

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

<b>Belgrave, St Bartholomew's Academy</b>	
Sussex Place, Longton, Stoke-on-Trent, Staffordshire ST3 4TP	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Lichfield</b>
Previous SIAMS inspection grade	Outstanding
Date of academy conversion	14 February 2012
Name of multi-academy trust	The St Bart's Academy Trust
Date/s of inspection	9 November 2017
Date of last inspection	26 September 2012
Type of school and unique reference number	136549
Executive Head	Lisa Sarikaya
Head of School	Kelly Deaville
Inspector's name and number	Mark Cooper 425

### School context

Belgrave St Bartholomew's Academy is a larger than average-sized primary school. It has a two-form entry with nursery provision. Three quarters of the pupils are from minority ethnic groups, with the vast majority of these being of Pakistani heritage. The school was judged outstanding by Ofsted in March 2017, commending the school on its strong moral purpose. Excellent relationships exist between the school, church and diocese. Since the last inspection there has been a change in leadership with the appointment of a Head of School.

### The distinctiveness and effectiveness of Belgrave, St Bartholomew's as a Church of England school are outstanding

- The schools vision, 'an achieving school and a caring community' that is firmly rooted in Christian love as exemplified in 1 Corinthians 13:4-7.
- The exceptional achievement and progress of pupils in learning that enables them to reach their God given potential.
- The values of 'Courtesy, Consideration and Respect' that underpin the Christian ethos of the school.
- The excellent behaviour of pupils which exemplify the school's golden rules of respectfulness and kindness.
- The opportunities that worship provides for pupils to explore their own spirituality.
- The leadership of the school that articulates and lives out the vision and values to the whole school community.

### Areas to improve

- Formalise monitoring and evaluating Christian distinctiveness by leaders to enrich its impact on the whole school community
- Increase opportunities in worship to deepen pupils understanding of the Trinity.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The school's strong vision deeply rooted in scripture and demonstrated through distinctive and powerful Christian values, impacts strongly on pupils' experience and life in school. This can be seen in the exceptional attainment and progress that all pupils make. This includes the most vulnerable who do particularly well. All members of staff work incredibly hard to ensure that all pupils reach their full God-given potential. Pupils enjoy coming to school and enjoy their learning. Parents speak very highly of the school, particularly the care and concern that is shown to their children. The school works hard to address any issues concerning attendance. Safeguarding is of the highest priority. The vision statement and golden rules, in which pupils are encouraged to be hardworking and resilient, are understood by all members of the school community. Pupil behaviour is exemplary and pupils believe that this is strongly influenced by the motto, 'an achieving school and a caring community' and golden rules. Pupils are confident learners and interact well with each other and their teachers. The values and golden rules underpin the school's caring and family atmosphere too. They clearly help pupils to know the difference between right and wrong and the importance of supporting and helping one another. The school is a KiVa school. KiVa is an anti-bullying programme originating from Finland University. Older pupils are trained to be a KiVa leader which empowers them to be proactive in preventing bullying. Pupils say bullying is rare and when it does happen it is dealt with effectively. Teachers quickly identify vulnerable pupils and interventions are put in place to help them do well. Pupils understand how their golden rules are underpinned by the example of the life and teachings of Jesus and that they are able to aspire to these 'through God's strength.' They talk about the golden rule of being resilient and connect this to the resilience that Jesus shown by not 'giving up' when he knew he was to die on the cross. Others talk about Jesus' teaching, 'treat others as you would want to be treated' and the parable of the Good Samaritan. They connect this to the golden rules of being respectful and kind to others and said, 'Jesus was respectful and kind to everybody and taught people the right way to live.' Pupils believe that the teaching of this parable helps them realise that culture and religion should not be a barrier to respecting others in words and actions. Pupils said 'at the end of the day we are all human and it doesn't matter what race or colour we are.' The opportunity that pupils have to develop their spiritual, moral, social and cultural (SMSC) awareness is excellent. Pupils are involved in a number of charities that develop their moral and social awareness such as the Christian Aid shoe box appeal, the local foodbank, Douglas MacMillan and Donna Louise Children's Hospice. The school is a Fairtrade school and this contributes well to pupils' global awareness and social concern for others who live very different lives from themselves. Pupils recognise the importance of helping others and connect this to the 'servanthood' of Jesus exemplified through the washing the disciples feet. Class worship is strongly linked to a key question with a social or moral theme. Pupils therefore have the opportunity to reflect on these and respond in both discussion and prayer. Extra-curricular activities through 'Green Giants Allotment' and 'Earth Day' help pupils to understand the earth as part of God's wonderful creation. The 'Green Giants Allotment' gives pupils the opportunity to engage with the local community through selling the produce. Through 'Discovery Religious Education (RE)' pupils build a knowledge and understanding of other cultures and religions and are able to explore deeper questions about faith, belief and practice. Pupils enjoy learning about other religions and believe this is important in building respect, tolerance and understanding of others. They understand that Christianity is a multi-cultural world faith and talk about the importance of recognising common features rather than differences between religions. Pupils said 'we should respect all religions; we can be friends; we are still the same.'

### **The impact of collective worship on the school community is outstanding**

High quality collective worship is well planned and delivered. Pupils experience a variety of worship opportunities including whole school, key stage, class and celebratory worship. Collective worship is built around a question based on a moral or ethical theme. Pupils have the opportunity to reflect upon this and respond to it during worship. This question is then explored more deeply throughout the week in key stage and class worship and is linked to the schools motto, golden rules and British values. These acts of worship give pupils' times to be prayerful, empathising with those less fortunate than themselves, or reflect on current world events. The act of collective worship observed during the inspection focussed on the question, 'what are you grateful for?' The worship was visual, engaging and captured the interest of pupils throughout. Pupils were well behaved and respectful, clearly recognising that this was an act of worship. Pupils were fully involved either through singing or leading aspects of the worship and it was obvious that they thoroughly enjoyed the experience. Pupils were keen to answer any questions posed. The worship used a mixture of secular and biblical story to explore the question. Pupils therefore had the opportunity to understand the meaning of the question from different perspectives. A Year 2 class worship was observed later in the day which explored the question, 'what are you grateful for?' at a deeper level. This linked well to a personal, social, health educational (PSHE) issue, in this case being grateful for clean drinking water. Pupils were made aware that not everyone in the world has this. It was clear that pupils were able to show empathy for those in this situation and responded through reflection, prayer and writing a personal response about what they were grateful for. Some KS2 pupils are spiritual leaders in the school. Older pupils have a key role in helping younger

pupils to write prayers and thank God through prayer. Prayer is important throughout the school. Opportunities for pupils' to engage in prayer are varied. This includes using prayer dice, using the outside prayer hut and prayers said during collective and class worship. Pupils' value prayer and are given opportunities for reflection. They say that talking to God helps them if they have fallen out with friends or if things are not going well. They firmly believe that God is a God of second chances and believe prayer gives them the opportunity to be thankful. The school encourages pupils to write their own prayers and these are posted in classroom prayer boxes or posted on the school prayer wall. Pupils' prayers are used in collective worship and read out by the pupils themselves. Pupils particularly like saying the end of school prayer in both English and Urdu and feel that this showcases the school as one inclusive family. Friday celebratory worship is used as an opportunity to celebrate both pupils' achievements and recognise those who have displayed the school motto, golden rules and other acts of kindness through the Dojo behaviour scheme. Classrooms have reflection areas and these are used as part of class worship. Pupils are exposed to and develop an understanding of the use of seasonal liturgical colours during key Christian festivals and times throughout the year such as Advent, Christmas, Lent, Easter and Harvest. There is a strong relationship between the school and St Bartholomew's Church. The incumbent is a regular visitor to the school, has a great rapport with the pupils and helps to deliver worship. Each year group attends the church at least once a year when they learn about the Anglican form of worship. An understanding of the Eucharist is developed during Holy Week through the story of the Last Supper and sacrifice of Jesus on the cross. Last year, the true meaning of Christmas was explored through the question, 'what is the biblical story that lies behind the tinsel and turkey?' With the help of Youth For Christ (YFC) pupils were given the opportunity to dig deeper into the true meaning of Christmas and understand the importance of the incarnation for Christians. The school has built links with the local Elim Church, which allows pupils to experience a different style of Christian worship. Pupils' understanding of the Trinity is developed through the teaching of it in RE. Pupil spiritual leaders have been trained to understand the meaning of the Trinity and they use opportunities in the prayer hut to cascade this to their peers. Pupils spoken to during the inspection have a clear understanding of the Trinity. Monitoring and evaluative scrutiny has been conducted by Foundation Governors and this has resulted in changes to reflection areas in classrooms. More opportunities for pupils to learn about the Trinity in worship will continue to deepen their understanding of it.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The senior leadership team (SLT) of the school clearly articulate the vision, motto and golden rules to the whole school community. These are rooted in biblical scripture from 1 Corinthians 13:4-7. This Christian ethos permeates throughout the school and supports its calm and well-ordered atmosphere and purposeful approach to learning. This clearly has strong impact on pupils' academic achievement, progress and well-being. The school does particularly well with those pupils who are disadvantaged and they learn well, achieve high standards and, in some cases, perform better than their peers. The SLT and all members of staff work tirelessly to ensure that all pupils have the opportunity to reach their full God-given potential. Teachers value professional development opportunities on the schools Christian distinctiveness and they believe this helps them to be more effective in encouraging this amongst pupils. Professional development has taken place on understanding the importance and symbolism of the altar and liturgical colours; links between the school's motto and 1 Corinthians 13:4-7 and the golden rules. Teachers wear the golden rules as a lanyard so that they can refer to them easily with pupils. The Head of School has undertaken training with the diocese on the Church of England's vision for education, 'Deeply Christian: Serving the Common Good.' The diocese, through the work of the Christian Distinctiveness Advisor (CDA) has provided support to the RE lead teacher. The CDA has also worked with the school in developing and deeper understanding of the true meaning of Christmas alongside YFC. Foundation Governors and the incumbent of St Bartholomew's Church are deeply committed in the developing and maintain the strong Christian character of the school. They monitor and evaluate the school's work resulting in the enhancement of the spiritual opportunities for pupils. The recent Ofsted report comments on the positive and productive working relationship the governors have with SLT and staff. Parents speak very highly of the school, the SLT and teachers. There is good communication between the school and parents. Parents like the family feel of the school. They strongly believe that the school is particularly good at promoting social cohesion amongst pupils which they relate to the school's Christian ethos. The focus for development from the last inspection has been fully met with pupils now having more opportunities to plan and lead acts of worship. The school has gone further than this however and has empowered some pupils to become Spiritual Leaders. Further opportunities by leaders to monitor and evaluate the Christian distinctiveness will enhance this core feature of the school as a Church of England school.

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