

Inspection of Co-op Academy Belle Vue

450 Hyde Road, Manchester M12 4BA

Inspection dates: 19 and 20 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

The headteacher of this school is Scott Fletcher. This school is part of the Co-operative Academies 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), Chris Tomlinson, and overseen by a board of trustees, chaired by Russell Gill.

What is it like to attend this school?

Pupils flourish at Co-op Academy Belle Vue. They are nurtured and cared for in a warm and positive climate. The strong behaviour systems and daily routines help pupils to settle into school well. Pupils feel safe and privileged to be part of such a welcoming community.

Pupils have admirable and mature attitude to learning. They respond extremely well to the schools' high expectations of them to achieve the 'The Belle Vue Difference'. Pupils, including those with special educational needs and/or disabilities (SEND), are incredibly proud to come to this school.

The school and the trust share a deep-rooted ambition for pupils to excel. The highly effective delivery of a well-considered curriculum means that pupils thrive academically. Pupils delight in scholarship.

The school's spectacular offer to promote leadership opportunities is valued greatly. Pupils relish the opportunities to represent their peers on a wide range of committees. Members of the diversity committee enjoyed organising a culture day and setting up prayer facilities for pupils. These opportunities allow pupils to celebrate differences and raise awareness of commonalities between each other. Pupils fully embrace the school's mantra of 'everybody is different but equal'. As such, pupils experience a strong sense of joy and belonging.

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

Since the academy's inception, the school has managed its rapid expansion well. Developing and training staff has been at the forefront of the school's work. This has proved to be a highly effective strategy. It means that staff are extremely well equipped to deliver the curriculum. This contributes considerably to the exceptional quality of education that pupils receive. The staff's well-being charter epitomises the importance that the school places on supporting staff to manage their workload.

Supported by the trust, the school has developed a well-crafted and ambitious curriculum. This meets the needs of the current key stage 3 pupils very well. It also ensures that they are well prepared for the transition to key stage 4.

The school has identified the essential knowledge that pupils need to be taught and when this learning should take place. Teachers have a firm understanding of how the curriculums should be delivered. They make sure that key knowledge is revisited frequently. This helps pupils to retain their learning successfully over time.

Staff have created a stimulating and vocabulary-rich environment which captures pupils' enthusiasm for learning. Complex concepts are broken down carefully so that pupils, including those with SEND, can secure their understanding. Teachers' choice of learning activities encourages pupils to be reflective and inquisitive thinkers. Pupils gain a strong grasp of the subject content in each subject curriculum. Over

time, they build a very secure body of knowledge. Pupils use subject-specific vocabulary fluently. They make deep and meaningful connections in their learning.

The whole-school approach to checking that pupils have understood what has been taught is highly effective. This means that teachers can reshape their teaching, tailor their support and address misconceptions quickly. Gaps in pupils' knowledge are closed rapidly and securely. Pupils with SEND benefit immensely from this approach. The specific needs of these pupils are identified quickly. Staff are highly skilled in matching teaching activities to these needs. As a result, pupils with SEND are engaged in lessons and achieve extremely well.

Teachers promote an infectious enthusiasm for reading. The 'community read' sessions provide genuine opportunities for pupils to explore a wide range of books. These sessions stimulate pupils' curiosity and their critical thinking. Pupils read fluently and with understanding. Pupils who have gaps in their reading knowledge are expertly supported. This helps pupils to read successfully.

The school and the trust are uncompromising in their expectations of pupils' behaviour. The school has embedded unique and innovative approaches to create an engaging and successful learning environment. For example, teachers consistently apply the school's 'SLANT' routines to establish strong behaviour for learning. Pupils' excellent attitudes to learning and their ingrained sense of respect for others mean that lessons proceed without disruption.

Staff know pupils and their families exceedingly well. This helps the school to identify and remove the barriers that prevent pupils from attending school each day. As such, pupils' absence rates are well below the national average.

The school's 'electives' programme offers a rich set of experiences that extend pupils' interests, talents and aspirations. Pupils enthusiastically pursue one academic, sports and creative elective. They value the opportunity to play chess, sports and music. This programme also captures pupils' desire to lead eco- and charitable projects to help their community.

Pupils savour the 'community conversations' and daily 'community lunch' experiences. This helps pupils to build their confidence and develop their oracy skills. The impressive careers programme allows pupils to participate in a vast array of workshops, college and university visits. They are well informed about potential career choices and they develop high aspirations for their future.

Members of the academy governing council (AGC) and the trust are relentless in their pursuit of excellence. The school, members of the AGC and the trust have a shared commitment to provide the very best experiences and education to the pupils and community that they serve. Continual review and refinement of their actions mean that the school goes from strength to strength.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	148544
Local authority	Manchester
Inspection number	10294427
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	484
Appropriate authority	Board of trustees
Chair of trust	Russell Gill
CEO of the trust	Chris Tomlinson
Headteacher	Scott Fletcher (Head of Academy)
Website	www.bellevue.coopacademies.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2021. At the time of the inspection, there were only pupils in key stage 3.
- The school is part of the Co-operative multi-academy trust.
- The current headteacher was appointed in September 2022.
- The chair of the academy governing council was appointed in March 2024.
- The school does not make use of alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

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.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the CEO of the trust, the headteacher and other school leaders. Inspectors also met with a range of other staff.
- Inspectors spoke with members of the academy governing council and trustees, including the chair of the academy governing council and trustees. They also spoke with a representative of the local authority.
- The inspectors observed pupils' behaviour across the school, including at social times.
- Inspectors carried out deep dives in these subjects: mathematics, science, Spanish, English and history. For each deep dive, inspectors discussed the curriculum with leaders and teachers, visited a sample of lessons, reviewed samples of pupils' work and spoke with some pupils.
- Inspectors met with leaders to review other areas of the curriculum.
- Inspectors spoke with the leaders responsible for pupils' personal development, early careers teachers, behaviour and attendance, careers, the provision for SEND and reading.
- Inspectors reviewed a range of documents, including the school's self-evaluation and records relating to pupils' attendance and behaviour.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

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