

St Saviour's CofE Academy

Address: Congleton Road, Talke, Stoke-on-Trent, Staffordshire, ST7 1LW

Unique reference number (URN): 144591

Inspection report: 3 March 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

Curriculum and teaching

Expected standard 

Leaders ensure the curriculum is well sequenced from year group to year group. It identifies important knowledge that pupils should learn over time. Where necessary, the curriculum takes into account mixed-age classes. Staff typically deliver the curriculum as intended. They teach phonics well. Staff ensure that pupils use phonics effectively in their reading and writing. This lays important foundations for learning in English so that pupils become fluent readers as they move through the school. However, staff do not always ensure that pupils' handwriting is accurately formed. This impacts on pupils' writing fluency. Leaders ensure the mathematics curriculum is generally taught well. Staff teach pupils important mathematical knowledge. However, pupils do not always get enough opportunities to use this knowledge to problem-solve and reason. This impacts on how well pupils can apply their knowledge to solve more complex problems.

Staff typically check on pupils learning in lessons. However, some staff are not as skilled as they could be in using this information to address misconceptions and plan further learning for pupils. Therefore, on occasions, some pupils do not make the progress they are capable of.

Staff make sure that they adapt learning in lessons for pupils who need it, for example through the use of technology or additional adult support.

Early years

Expected standard 

Children make a positive start in the early years. The early years curriculum considers all areas of learning and is well sequenced. Staff ensure that children practise what they have learned through working with adults in carefully considered play activities. For example, they encourage children to complete 'rainbow challenges', which helps them to learn across the curriculum. Staff typically interact with children well. This ensures important learning is consolidated and built on. Staff focus on developing children's language skills. For example, in mathematics, adults introduce ordinal language such as first, second and third. They encourage children to use this in their work.

Children learn about sounds in words in Nursery. They listen to the sounds in words and learn to identify words that rhyme. By the Reception Year, children use their phonics skills to decode words. They use their phonics knowledge well to write words and sentences. Children develop a suitable pencil grip, which enables them to begin to form letters accurately.

Staff engage with parents and carers effectively from before they start school. Parents get involved in their child's learning. They attend 'watch me learn' sessions in school and contribute to children's online learning journal.

Inclusion

Expected standard 

Staff know pupils' needs well. For example, they are skilled at identifying a 'cause for concern' for leaders if they believe a pupil may have special educational needs and/or disabilities. There is a clear pathway to identify pupils' needs. Staff use a range of strategies to support vulnerable pupils. They actively involve parents, carers and staff from the start. Overall, staff make adaptations that reduce barriers to pupils' learning. Leaders monitor this work. They ensure that it remains targeted, timely and effective for pupils.

Staff training equips staff with the skills, knowledge and expertise required to support pupils' learning. For example, recent training in social, emotional and mental health needs has been effective. Staff utilise this knowledge to support vulnerable pupils to be engaged and learn.

Leaders and governors understand the complexity of different needs of pupils within the school. They work with parents, external agencies and local partnerships to secure specialist support when needed. The school uses research to decide on actions that will make a positive difference to pupils in receipt of pupil premium, for example helping pupils to understand their emotions through drawing and talking interventions.

Leadership and governance

Expected standard 

Leaders understand the school's strengths and areas for development. Leaders and governors know pupils well and always take actions that are in the best interests of pupils, particularly those who are vulnerable. Leaders in school are supported effectively by leaders from the trust. This supports the school's ongoing work. For example, team around the school meetings enable the trust to understand the school's strengths and next steps. Leaders and staff work together well. They share a vision for what the school can achieve for its pupils. They have high aspirations for all.

Leaders routinely consider the workload and wellbeing of staff when they make decisions about how to further improve the school. Staff appreciate this. Leaders have established a professional learning programme that builds staff expertise based on current educational research. For example, staff recently participated in a research-based learning project to support improvements in mathematics.

Those responsible for governance have an effective understanding of the school's context. They support leaders and challenge them to seek continual improvement. Governors have a secure understanding of their statutory responsibilities and undertake their duties well. They play an active role in monitoring the school's performance and holding leaders to account. For example, link governor visits to school enable them to see the impact of leaders' work.

There is a genuine commitment to working in partnership with parents, carers and the local community. Parents are largely positive about the school. One comment, which was typical of many, included 'it's such a warm welcoming environment where the staff nurture the children's brains.'

Personal development and wellbeing

Expected standard 

There is a clear sense of belonging at this school. Pupils are keen to contribute to school life. For example, they can join the pupil leadership team or the school council. They are proud of the impact of the work these groups do.

The personal, social and health education (PSHE) curriculum is well considered. It starts in the early years. Pupils learn about healthy relationships and different families. They show respect for different cultures and beliefs. Pupils understand the importance of fundamental British values and making positive choices. They are proud of what they have learned. Pupils know their school's values. They talk about the importance of themes such as forgiveness. Leaders have a sharp focus on the local community and equip pupils with the skills they need to thrive. When friendship or other issues arise, teachers adapt lessons to support pupils.

Leaders make sure staff are trained to support pupils who need help with their emotions. Pupils with special educational needs and/or disabilities and those who are disadvantaged specifically benefit from PSHE lessons. Pupils feel proud that their friends are always included. Transitions are carefully considered by leaders. They make sure pupils are ready for the next stage in their learning. This means new starts are always positive starts.

Leaders offer opportunities beyond the classroom. Visits and visitors enrich the curriculum. Clubs such as laser tag, remote control cars and sewing promote pupils' interests. Leaders make sure that clubs are available to all. They consider who would benefit from them the most. Pupils enjoy celebrating their successes both in and out of school. They are particularly proud of sustainability projects. They enjoy working with a local university to learn how to protect their planet by making changes in their school.

Needs attention

Achievement

Needs attention 

Pupils' achievement in the Year 6 national curriculum test in mathematics has been stubbornly low over time. Pupils do not develop their confidence in mathematics as well as they could. Further professional learning and support for staff in mathematics is addressing this issue. However, this is yet to have an impact on mathematics outcomes at the end of key stage 2.

Pupils typically achieve well across the curriculum from their starting points. They produce work which typically prepares them well for their next stage of education. Overall, pupils secure important foundations for learning in mathematics and English. Year 1 pupils generally achieve well in phonics and Year 4 pupils recently achieved positive outcomes in the multiplication check.

Over time, pupils achieve within national expectations in the national curriculum tests in English in Year 6. Although some pupils do not meet national expectations, leaders ensure they make progress from their different starting points.

Attendance and behaviour

Needs attention 

Leaders still have further work to do to ensure that pupils attend well. They understand the importance of regular attendance. Pupils who are disadvantaged pupils and pupils with special educational needs and/or disabilities attend school regularly. However, the work leaders have done to secure high attendance for other pupils has had less impact. This means some pupils miss valuable opportunities to learn.

Leaders have created a positive and calm environment across all areas of school. Classrooms are quiet hubs in which pupils can learn. The new behaviour policy is clear and implemented well. Staff and pupils understand it. Pupils are positive about behaviour. They like the school rules and are excited about the rewards they can earn for positive behaviour. Incidents of bullying are rare. When they occur, they are quickly dealt with. Pupils are confident about how to stay safe online, particularly on mobile phones. Pupils have trusted adults who help them feel safe. Leaders ensure that staff are well trained in the school's behavioural approach. Staff apply it consistently. As a result, behaviour across the school is positive and purposeful. Any discriminatory behaviour is dealt with swiftly.

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

St Saviour's is a school where love and care surrounds pupils. Leaders ensure that pupils are safe and well looked after. Pupils speak confidently about trusted adults they would talk to if they had any problems. Consequently, staff deal with bullying quickly and effectively. Pupils behave well in lessons and around school. They understand the school rules of 'be ready, be respectful and be safe'. They abide by these throughout the school day. Leaders focus on the importance of regular attendance. They expect 'learning to be too good to miss'. However, pupil attendance at school remains low overall. While some positive work is taking place with attendance, this is still to have an impact.

Leaders have high aspirations for pupils' achievement. Overall, many pupils achieve and learn well. Pupils enjoy learning a wide range of subjects. Leaders are addressing historical issues with the teaching of mathematics. However, the impact of this work is yet to translate into pupils' achievement in mathematics at the end of key stage 2. Leaders aspire to meet the needs of pupils. They ensure that staff understand any barriers pupils face. This enables staff to remove these barriers whenever possible.

The school's values of forgiveness, friendship, respect, honesty, perseverance and aspiration underpin all aspects of school life. Staff raise pupils' aspirations by linking their learning to later life. Pupils participate in activities which broaden their horizons. These include being part of the trust school parliament or learning about science-related careers

through the science fair with other schools. This work prepares pupils well for later life and learning.

Next steps

- Leaders should revise the school's attendance strategy to ensure rates of attendance improve for all pupils.
 - Leaders should ensure that staff focus on developing pupils' reasoning skills in mathematics so they can apply their mathematical knowledge to become more confident mathematicians and achieve well.
 - Leaders should ensure that staff consistently use assessment to address misconceptions so that pupils progress well through the curriculum.
 - Leaders should ensure that staff are well equipped to develop pupils' handwriting skills.
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About this inspection

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.

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.

Inspectors spoke with school leaders, including the principal, acting vice-principal and other leaders during the inspection. The lead inspector spoke with trustees and members of the local governing committee, including the chair of the trust. The lead inspector held a meeting with the CEO of the trust and also had a telephone conversation with a representative of the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school is part of the Diocese of Lichfield. Its most recent section 48 inspection, for schools of a religious character, took place in November 2024.

The school uses no alternative provision.

Principal: Lynn Davis

Lead inspector:

Barry Yeardsley, His Majesty's Inspector


Team inspectors:

Tess Sharman, His Majesty's Inspector

Stephanie Peters, 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 3 March 2026

School and pupil context

Total pupils

175

Below 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)

34.38%

Close to 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

3.43%

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

7.43%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

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	49%	61%	Below
2024/25 (revised)	35%	62%	Below
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	59%	60%	Close to average

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	67%	74%	Below
2024/25 (revised)	55%	75%	Below
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	76%	73%	Close to average

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	69%	72%	Close to average
2024/25 (revised)	71%	72%	Close to average
2023/24 (final)	63%	72%	Below
2022/23 (final)	72%	71%	Close to average

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	62%	73%	Below
2024/25 (revised)	58%	74%	Below
2023/24 (final)	63%	73%	Below
2022/23 (final)	66%	73%	Close to average

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	43%	46%	Close to average
2024/25 (revised)	36%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	60%	46%	Above
2022/23 (final)	38%	44%	Close to average

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	59%	62%	Close to average
2024/25 (revised)	57%	63%	Close to average
2023/24 (final)	80%	62%	Above
2022/23 (final)	46%	60%	Below

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	73%	59%	Above
2024/25 (revised)	86%	59%	Above
2023/24 (final)	80%	58%	Above
2022/23 (final)	54%	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	51%	60%	Close to average
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	60%	59%	Close to average
2022/23 (final)	46%	59%	Below

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	43%	68%	-24 pp
2024/25 (revised)	36%	69%	-34 pp
2023/24 (final)	60%	67%	-7 pp
2022/23 (final)	38%	66%	-28 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	59%	80%	-20 pp
2024/25 (revised)	57%	81%	-24 pp
2023/24 (final)	80%	80%	0 pp
2022/23 (final)	46%	78%	-32 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	73%	78%	-5 pp
2024/25 (revised)	86%	78%	7 pp
2023/24 (final)	80%	78%	2 pp
2022/23 (final)	54%	77%	-24 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	51%	80%	-28 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	60%	79%	-19 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	46%	79%	-33 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)	5.2%	5.2%	Close to average
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	6.7%	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)	17.0%	13.3%	Above
2023/24 (3 term)	21.6%	14.6%	Above
2022/23 (3 term)	22.8%	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.

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