonic knowledge when reading and writing simple words and sentences. However, some staff do not identify and correct misconceptions quickly enough. This is because a few staff have not been trained in the school's approach to teaching phonics. As a result, some pupils who have fallen behind do not catch up quickly enough in their reading.

Children in the early years settle into school routines quickly and make friends. They share and take turns when using resources and equipment. Children develop independence through activities and experiences such as snack time. The early years curriculum is ambitious for all children. However, some staff do not use activities effectively to support children's learning. This means that children do not get enough opportunities to develop their language and vocabulary. Opportunities to practise important writing and number skills are not well considered. As a result, children do not get off to a great start. They do not learn the early years curriculum well enough.

Leaders have not prioritised all pupils with SEND. This has resulted in drift and delay in the identification and support for these pupils. Recent work by leaders has started to address this. More pupils with SEND are now identified and supported. However, teachers are not always aware of the needs of pupils with SEND or how to support them. They do not know how to adjust the curriculum to support these pupils. As a result, pupils with SEND do not achieve as well as they could. Some pupils with SEND have fallen further behind, particularly in mathematics.

Pupils enjoy learning about different faiths, including Christianity, Hinduism, Buddhism and Islam. They find out about various celebrations, such as Diwali, Chinese New Year and Easter. This helps them to recognise and respect difference. Pupils learn how to be active citizens by taking on responsibilities in school. For example, pupils can take on roles such as worship councillors, student librarians and house captains. They fundraise for the local food bank and for Christian Aid. Pupils enjoy joining taking part in a 'mock trial' led by a magistrate. They learn about the importance of respecting and caring for our world. Pupils have fun showcasing their talents at 'St Bart's Got Talent'. 'Marvellous mindsets' helps pupils to overcome challenges, persevere and develop resilience. All this prepares pupils well for life in modern Britain.

The school's recovery from the COVID-19 pandemic has been hampered due to unforeseen turbulence in staffing. As a result, senior leaders undertake the majority of subject leadership responsibility. During this inspection, staff raised concerns about poor communication in school and a need for more professional development to deliver the curriculum effectively. Staff say this impacts on their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise the welfare of pupils. They make sure that staff are trained to identify and act on any concerns about a pupil's safety. Leaders take appropriate action to make sure pupils and their families get the help and support they need. This includes working in partnership with external agencies.

Pupils learn about healthy and safe relationships. They learn about the risks when out and about, such as gangs and knife crime, and how to keep safe online.

Leaders make sure that all staff undergo appropriate vetting checks before starting work at the school.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Pupils with SEND are not supported to learn the curriculum well, particularly in mathematics. This is because teachers are not always aware of the needs of all the pupils they teach, and they do not know how best to adapt their teaching to meet pupils' individual needs. Together, this limits the progress they make. Leaders should support teachers to deliver the curriculum to meet the needs of all pupils with SEND effectively so that they achieve well.
- Some staff do not check how well pupils apply their phonic knowledge when reading and writing simple words and sentences. This means that misconceptions are not addressed quickly enough, which slows the progress they make. Leaders should ensure that all staff check pupils' phonic knowledge systematically, so they get the help they need when they need it.
- Staff in the early years do not use activities effectively to support children's development across all areas of learning. This means that children do not get enough opportunities to develop their language and vocabulary, particularly in the continuous provision. Leaders should make sure staff know how to support all children to learn the early years curriculum well.
- Leaders have not ensured that all staff have the training and development to perform their roles suitably well. This means that staff do not have the required subject knowledge to deliver the curriculum effectively. This also impacts on staff's well-being and workload. Leaders should ensure that all staff are suitably skilled to implement the curriculum. They should also improve lines of communication.

## 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](#)' 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

<b>Unique reference number</b>	139680
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10242145
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Paula Whitfield
<b>Headteacher</b>	Mina Sharma
<b>Website</b>	<a href="http://www.stbartholomews.covmat.org">www.stbartholomews.covmat.org</a>
<b>Dates of previous inspection</b>	11 and 12 July 2017, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Coventry Multi-Academy Trust.
- The school uses one registered alternative provider.
- The school provides a breakfast club for younger pupils in school.

## Information about this inspection

The inspectors carried out this graded 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 carried out deep dives in these subjects: early reading, art and design, history and mathematics. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also met with leaders of computing, design and technology and French to make further checks on the curriculum.
- Inspectors observed pupils reading to a familiar adult. Inspectors reviewed reading resources.
- Inspectors reviewed a range of documentation on the school’s website.
- Inspectors scrutinised the school’s safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors observed pupils’ behaviour in lessons and at other times during the day.
- Inspectors held meetings with the headteacher, the deputy headteacher, the assistant headteacher, the SEND coordinator, the designated safeguarding lead, curriculum leaders and representatives of the multi-academy trust.
- Inspectors took account of responses to Ofsted Parent View, the pupil survey and the staff survey.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

Tim Bassett

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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