

# Inspection of Saint Nathaniel's Academy

Westport Road, Burslem, Stoke-on-Trent, Staffordshire ST6 4JG

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Inspection dates: 14 and 15 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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The principal of this school is Rosemarie Patrick. This school is part of 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, Lisa Sarikaya, and overseen by a board of trustees, chaired by Johnny Anderson.

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

Pupils enjoy attending this friendly school. It has a diverse community, and every member of the Saint Nathaniel's family is warmly welcomed and celebrated. The pastoral support the school provides to help the pupils feel secure and settled is effective. Pupils feel safe in school because of this and due to the strong team with responsibility for providing it.

The school has high ambitions for each of the pupils, including those with special educational needs and disabilities (SEND). They understand the needs and individual circumstances of each pupil. This means that for many, this ambition is now realised. The ambition the school has for its pupils is central to the school's values where pupils are encouraged to show the same level of 'ambition, resilience and courage'.

Pupils understand the school's six golden rules. They follow them well, leading to a school that is calm during lessons and playtimes. Pupils recognise the need for everyone to be included and happy. The 'buddy bench' enables them to spot pupils who need a friend. This helps them to live out one of the important rules of being 'kind and helpful'.

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

While published data at the end of key stage 2 is below national expectations, the school does provide an effective education for pupils. Many pupils leave and join the school at different times throughout key stage 1 and key stage 2 and throughout the school year. There is also a very high proportion of pupils who speak English as an additional language. This presents the school with many challenges in terms of ensuring all pupils receive an education that is closely matched to their starting points. Current teaching is now helping pupils to make stronger progress from their varying starting points.

The school's phonics programme is well-established. Many staff are expert teachers of phonics, but there remain inconsistencies in the support some pupils receive to help them to become accurate, confident and fluent readers. The school is well aware of this, and additional training is being put in place to ensure all pupils receive the same level of skilled support. Reading is a high priority throughout the school, and pupils enjoy sharing interesting stories that reflect the school's diverse community. 'Reading ambassadors' relish the opportunity to help select these texts, and ensures that pupils have a voice in what they get to share and enjoy. This starts in the early years where staff places a high priority on developing communication and language for all children. It is at the heart of the early years curriculum.

A recently introduced mathematics curriculum is helping pupils to make stronger progress. The school places a high priority on returning to prior learning in each lesson, enabling pupils to understand current learning with greater success. Each pupil uses an iPad to record their work. This supports them to access resources and

pictorial support aids that assist them with learning as well as promoting independence. However, there are some inconsistencies in how effectively staff assess the work of some pupils in lessons and over time. This prevents them from providing support, if necessary. This is also the case in some foundation subjects.

Pupils with SEND are supported well to learn well alongside their peers. The school provides effective support to enable them to do this. If needed, staff work alongside them to support them further. However, most have developed strategies to work independently. This is a strength.

Pupils behave well. They try hard in lessons and concentrate and listen sensibly. They recognise the importance of being kind and respectful, and they are. This is modelled for them by staff who show kindness and respect in all they do. Pupils enjoy playtimes and take full advantage of the many activities available for them outside in the well-kept grounds. 'Bob's garden' provides a beautiful, tranquil space for pupils to explore and to promote a sense of peace and wellness.

The school provides many opportunities for pupils to develop junior leadership roles. They are very proud of these responsibilities and wear their badges with pride so everyone knows the additional commitments they have in school. Pupils are keen to support the local community and do so in a variety of ways. This includes visiting the local old people's home and collecting donations for the local foodbank – a service that is so important in the community. The school takes full advantage of places of interest nearby by incorporating these into the curriculum and arranging visits to support pupils' knowledge and understanding of the place in which they live. A wide range of clubs further develop pupils' talents and interest beyond the classroom.

The school, and the trust, want all pupils to achieve of their best. They have a clear vision for how to drive the school on its continued road of improvement. The trust provides a high level of support in order to achieve these aims. However, the school do not always rigorously check that carefully planned actions are being implemented in precisely the way they aspire for them to be, leading to the outcomes they are striving towards.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Teachers do not use assessment consistently well. At times, there are too few checks to make sure that pupils are learning well. The school must make sure that assessment is used skilfully to support pupils' learning.
- The school has not ensured that all staff have received effective training to deliver the phonics scheme consistently well. This means that some pupils are not

making the progress they should in reading. Leaders should ensure that all staff receive the relevant phonics training to improve the teaching of phonics.

- On occasion, monitoring lacks rigour in some areas of the school's work. This means leaders cannot always articulate the demonstrable improvements in place as a result of the actions taken. Leaders should ensure there are rigorous monitoring systems in place, followed by detailed analysis, to further shape school improvement priorities.

## 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

<b>Unique reference number</b>	140562
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10294596
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	483
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Johnny Anderson
<b>Principal</b>	Rosemarie Patrick
<b>Website</b>	<a href="http://www.saintnathaniels.org.uk">www.saintnathaniels.org.uk</a>
<b>Dates of previous inspection</b>	22 and 23 November 2022, under section 8 of the Education Act 2005

## Information about this school

- This voluntary controlled school is sponsored by The St. Bart's Multi-Academy Trust.
- The school offers provision for two-year-olds in the squirrel lodge.
- The school was last inspected under section 48 on 26 January 2017. The next section 48 inspection is due within eight years of the previous inspection.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the principal, subject leaders and senior leaders from the school and the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and design and computing. For each deep dive, 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 looked at samples of pupils' work in a range of subjects including English, geography, science and art and design.
- The lead inspector spoke members of the local governing board and three trustees, including the chair of trustees.
- The lead inspector spoke on the telephone with a representative from Lichfield Diocese.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- To evaluate the effectiveness of safeguarding, the lead inspector 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 lead inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.

### **Inspection team**

Keri Baylis, lead inspector

His Majesty's Inspector

Darren Bishop

Ofsted Inspector

Rob Bourdon-Pierre

Ofsted Inspector

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