

St Bartholomew's Church of England Academy

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

Unique reference number (URN): 139680

Inspection report: 10 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Early years

Expected standard 

Children get off to a positive start in the early years. Leaders' recent changes to the provision ensure that children are increasingly successful in securing the skills they need for later learning.

As soon as children start in the early years, any barriers to learning are identified, including for children with special educational needs and/or disabilities and those who are disadvantaged. Carefully planned transition into the school means that staff and families get to know each other well. As children move out of the early years and into Year 1, teachers share important information about how well pupils are learning.

There is a sharp focus on ensuring that all children develop their language and communication skills. Leaders have provided effective training for staff to strengthen the quality of interactions between adults and children. As a result, staff generally engage in warm, effective interactions throughout the day, including when embedding routines. For example, snack time is used to reinforce recently taught vocabulary alongside social skills and turn-taking. Rhymes and songs also help children to develop their language skills. Teachers typically plan purposeful activities that help children to rehearse and embed what they are learning.

The school prioritises children learning to read. There has been a renewed focus on phonics. The consistency of phonics lessons is improving. This means that increasing numbers of children are learning to read so that they are ready to access the key stage 1 curriculum.

Inclusion

Expected standard 

There is a clear, shared vision at this school that every child, whatever challenges they face, can thrive.

Leaders get to know pupils and their families well. From the early years, children's needs are identified swiftly and effective support is put in place to remove barriers to learning. All pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, benefit from caring and effective pastoral support, where needed. The school's focus on pupil wellbeing is effective in supporting pupils to flourish.

Leaders have strengthened the systems they use to keep a careful eye on pupils' progress. Leaders have sharpened their focus on ensuring that the targeted support they put in place has the intended impact for pupils and that they adapt this support to meet pupils' changing needs. For example, leaders draw on specialist services and other professionals to support speech and language in the early years. Staff receive appropriate and effective training to support the culture of inclusion.

Leaders use the pupil premium funding effectively and strategically. They ensure that disadvantaged pupils benefit from all that the school has to offer. For example, enabling pupils to attend trips has improved attendance for some pupils.

Leadership and governance

Expected standard 

Leaders at all levels understand the community that they serve. There is a clear vision, based on common values, that all pupils should thrive. Leaders focus on ensuring that pupils with special educational needs and/or disabilities and those who are disadvantaged are supported effectively to overcome any barriers. Those responsible for governance ensure they meet their statutory duties.

A relatively new leadership team is in place. Leaders, ably supported by the trust, have accurately identified where improvements are needed. They prioritise effectively, focusing on the right things in the right order. For example, their work on improving behaviour and attendance is having a clear impact, as pupils behave well and attendance is improving. Leaders are now turning their attention to improving the quality of education, so that more pupils leave school achieving at least the expected standard in reading, writing and mathematics. These improvements are in their infancy.

Leaders are positive role models for staff and pupils alike. Pupils, parents, carers and staff are very positive about the changes that leaders have made. Staff morale has improved as a result of leaders' work. Staff value the consideration that is given to their wellbeing. A carefully planned programme of professional learning and coaching for staff is beginning to have a positive impact on the consistency and effectiveness of teaching across the school.

Leaders have developed stronger relationships with parents, carers and families. Although only a very small number of parents and carers engaged with the inspection survey, those who did were very complimentary about the school and would recommend it.

Personal development and wellbeing

Expected standard 

Leaders have developed a personal development programme that is preparing pupils well for successful lives in modern Britain. For example, pupils have a clear understanding of diversity. They are taught that difference 'is the one thing we all have in common'. Pupils learn about different faiths and cultures, including through visits such as to the city cathedral. Opportunities such as these, and the school's values, help pupils to understand themselves and others. They have a secure understanding of what is right and wrong.

Pupils learn about the fundamental British values, such as democracy. The newly formed junior leadership team is already making a big difference to school life. This helps pupils to see how they can contribute positively to their community.

The personal, social, health and economic education curriculum is carefully designed to teach pupils how to keep themselves safe and healthy. The school's age-appropriate relationships and sex education and health education curriculum helps pupils to learn about friendships and positive, respectful relationships.

There are a range of opportunities on offer for pupils to develop their musical and sporting talents. Pupils raise money for causes that are important to members of the school community. Pupils in Year 6 are looking forward to a residential trip in the summer, where they will further develop resilience and character.

Leaders are determined that all pupils, including those who are disadvantaged, can access all that the school has to offer. They check pupils' engagement with clubs and make adjustments to ensure that all pupils can participate.

Needs attention ●

Achievement

Needs attention ●

Pupils' attainment in reading, writing and mathematics, over time, has not been as high as it should be. Too many pupils are not well prepared for their next stage of education. This includes pupils with special educational needs and/or disabilities and those who are disadvantaged.

In some subjects, pupils demonstrate secure knowledge and understanding and build on this over time. For example, when learning French, pupils in Year 3 use the vocabulary they already know to help them read similar sounding words in a French text. However, gaps in important knowledge and skills persist for too many pupils, including in reading, writing and mathematics. This hinders the progress they are able to make, across the curriculum. This is reflected in recent and historic published outcomes in national tests, and in the work produced by some pupils.

Leaders recognise these important issues. They are taking steps to improve pupils' achievement. However, these improvements are in their infancy and are yet to have the necessary impact.

Attendance and behaviour

Needs attention ●

Attendance, including for pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged, has been below the national average for a significant period of time. Leaders have now put robust processes and checks in place. Leaders work closely with parents and carers to remove barriers to attending. These improvements are having a positive impact. Attendance levels are beginning to improve and persistent absence is reducing.

All staff have high expectations of behaviour and model explicitly what positive behaviour looks like. Leaders' systems and expectations for behaviour management are commonly understood and consistently applied. This helps pupils at St Bartholomew's to behave very well. In lessons, they listen carefully, and any disruption to learning is rare. During social times, pupils are keen to talk politely to staff, visitors and each other. They shake hands with visitors, displaying their excellent manners. They hold doors open and help each other out. For example, older pupils help staff of their own accord to move tables at lunchtime. Pupils are alert to bullying and say that it rarely happens. Some pupils with SEND need a little

extra help to make the right behaviour choices. They are well supported to do so and effective adaptations are made, where needed.

Curriculum and teaching

Needs attention 

The quality of teaching across the school is inconsistent. Teachers do not always check well enough what pupils already know and can do. There are inconsistencies in how effectively teachers adapt their teaching to meet pupils' needs or address any persisting gaps in pupils' knowledge, including in the foundations of reading, writing and mathematics. Sometimes, the adaptations made to the curriculum to enable pupils with special educational needs and/or disabilities and disadvantaged pupils to be successful are not consistently effective enough. This is limiting the progress these pupils make.

Leaders have an accurate view of the strengths and areas to improve in relation to teaching and the curriculum. They have been making some improvements, but these are at an early stage. For example, leaders have recently supported staff to improve the teaching of phonics by providing appropriate training. This is improving consistency in how pupils are taught the sounds they need to know and how to blend them together to make words when they are reading.

The curriculum is suitably broad, ambitious and designed effectively. It identifies the key knowledge and skills, including the important vocabulary, that pupils should learn. Teachers have secure subject knowledge.

What it's like to be a pupil at this school

Pupils are incredibly proud to attend St Bartholomew's. They feel safe and well cared for. Pupils take great pride in their school environment. From the tiny ladybirds in the forest corridor to the inviting social areas, the school environment fosters a sense of belonging for staff and pupils. The school's values of 'Believe, Belong, Become' shine through in everything that everybody does.

Leaders' high expectations help pupils to behave well. Pupils have impeccable manners, which are carefully modelled for them by staff. Pupils understand that 'manners open doors'. They know what bullying is and that there are consequences if it were to happen. As a result, it rarely does. These high expectations of behaviour begin in the early years, where pupils learn the routines and settle in quickly.

There are increasing opportunities for pupils to join clubs and take on important roles in school. For example, darts club is popular with pupils and teaches them a range of important skills. The newly formed junior leadership team is beginning to have a voice in school life. Pupils learn about tolerance, celebrate diversity and are well prepared for life in modern Britain.

Staff know pupils and their families very well. Leaders are building firm relationships with parents and carers. Historically, pupils' attendance has been poor. However, it is now improving.

Pupils enjoy learning. However, outcomes in national assessments at the end of key stage 2 show that pupils do not achieve well enough. Some pupils, including those with special educational needs and or/disabilities and those who are disadvantaged, have gaps in the basic skills they need. Teaching does not consistently identify and address these gaps. Some adaptations to reduce barriers to learning are not effective enough. This means that too few pupils are well equipped for their next stage of education.

Leaders have made significant improvements to the school in recent times. Staff, pupils and parents value these changes.

Next steps

- Leaders should strengthen the quality of teaching so that it consistently meets pupils' individual needs and is adapted effectively when needed, so that all pupils make secure progress relative to their starting points.
 - Leaders should ensure that gaps in pupils' foundational knowledge and skills, in reading, writing, mathematics and communication, are identified and closed swiftly so that all pupils can achieve highly across the curriculum.
 - Leaders should strengthen their work to broaden further the personal development offer so that all pupils experience a wide range of opportunities within and beyond school, and contribute more to the school and wider communities.
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About this inspection

This school is part of the Diocese of Coventry 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, Michael Cowland, and overseen by a board of trustees, chaired by Barry Cockcroft.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other leaders from the school during the inspection. The lead inspector spoke to a group of trust directors and the chair of the local academy governance committee.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. Its last section 48 inspection took place in February 2025.

The school does not currently make use of any alternative provision for pupils.

The headteacher started at the school in September 2024.

Executive Headteacher: Hannah Carvell

Lead inspector:

Rachel Henrick, His Majesty's Inspector

Team inspectors:

Karen O'Keefe, Ofsted Inspector

Donna OToole, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

School and pupil context

Total pupils

213

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

37.24%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.29%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

24.41%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	61%	Below
2024/25 (revised)	39%	62%	Below
2023/24 (final)	39%	61%	Below
2022/23 (final)	38%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	74%	Below
2024/25 (revised)	52%	75%	Below
2023/24 (final)	61%	74%	Below
2022/23 (final)	66%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	72%	Below
2024/25 (revised)	58%	72%	Below
2023/24 (final)	46%	72%	Below
2022/23 (final)	59%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	73%	Below
2024/25 (revised)	45%	74%	Below
2023/24 (final)	64%	73%	Below
2022/23 (final)	62%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	46%	Close to average
2024/25 (revised)	41%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	47%	46%	Close to average
2022/23 (final)	31%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25 (revised)	53%	63%	Close to average
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	77%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (revised)	71%	59%	Close to average
2023/24 (final)	53%	58%	Close to average
2022/23 (final)	46%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	60%	Close to average
2024/25 (revised)	47%	61%	Below
2023/24 (final)	60%	59%	Close to average
2022/23 (final)	62%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	68%	-28 pp
2024/25 (revised)	41%	69%	-28 pp
2023/24 (final)	47%	67%	-21 pp
2022/23 (final)	31%	66%	-36 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (revised)	53%	81%	-28 pp
2023/24 (final)	73%	80%	-6 pp
2022/23 (final)	77%	78%	-1 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25 (revised)	71%	78%	-8 pp
2023/24 (final)	53%	78%	-24 pp
2022/23 (final)	46%	77%	-31 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (revised)	47%	81%	-33 pp
2023/24 (final)	60%	79%	-19 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	62%	79%	-18 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.5%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	7.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	22.8%	13.3%	Above
2023/24 (3 term)	20.7%	14.6%	Above
2022/23 (3 term)	22.7%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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